

# Cree Language and Culture



**12-year Program  
Guide to Implementation**

Grade 4 to Grade 6

2009

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For further information, contact:

Alberta Education  
Curriculum Sector: Arts, Communications and  
Citizenship  
8th Floor, 44 Capital Boulevard  
10044 – 108 Street NW  
Edmonton, Alberta T5J 5E6  
Telephone: 780-427-2984 in Edmonton or  
toll-free in Alberta by dialling 310-0000  
Fax: 780-422-0576



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## Elders and Cultural Advisors

Alfred Bonaise  
Jenny Cardinal  
Joe P. Cardinal (deceased)  
Florestine Chowace  
Linda Oldpan  
Myron Paskamin  
Jerry Saddleback

## Contributors

Janice Aubry	Malvina Iron	Tony Petrone
Elise Auger	Bryant Johns	Bernice Prather
Doreen Batchelor	Florence Kanhai	Lorraine Rain
Paul Beauregard	Melody Kostiuik	Susie Robinson
Louise Breland	Bertha Laboucan	Clifford Ribbonleg
Loretta Breland	Billy Joe Laboucan	Teddy Ribbonleg
Norine Buffalo	Barb Laderoute	Mary Sasakamoose
Rosalyn Bull	Donna Leask	Betty Simon
Julia Cardinal	Lorna L'Hirondelle	Joan Simpson
Mary Cardinal-Collins	Willie Lightning	John Sokolowski
Raymond Cardinal	Judy Louis	Noella Steinhauer
Laura Collins	Jutta McAdam	Marion Stone
Anne Crane	Rita Marten	Josephine Thompson
Susan Dion	Marjorie Memnook	Connie Twin
Edith Ellingboe	Velma Memnook	Stuart Wachowicz
Esther Giroux	Mary Moore	Joyce Wood
Rhoda Gladue	Laura Moyah	Nora Yellowknee
Emily Hunter	Madeline Noskey	Gerald Young
Russell Hunter	Pauline Ominiyak	

The process of developing this edition of the Guide was led by Billy Joe Laboucan, Little Buffalo, Alberta; Mary Cardinal-Collins, Saddle Lake First Nation, Alberta; Annette McLean, Sturgeon Lake First Nation, Alberta; with community consultations in the Treaty 6 and Treaty 8 areas.

## Validators

### Elders and Cultural Advisors

Irene Dion-Martineau, Kehewin First Nation  
Louise Loyie, Sawridge First Nation

### **Validation Review Committee**

Norine Buffalo, Miyowakohtowin Education Authority  
Susan Dion, Kehewin Education Centre  
Eliza Gullion, Northland School Division No. 61  
Loretta Pete, Miyowakohtowin Education Authority  
Delores Pruden-Barrie, Alberta Education  
Lorraine Scanie, Centre for Education, Edmonton Public School Board  
Bill Sewepagaham, Peace River School Division No. 10  
Emily Sewepagaham, Peace River School Division No. 10  
Joyce Wood, Saddle Lake Education Authority  
Gerald Young, Northland School Division No. 61

### **Editors**

Billy Joe Laboucan (Woods Cree language)  
Susan Dion (Plains Cree language)  
Neil Sawers  
J. Marilyn Scott

Thanks also to Donna Paskemin for her review and comments.

### **Alberta Education (Former Learning and Teaching Resources Branch)**

Raja Panwar	Director
Stella Shrum	Acting Director
Greg Bishop	Assistant Director, Resource Development
Delores Pruden-Barrie	Resource Manager, FNMI Aboriginal Projects and Cree Learning and Teaching Resources
Kim Blevins	Document Production Coordinator
Helen Czar	Editor
Lee Harper	Desktop Publishing
Liliya Pantelyuk	Desktop Publishing
Esther Yong	Desktop Publishing

### **Thomson Duval House Design and Production**

Joanne Meredith  
Jeff Miles  
Leslie Stewart

### **Thomson Duval General Manager**

Glenn Rollans

We thank the following educators for supporting their staff's participation in the validation process:

Dale Bischoff, Deputy Superintendent, Peace River School Division No. 10  
Debra Cardinal, Director, Saddle Lake Education Authority  
Linda Gadwa, Principal, Kehewin Education Centre  
Willy John, Director of Education, Kehewin Education Centre  
Bryant Johns, Coordinator, Kayas Cultural College  
Dennis Laboucan, Director of Education, Little Red River Board of Education  
Florence Quinn, Principal, Onchaminahos Elementary School  
Annette Ramrattan, Superintendent, Northland School Division No. 61  
Debbie Stockdale, Principal, Ermineskin Primary School

Don Tessier, Acting Principal, St. Thersea School  
Lyll Thomson, Superintendent, Edmonton Public School Board  
Judy Toews, Principal, Prince Charles Elementary School  
Genevieve Unger, Acting Principal, Kateri School  
Greg Woronuk, Superintendent, Peace River School Division No. 10

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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.

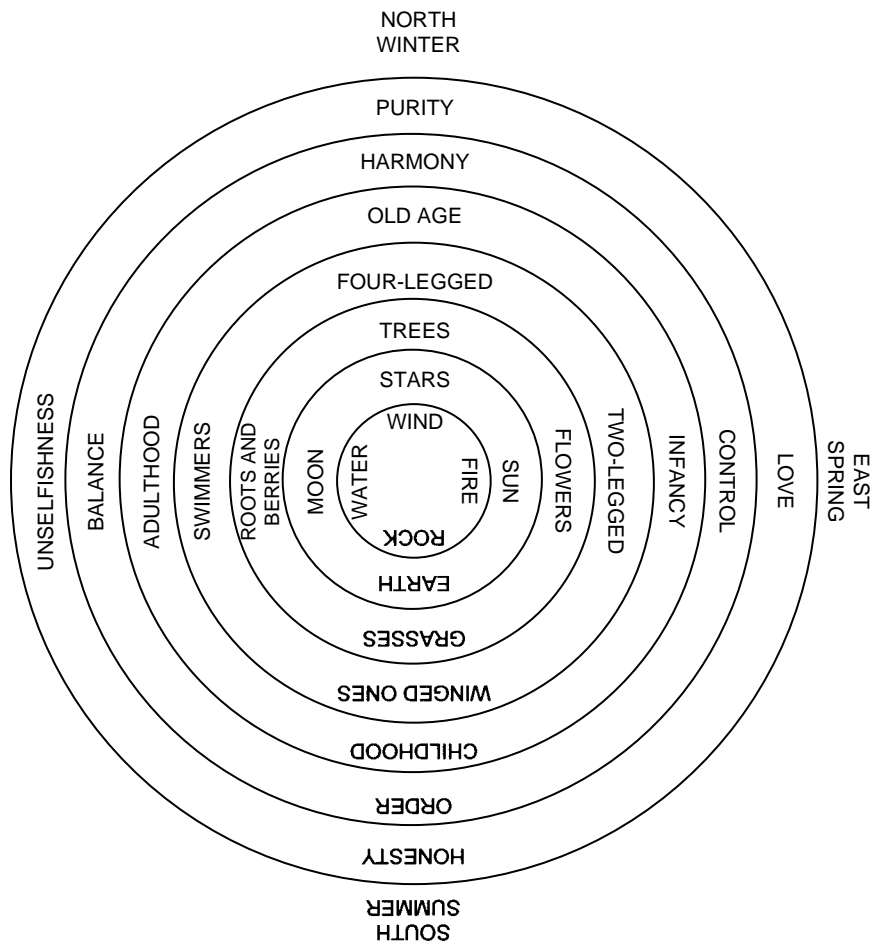
Four aspects common to Mother Earth in the Cree worldview that can be honoured in the classroom are:

- 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 (Grade 4 to Grade 6)* 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 *manâhcihitowin* – 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
- *Wîcihitowin* – 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—*Okihitowihewin*.

*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., Grade 4 and Grade 5 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.

Grade 4	Grade 5	Grade 6
<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>	<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 *Kihteyayak*, needs to be an inclusive part of any plan.

It is often wise for a teacher to have a *Kihteyaya* (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:

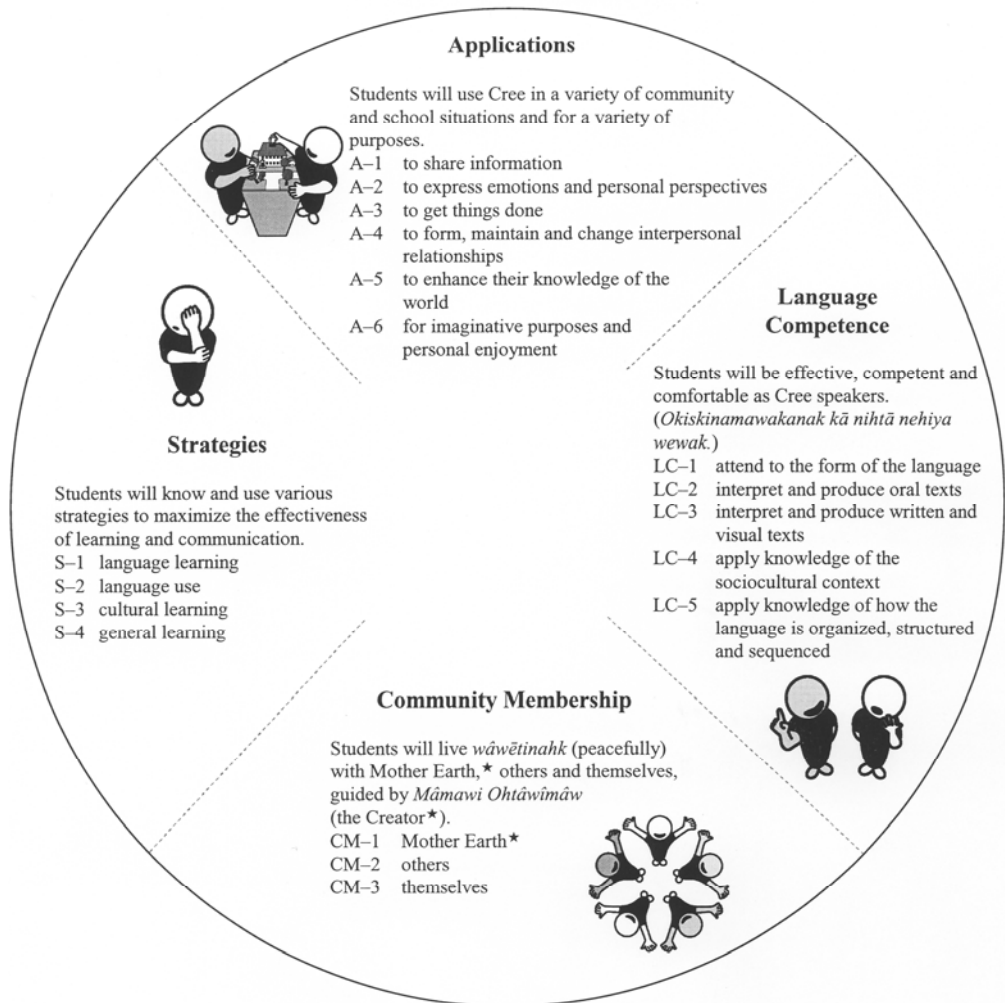
- establishing goals for learning, instruction and assessment in Cree
- knowing and using the curriculum—the general and specific outcomes
- selecting the appropriate learning outcomes from the curriculum based on your knowledge of your students
- focusing each unit and sequencing units into a year plan
- 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 (Grade 4 to Grade 6)* 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:**

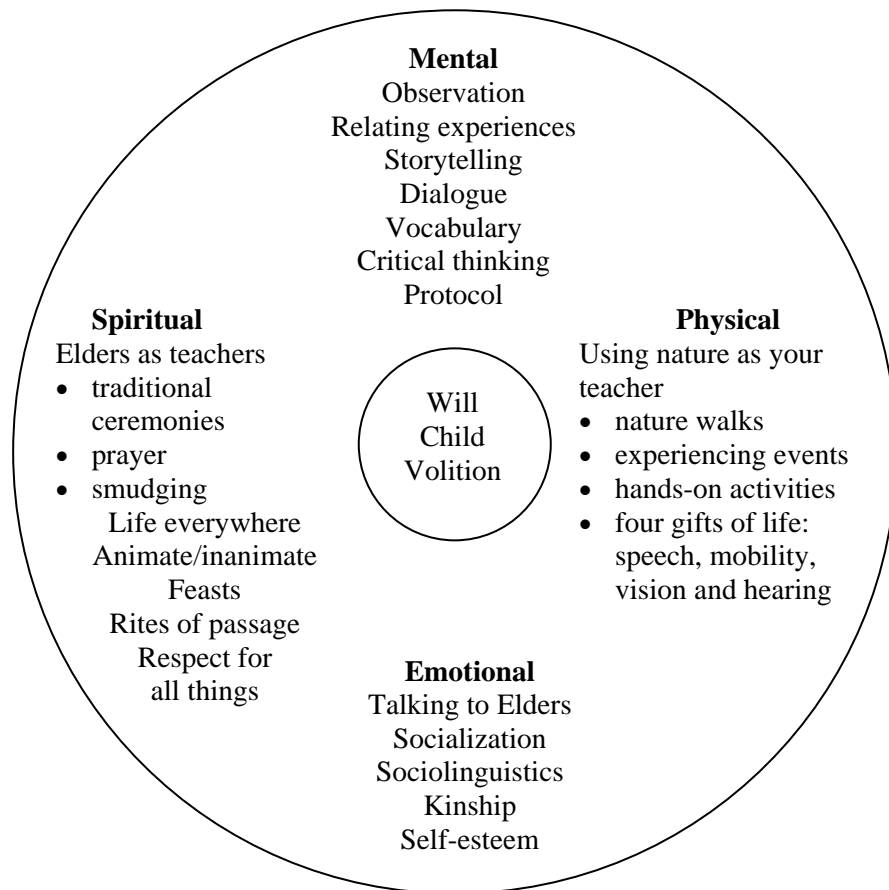
- four general outcomes: Applications, Language Competence, Community Membership and Strategies
- six language arts: listening, speaking, reading, writing, viewing and representing
- text types: oral, written and multimedia texts, including a variety of informational, narrative, poetic and dramatic texts; 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.

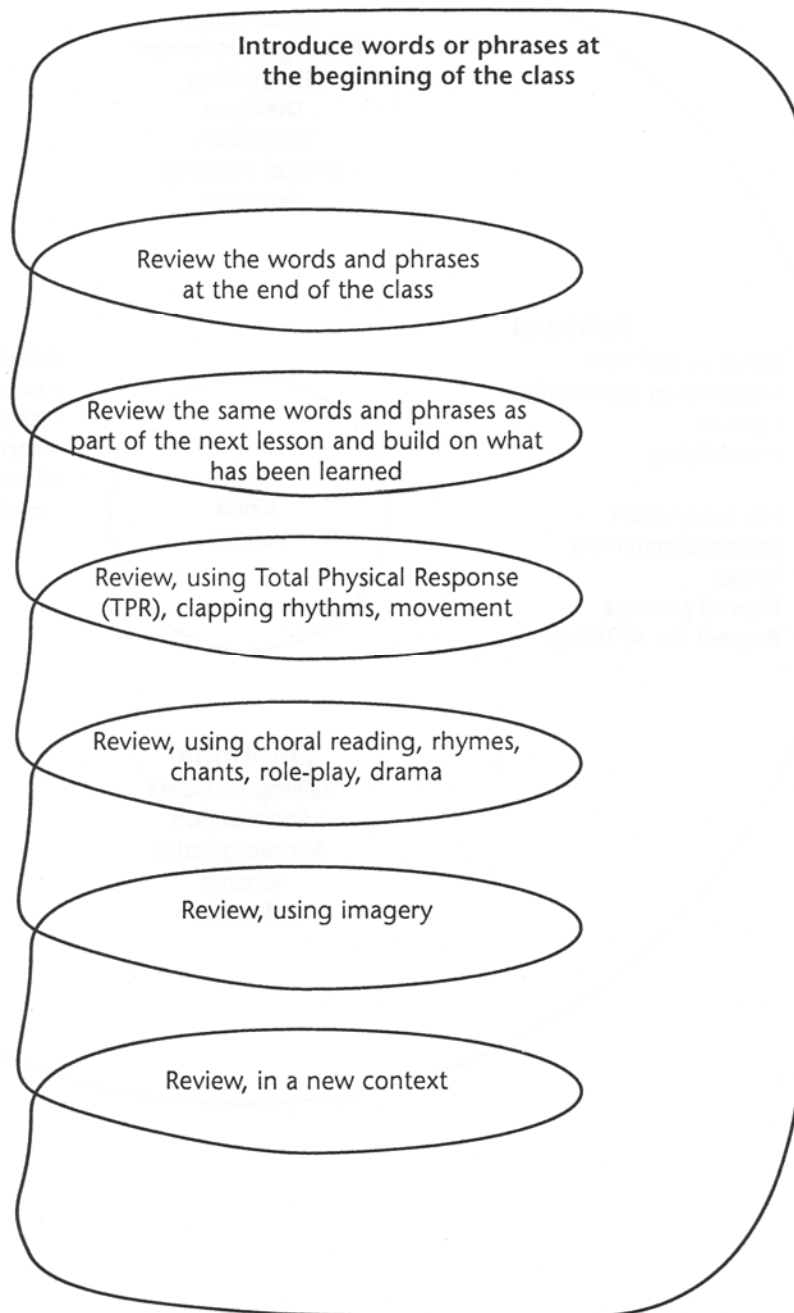
### Medicine Wheel





## 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.

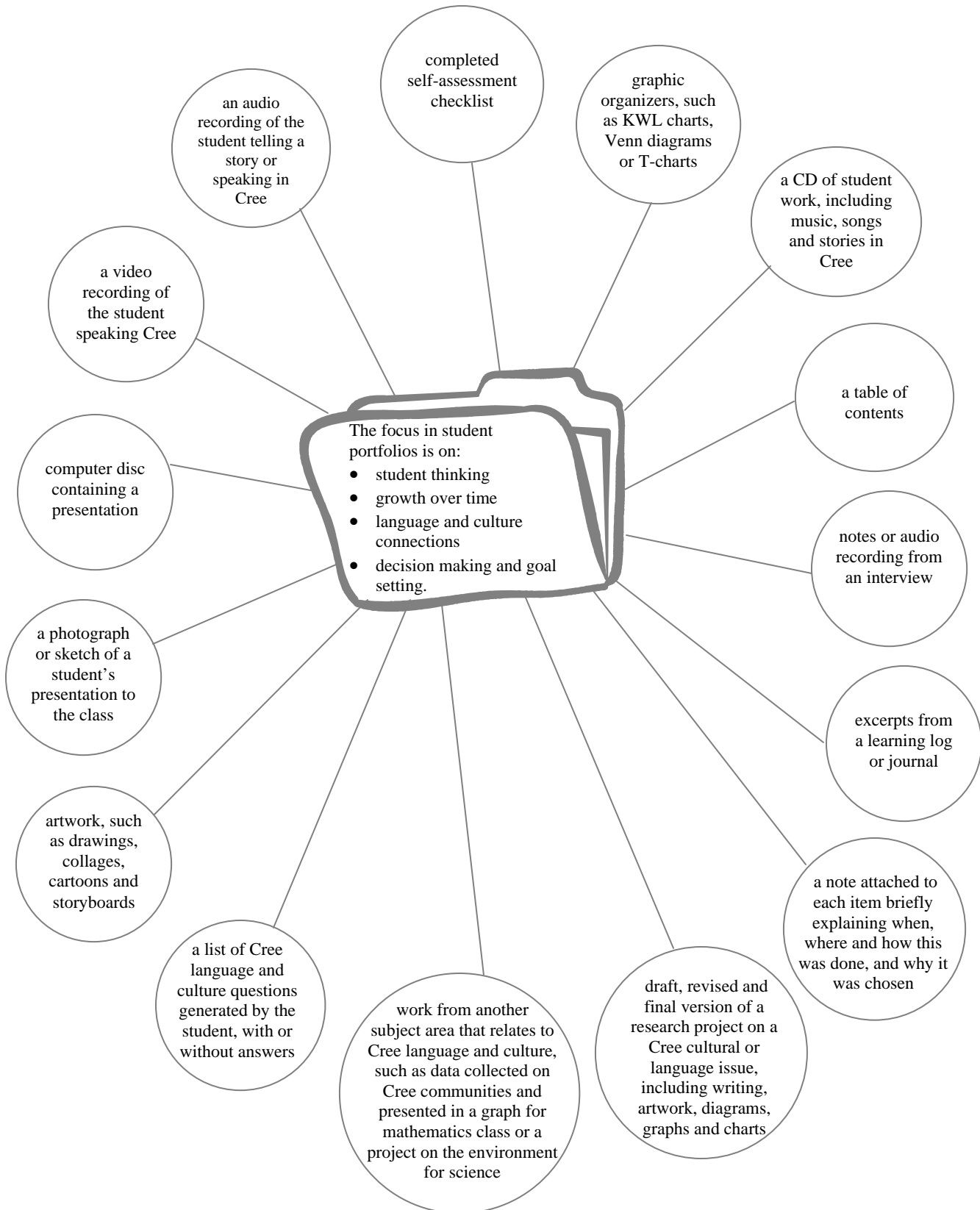
The physical structure of a portfolio refers to the actual arrangement of work samples and can this be organized according to chronology, subject, style, work or goal area. You may have students self-assess a work sample, self-reflect and then set a goal for future learning. The work sample, self-assessment 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 Grade 4 to Grade 6

- 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>	<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>4</b> 
<b>Strand</b>	A-2.1 share ideas, thoughts, preferences		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. inquire about and express likes and dislikes		

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

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- With teacher guidance, students brainstorm activities in which they are involved outside of school. Together they draft simple survey questions. Students interview one another about their favourite after-school activities; e.g.,
  - *Kitayamihcikân cî?* (Do you read?)
  - *Ehâ.* (Yes.)/*Namôya.* (No.)
  - *Ki pôsin cî toboggan?* (Do you toboggan?)
  - *Kisôniskwâtahen cî?* (Do you skate?)
  - *Kitehtapin cî mistatimwak?* (Do you ride horses?)
  - *Kikanawâpahten cî cikâstepayihcikan?* (Do you watch television?)

Students can put this into book form and add to it throughout the year.

**Note:** This is a good exercise to help expand vocabulary on activities. It gives more verbs/action words and changes them to noun forms; e.g.,

*Nimiyweyihten kasôskacoweyân.* (I like to go sliding.)  
*sôskacowe*—VAI (slide)  
*sôskacowewin*—NI (sliding)

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:

- inquire about and express likes and dislikes?

### 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 inquire about and express likes and dislikes (see sample blackline master in Appendix E: Self-assessment Checklist).

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to inquire about and express likes and dislikes. Offer feedback, encouragement and praise as needed.



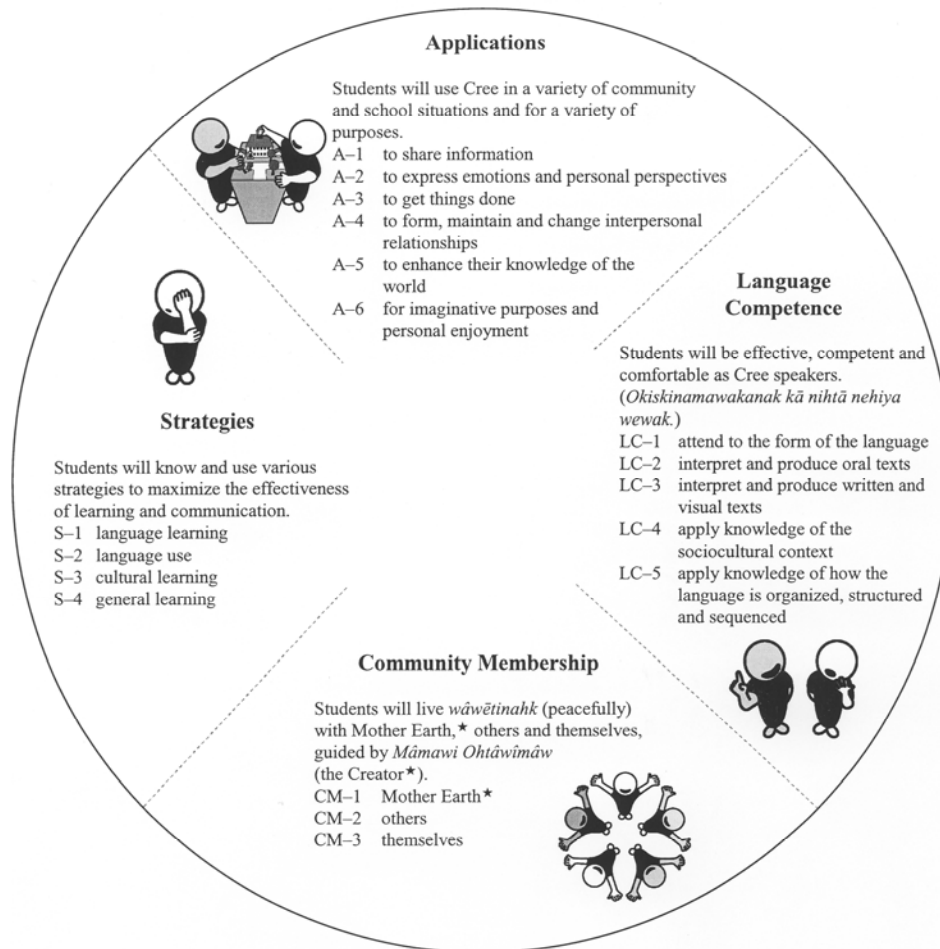


## Grade 4 Level Samples

Applications .....	50
Language Competence .....	72
Community Membership .....	100
Strategies .....	123

### 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;">4</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. ask for and provide information on a range of familiar topics</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students randomly answer basic questions on a range of familiar topics; e.g., family, home, daily activities.
- During a sharing circle activity, students share information about their families and their roles in the family.
- Students break into pairs and find out information about each other; e.g., where they live, their family, what they like to do—pastimes. They then present and describe each other to the rest of the class.
- Students are shown a sample kinship chart. Students draw and label the chart, then share the information about their families—brothers and sisters, *wâhkôhtowin* (kinship)—in a sharing circle.
- Students prepare a presentation on the days of the week. For each day, students describe what they do; e.g., chores, extracurricular activities, family activities, school-related activities.

<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 on a range of familiar topics

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- ask for and provide information on a range of familiar topics?

### Learning Log


Students use sentence patterns and record information about their family trees. Discuss the recorded information with students.

### 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 ask for and provide information on a range of familiar topics (see sample blackline master in Appendix E: Self-assessment Rating Scale).

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to ask for and provide information on a range of familiar topics (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–2 to express emotions and personal perspectives	<b>4</b> 
	<b>Strand</b>	A–2.1 share ideas, thoughts, preferences	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. inquire about and express likes and dislikes		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- With teacher guidance, students brainstorm activities in which they are involved outside of school. Together they draft simple survey questions. Students interview one another about their favourite after-school activities; e.g.,
  - *Kitayamihcikân cî?* (Do you read?)
  - *Ehâ.* (Yes.)/*Namôya.* (No.)
  - *Ki pôsin cî toboggan?* (Do you toboggan?)
  - *Kisôniskwâtahen cî?* (Do you skate?)
  - *Kitehtapin cî mistatimwak?* (Do you ride horses?)
  - *Kikanawâpahten cî cikâstepayihcikan?* (Do you watch television?)

Students can put this into book form and add to it throughout the year.

**Note:** This is a good exercise to help expand vocabulary on activities. It gives more verbs/action words and changes them to noun forms; e.g.,

*Nimiyweyihten kasôskacoweyân.* (I like to go sliding.)  
*sôskacowe*—VAI (slide)  
*sôskacowewin*—NI (sliding)

<b>Strand</b>	A–2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. inquire about and express likes and dislikes

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- inquire about and express likes and dislikes?

### 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 inquire about and express likes and dislikes (see sample blackline master in Appendix E: Self-assessment Checklist).

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to inquire about and express likes and dislikes. 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>4</b> 
	<b>Strand</b>	A–2.2 share emotions, feelings	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. inquire about and express emotions and feelings		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are provided with a chart of expressive faces and the corresponding names of the emotions shown. Students are then organized into groups. One student in each group draws a paper slip from a bag with the name of an emotion written on it. He or she acts out the emotion while members of the group guess what it is. The game continues with a new student from each group until the bag is empty.
- Students are provided with vocabulary and sentence starters that they must complete. They share their feelings and emotions with a partner; e.g.,
  - *Ispî kâ pôsiyân kâ nîsokâtet ni \_\_\_\_\_.* (When I ride my bicycle, I’m \_\_\_\_\_.)
  - *Ispî wayawîtimihk kâ metaweyân ni \_\_\_\_\_.* (When I’m playing outside \_\_\_\_\_.)
  - *Ispî kâ wîcihiweyân Nehiyaw isihcikewinihk ni \_\_\_\_\_.* (When I participate in Cree celebrations, I \_\_\_\_\_.)

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- inquire about and express emotions and feelings?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to inquire about and express 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>4</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. relay simple messages, and encourage or discourage others from a course of action

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- The students are divided into teams and play a game of verb charades. One player from each team mimes the action written on the cards provided. The team members must guess the action. The student who has mimed the action must then orally say the verb; e.g.,
  - *Nitapin.* (I sit.)
  - *Kitapin.* (You sit.)
  - *Apiw.* (He or she sits.)
  
- Students review some imperative forms of common verbs and positive and negative phrases; e.g.,
  - *Yahkohte.* (Go ahead.)
  - *Nakî!* (Stop!)
  - *Api.* (Sit down.)
  - *Kâya api.* (Don't sit down.)
  - *Nîpawi.* (Stand up.)
  - *Kâya nîpawi.* (Don't stand up.)
  - *Wâstahike.* (Wave your hand.)
  - *Kâya wâstahike.* (Don't wave your hand.)
  - *Waske kihciniskîhk isi.* (Turn to the right.)
  - *Kâya waske kihciniskîhk isi.* (Don't turn to the right.)
  - *Waske manahtinihk isi.* (Turn to the left.)
  - *Kâya waske manahtinihk isi.* (Don't turn to the left.)

Students respond to the teacher's requests. This can be done in the form of a game, such as Simon Says, *Wesahkecâhk itwew* (*Wesahkecâhk* Says) or *Kimosôminaw itwew* (Our Grandfather Says). Students take turns leading the game.

**Note:** For any type of competitive activity or game, remind students to use words like *âkameyimo* (do your best) and *ekwa* (next).

<b>Strand</b>	A–3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. relay simple messages, and encourage or discourage others from a course of action

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- relay simple messages, and encourage or discourage others from a course of action?


### 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 relay simple messages, and encourage or discourage others from a course of action (see sample blackline master in Appendix E: Self-assessment Checklist).

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to relay simple messages, and encourage or discourage others from a course of action. 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;">4</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. make and respond to offers or invitations</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students practise making an oral invitation, in Cree, to a *ohkomiwâwa/omosômiwâwa* (grandmother/grandfather) to attend their class activities.
- Note:** Some students may not have grandparents. If so, give them kinship terms that apply to them.
- Students design and compose a written invitation, in Cree, to an upcoming school event. Guide students as to the key ideas and phrases to use. Students then have a chance to look at the invitations made by their classmates. These invitations could be sent home to parents, guardians or the *nôhkom/nimosôm* (grandmother/grandfather).
  - Model a telephone conversation in which someone is invited to a school event or party. Both “I can” and “I cannot” responses should be modelled. Students then pair up and practise the telephone conversations. After this role-play, students make a real or staged telephone call to a Cree-speaking volunteer.
  - As a class or in groups, students identify ways in which they can be helpful to parents, grandparents and siblings at home and in the community. As an extension, students could choose a situation and illustrate a cartoon that shows them offering help.

<b>Strand</b>	A-3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. make and respond to offers or invitations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- make and respond to offers or invitations?

### 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 make and respond to offers or invitations (see sample blackline master in Appendix E: Observation Checklist).


### Journals

Students reflect on ways to be helpful. Provide students with prompts; e.g.,

- *Kíkway ekâ ekî ohci mâmitoneyihtamân/oskih kíkway ...*  
(Something I had not thought about/something new ... )
- *Kíkway ahpô enohte itôtamân ...*  
(Something I might like to do ...)
- *Tânihki kê nohte itôtamân ...*  
(Why I might like to do it ... )

### 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 make and respond to offers or invitations (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>4</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> <ol style="list-style-type: none"> <li>a. encourage other group members to participate</li> <li>b. assume a variety of roles and responsibilities as group members</li> </ol>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work with a partner to create a mobile with vocabulary and pictures of wild birds and animals. They use language associated with working with another person; e.g.,
  - *Kakî itôten cî ôma?* (Could you do this?)
  - *Kakî masinohipehen cî ôma?* (Could you colour this?)
  - *Kakî manisen cî ôma?* (Could you cut this out?)
  - *Kwayask cî ôma itasinâstew?* (Is this the right colour?)
- Arrange chairs in a circle, facing inward, with one less chair than participating students as in musical chairs. A student leader stands in the middle and leads the activity. He or she identifies an article of clothing that two or more students are wearing, using cue cards with words and pictures. When these articles are identified, all students wearing those clothes change places, including the student leader. The student without a chair becomes the new leader. The new leader then identifies a new article of clothing and the game continues. The leader might say a phrase such as *sîpîhkwâw pakîwayân* (the shirt is blue).
- After students review group encouragement vocabulary, they get into groups and plan an event, such as an end- or beginning-of-season celebration; e.g., the end of winter, the beginning of spring. Students focus on using the encouraging vocabulary in thinking about their group’s plans. Allow time for students to reflect on and/or share their encouragement.
- The class reviews various phrases they have learned that deal with taking roles and responsibilities as group leaders. Assign a number to each phrase. Call out the number and have students respond by saying the phrase aloud. Break students into groups and have them role-play appropriate phrases.
- Before beginning a group activity, students are introduced to phrases such as:
  - *Âstam pe wîceh wîtapîminân/wîtatôskeminân!* (Join us!/Work with us!)
  - *Kîya ekwa.* (It’s your turn.)
  - *Naskwewasîmo.* (It’s your response.)
  - *Pîkîskwe.* (Speak.)
  - *Ekwa sipwehtetân.* (Let’s go now.)
  - *Ka kaskîhtân!* (You can do it!)

During the activity, students use these phrases to encourage other members of their group to participate. When you hear a student encouraging others by using one of these phrases, mark a happy face on the board where the phrases are posted.

Students take turns leading a total physical response (TPR) activity.

<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 participate b. assume a variety of roles and responsibilities as group members

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- encourage other group members to participate?
- assume a variety of roles and responsibilities as group members?


### 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 encourage other group members to participate and assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Self-assessment Rating Scale).

### Journals

Students reflect on what they have learned. Provide prompts such as:

- Something I already know about how I work in a group ...
- Something that surprised me about how I work in a group ...
- Something I might like to try in my next group ...

<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; margin: 0;">4</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></p> <p>a. talk about themselves, their family and their community; and respond to the talk of others by showing attention and interest</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students form an inner circle and an outer circle. They begin by talking with the person opposite them about basic information; e.g., daily routines, favourite after-school activities. After students have spoken for a minute, the members of the outer circle move clockwise. Students then begin a new discussion with a different partner. Play music to signal when to move and when to stop.
- Over a period of several weeks, model phrases and vocabulary that deal with personal relationships. Students create a *Tân'si* (Greetings) log in which they record these phrases and vocabulary to assist them in their casual and friendly exchanges with classmates. Students should be encouraged to refer to their logs for support when writing friendly letters, sending e-mails to friends or speaking casually with a classmate.
- Students discuss how certain body language and words or topics can make others feel uncomfortable; e.g., discussing someone's personal appearance, respecting personal space and boundaries, aggressive and receptive stances, showing interest and attention.

<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. talk about themselves, their family and their community; and respond to the talk of others by showing attention and interest

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- talk about themselves, their family and their community; and respond to the talk of others by showing attention and interest?

### Learning Log


Students actively listen to each other as they talk about their families and themselves. They can complete a form to show what they learned about another person's family, daily routines and after-school activities.

Sentence patterns may include:

- *Mâwawaci nimôcikiskinohamâkosin* \_\_\_\_\_. (The most interesting thing I learned was \_\_\_\_\_.)
- *Nimiywehten ispî kê* \_\_\_\_\_. (I really enjoyed the part when you \_\_\_\_\_.)
- *Niwî kocîn ôma itôtamâwin* \_\_\_\_\_. (This is an activity I would like to try \_\_\_\_\_.)

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to talk about themselves, their family and their community; and respond to the talk of others by showing attention and interest. 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>4</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. discover relationships and patterns in the environment

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students review vocabulary for birds, animals and plants. Working in small groups, they are provided with a variety of pictures and asked to sort them into categories. They must then use the correct vocabulary and name each category.

*Ôki pîyesîsak*     *sîsîp* (duck)  
                           *ahâsiw* (crow)  
                           *kihew* (eagle)  
*Ôki pisiskowak*   *paskwâw mostos* (buffalo)  
                           *maskwa* (bear)  
                           *mahkesîs* (fox).

- Students choose an animal, such as a bear or buffalo, and find examples of stories that include the animal as a character. Students then answer questions about the animal based on the stories; e.g.,
  - What types of things does the animal do or say in the stories?
  - How is the animal important to the stories?
  - What things are the same about the animal in the stories?
- Students practise a variety of questions; e.g.,
  - *Kîkwây ôma?* (What is this?)
  - *Tânihki?* (Why?)
  - *Tân'te ohci ôma?* (Where did this come from?)
  - *Awîna awa \_\_\_\_\_ ?* (Who is this \_\_\_\_\_? [animate])

Students are then encouraged to ask the questions during a nature walk and record the answers in a journal or log.

- Students go on a nature walk. They take pencils, crayons and blank paper. When they see an interesting pattern in a rock, leaf or tree bark, they place the paper on top and rub with the pencil or crayon to transfer the pattern to the paper. Back in the classroom, they share their patterns with the class. The class must try to determine what the pattern is.
- Students discover relationships and patterns by talking about their immediate family; e.g., we have different members in each family—mother and children, grandfather and children. Students can make their own kinship storybook.

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

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- discover relationships and patterns in the environment?


### Learning Log

Students keep a learning log about their experiences during the nature walk. They note down the significance of living things in a KWL chart. Students reflect on what they know, what they want to know and the things they learned. 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 discover relationships and patterns in the environment (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-5</b> to enhance their knowledge of the world	<b>4</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. compare and contrast items in simple ways

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After a group research project, students complete a simple Venn diagram comparing West Coast *âtayohkewin* (legends) to Cree *âtayohkewin* (legends). Next, students discuss the stories and provide feedback to each other or to the group; e.g.,
  - *E mamâmitoneyitaman* \_\_\_\_\_. (The main characters did \_\_\_\_\_.)
  - *Ni mamâmitoneyihten tânihki* \_\_\_\_\_. (I was wondering why \_\_\_\_\_.)

With teacher guidance, students may organize the information under headings; e.g.,

- *Tân'si eteyihtamân mâmayisk epîkiskweyahk ...* (What I thought before our discussion ... )
- *Tân'si eteyihtamân ekîpîkiskweyahk ...* (What I think now after our discussion ... )

- In small groups, students examine simple objects in a shoebox. Each student, in turn, pulls an object from the box, saying in Cree, *Ôma* \_\_\_\_\_. (This is a \_\_\_\_\_.) Then direct all groups to sort their objects in various ways; e.g., *esi espihcâk* (by size), *esikinwâk* (by height), *etasinâstek* (by colour), *esinâkwak* (by shape). Extend students' vocabulary, teaching them comparison words such as *nawac misâw* (bigger) and *nawac apisâsin* (smaller). Students then put their objects back in the box and take turns pulling out two objects and making a comparative statement in Cree; e.g.,
  - *Awa picikwâs nawac misikîtew ispîhci awa kasîpehikanis.* (This apple is bigger than this eraser.)
- Students review Cree vocabulary to distinguish animate-correct pronouns and verb descriptions for the words:
  - *nawac misikîtiw* (bigger)
  - *nawac apisîsiw* (smaller)
  - *nawac kinosiw* (taller)
  - *nawac capahcisîw* (shorter).

Supporting questions include:

- *Awîna nawac apisîsiw?* (Which is smaller?)
- *Awîna nawac kinosiw?* (Who is taller?)

Students then organize themselves into groups or a line-up according to criteria such as height or colour of a clothing item.

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

## SAMPLE TEACHING AND LEARNING ACTIVITIES (continued)

- Students review weather-related vocabulary and phrases; e.g.,
  - *kimiwan* (rain)
  - *îyîkwaskwan* (clouds)
  - *yôtin* (wind)
  - *pîsim* (sun)
  - *E mispok.* (It is snowing.)
  - *Kisin.* (It is cold.)
  - *Sâkâstew.* (It is sunny.)

Students write down their observations about weather conditions over a week. They then compare the weather of different seasons using a poster, a skit or a series of paintings.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- compare and contrast items in simple ways?

### Work Samples

Analyze student work samples, such as Venn diagrams and representations, to determine if students compare and contrast items in simple ways.

### 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 compare and contrast items in simple ways (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-5</b> to enhance their knowledge of the world</p>	<p style="font-size: 2em; margin: 0;">4</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> a. experience and reflect upon problem-solving stories</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students reflect upon Cree *âcimowin* (stories) studied in class and use sentence starters; e.g.,
  - *Ôma acimowinis ...* (This little story is about ...)
  - *Ekospî esa ôma âcimowin ...* (This story took place ...)
  - *Nikiskinohamâkon ôma âcimowinis ...* (This little story taught me ...)
  - *Kotak nikiskeyihten acimowinis tapiskoc ôma.* (I know another little story similar to this one.)
- After listening to a Cree *âtayohkewin* (legend), students, with teacher guidance, reflect upon the teachings in the *âtayohkewin*.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- experience and reflect upon problem-solving stories?


#### Cloze

Prepare a cloze passage summary of a story. Students choose answers from a list of words provided. Provide feedback.

#### Reflection

Students reflect on how problems in the stories were solved. Provide feedback to the reflections. Look for evidence that students are able to:

- identify the problem
- propose a variety of solutions
- choose one solution.

<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–5 to enhance their knowledge of the world</p>	<p style="font-size: 2em; font-weight: bold;">4</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. explore Cree values on a variety of topics within their own experience</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to *Kihteyayak* (Elders) talk about the importance of respect in Cree culture. They then discuss in small groups the concept of respect in relation to personal experiences they have had. Students use words, phrases, illustrations, photographs and pictures to create posters and brochures that explain and promote the importance of respect.
- Students receive instruction about tipi teachings. Model these teachings in the classroom. Students make a tipi and identify the tipi teachings for each tipi pole.
- Invite a *Kihteyaya* (Elder) to talk about the circle of life. Guide a class discussion of what they learned about the circle of life and how it relates to their own experiences.
- Students bring photographs, illustrations or artifacts that reflect the Cree way of life. They share and discuss each item with the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore Cree values on a variety of topics within their own experience?


**Work Samples**

Analyze work samples such as posters and brochures to determine how students discuss and explore Cree views and values on a variety of topics.

**Learning Log**

Students reflect on the activities they participated in. They answer the following questions in their journals, learning logs or during a conference with the teacher:

- *Nisto kîkwaya nîkiskinohamâkawin* \_\_\_\_\_, \_\_\_\_\_ *ekwa* \_\_\_\_\_. (Three things that I learned were \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.)
- *Nîkiskinohamâkawin asici* \_\_\_\_\_. (I also learned that \_\_\_\_\_.)
- *Nimiywehten ta kiskeyihtamân* \_\_\_\_\_. (I am happy to find out that \_\_\_\_\_.)

<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-6 for imaginative purposes and personal enjoyment	<b>4</b> 
	<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 and to interpret humour		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students complete word searches for themes covered in class.
- Students, as a group, solve Cree riddles that are told to them by the teacher; e.g.,
  - *Kîkwây ôma?* (What is this?)
  - *Kîsôsiw.* (It is warm.)
  - *Nanâtohk tasinâstew.* (It has many colours.)
  - *Kîsônam misita.* (It warms feet.)
  - *Kîkwây ôma?* (What is it?)
  - *Asikan.* (A sock.)
- Students develop and create a short comic strip based on a funny situation or humorous character.
- Students translate simple jokes and funny skits into Cree and perform them for the class in a comedy festival.
- Students interpret a comic strip. They then make up their own and ask a partner to interpret what it means.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- use the language for fun and to interpret humour?

### 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 and to interpret humour (see sample blackline master in Appendix E: Observation Checklist).

### 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 use the language for fun and to interpret humour (see sample blackline master in Appendix E: Peer-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;">4</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., employ models to create cumulative or predictable stories</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to clips from Don Burnstick CDs and identify how he uses humour to get his message across.
- Students choose an object or a picture that tells about or represents the main idea of a story. They present this to the class with three or four supporting sentences.
- Students sit in a circle. Each student says one word that will add to the story; e.g., *Ni wâpamâw sîsîp sâkahikanihk ... (I saw a duck in the lake ...)*
- Students create stories using a phrase box. Place complete phrases, written in Cree, on separate pieces of paper. Each piece of paper is folded in half and placed in a container or box. The first student pulls out a phrase or sentence and begins a story. The second student draws a phrase and continues the story. Students continue to draw phrases until there are none left in the container.


### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– use the language creatively?

**Portfolios**

Students, with teacher input, choose work samples that reflect their experimentation with word choices and sentence patterns. They highlight the part of the story they created and explain why. Record their reasons and attach the record to student work samples. All samples are dated to note progress over time.

<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; font-weight: bold;">4</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., play games in Cree with friends</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students play a card games, such as Fish, by learning or reviewing the necessary Cree vocabulary, such as *Kitayân ci?* (Do you have it?) and \_\_\_\_\_ *kîya ekwa.* (\_\_\_\_\_ it is your turn.) Students would answer *ehâ* (yes) or *namôya* (no).
- Students play games like charades that allow them to use and practise Cree vocabulary and phrases.
- The class watches Cree videos or listens to Cree music. Encourage students to bring in music and videos from home, but review the material before presenting it to the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use the language for personal enjoyment?


**Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use the language for personal enjoyment. 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 the language for personal enjoyment (see sample blackline master in Appendix E: Self-assessment 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: 2em; font-weight: bold; margin-bottom: 10px;">4</div> 
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<b>Strand</b>	LC-1.1 phonology
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and pronounce basic sounds consistently b. recognize the effects of sounds, i.e., elision; long vowels

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- With students, brainstorm and chart words for the classroom and/or student word book that reflect critical sound distinctions. The list can be reviewed and added to periodically.
- Students role-play situations in which they have to use some critical sound distinctions that are important for meaning; e.g.,
  - *nîpîy* (water)
  - *nîpiy* (leaf)
  - *nîyânan* (five)
  - *nîyanân* (us).
 Students record other words.
- Students use a syllabics chart for identifying the sounds â, e, î and ô. Divide the class into four teams and give each team a card that represents one of the sounds. Say a sound; e.g.,

Sounds
pa, ta, ka, ca
pe, te, ke, ce
pi, ti, ki, ci
po, to, ko, co

The team that represents the sound, holds up its card. Points are given to the team that correctly identifies a sound. As an extension activity, say words that contain the sounds.

- Students review examples of long and short vowels in English and Cree words. They say words with a long vowel and then with a short vowel to emphasize the difference in effect.
- Students explore and compare writing in Standard Roman Orthography with writing in syllabics.
- Students listen to an audio version of Jerry Saddleback’s Syllabics Song. Students record their own version in pairs and then listen as a class.



<b>Strand</b>	LC-1.1 phonology
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and pronounce basic sounds consistently b. recognize the effects of sounds, i.e., elision; long vowels

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- recognize and pronounce basic sounds consistently?
- recognize the effects of sounds, i.e., elision; long vowels?

### 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 pronounce basic sounds consistently and recognize the effects of sounds (see sample blackline master in Appendix E: Observation Checklist).

### 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 recognize and pronounce basic sounds consistently and recognize the effects of sounds (see sample blackline master in Appendix E: Self-assessment Rating Scale).

<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;">4</p> 
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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

- With students, choose words from texts to form the basis for thematic word study activities. Students copy the words on charts and post them in the classroom to refer to during daily reading and writing activities. Students may also keep a personal spelling book.
- The students review the syllabics chart and compare and contrast Standard Roman Orthography with Cree syllabics. They then go through their vocabulary lists from journals and logs and identify words with similar spelling patterns. They reorganize the words into charts based on common spelling patterns or add them to classroom charts.
- Students create and design their own Cree syllabics chart. They insert this chart into their own personal spelling book, which they use as a reference tool.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:  
 – recognize and use some basic spelling patterns?

#### **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to recognize and use some basic spelling patterns. Offer feedback, encouragement and praise as needed.

#### **Learning Log**

Students use feedback from the teacher and keep a log of their spelling successes and challenges. Provide support and continuous 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-1</b> attend to the form of the language	<b>4</b> 
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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>• community roles and occupations</li> <li>• activities</li> <li>• nutrition</li> <li>• modes of travel</li> <li>• dance</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work in small groups and prepare their own word lists on suggested topics, such as foods used in traditional feasts, modern and traditional dances, and cars and trucks.
  - Students write a simple conversation, e.g., at the playground, based on the suggested topics. They then role-play the situations.
  - Students use personal dictionaries, class charts and class dictionaries when discussing or writing about familiar subjects.
- Note:** Students may cut and paste pictures or make their own drawings so that they can visualize a word, noun or action entered into their personal spelling book or dictionary.
- Students participate in a story pull. Five paper bags are labelled place, person, weather, mood and activity. They brainstorm words for each category. The words are put on slips of paper and placed in the correct bags. Each student pulls one slip of paper from each bag and makes up a story using the words on the selected slips of paper. The story can be presented orally in a sharing circle or it can be written.
  - Students are given simple phrases and are asked to draw cartoons that show a person saying the phrases; e.g.,
    - *Tân'te e wî itohteyan?* (Where are you going?)
    - *Api ôta.* (Sit here.)
    - *Nitôten awa.* (This is my friend.)

<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>• community roles and occupations</li> <li>• activities</li> <li>• nutrition</li> <li>• modes of travel</li> <li>• dance</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?

### 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).

### Informal Observation

Observe students as they participate in the activity. 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>4</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>• demonstrative pronouns <i>ôki, aniki, neki ôhi, anihi, nehi</i> to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns</li> <li>• big/large affixes to indicate noun size—<i>misti, misi, mahki</i>; small suffix <i>-sis</i></li> <li>• indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak, pikwâwiyak, namâwîyak, kahkiyaw, awiyak, kîkway, pikokîkway, namakîkway, kahkiyaw, kîkway</i></li> <li>• noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): (NA) <i>niminôsiminânak, kiminôsiminawak, kiminôsimiwâwak, ominôsimiwâwa, otehtapiwiniwâwa</i>; (NI) <i>nitehtapiwiniwâna, kitehtapiwiniwâna, kitehtapiwiniwâwa</i></li> <li>• simple sentences we, all of us, all of you, using they, subject markers and action words in declarative statement form <i>nitapinân</i> (1P), <i>kitapinaw</i> (2I), <i>kitapinâwâw</i> (2P), <i>apiwak</i> (2P) and progressive action form <i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ehapitwâw</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>• preverbal particles attach commands/requests to subject, action simple sentence: <i>pehapi, ninohtehapin, enohtehapin, kahkîhapin cî</i></li> <li>• simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form <i>niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin</i> and progressive form <i>ewâpahtayân tehtapiwin, ewâpahtayan tehtapiwin, ewâpahtahk tehtapiwin</i></li> <li>• colour descriptors 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

- Model various physical maladies; e.g., saying *Ninestosin*. (I am tired.) while acting tired. Students then imitate the teacher, acting tired while echoing the sentence.
- Students use food or toy nouns with *oki* (these), *aniki* (those), *neki* (those over there), *ôhi* (these), *anihi* (those) and *nehi* (those over there) to differentiate between **these** and **those** animate (NA) and inanimate (NI) nouns.

<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>demonstrative pronouns <i>ôki, aniki, neki ôhi, anihi, nehi</i> to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns</li> <li>big/large affixes to indicate noun size—<i>misti, misi, mahki</i>; small suffix <i>-sis</i></li> <li>indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak, pikwâwiyak, namâwîyak, kahkiyaw, awiyak, kîkway, pikokîkway, namakîkway, kahkiyaw, kîkway</i></li> <li>noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): (NA) <i>niminôsiminânak, kiminôsiminawak, kiminôsimiwâwak, ominôsimiwâwa, otehtapiwiniwâwa</i>; (NI) <i>nitehtapiwiniwâna, kitehtapiwiniwâna, kitehtapiwiniwâwa</i></li> <li>simple sentences we, all of us, all of you, using they, subject markers and action words in declarative statement form <i>nitapinân</i> (1P), <i>kitapinaw</i> (2I), <i>kitapinâwâw</i> (2P), <i>apiwak</i> (2P) and progressive action form <i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ehapitwâw</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>preverbal particles attach commands/requests to subject, action simple sentence: <i>pehapi, ninohtehapin, enohtehapin, kahkîhapin cî</i></li> <li>simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form <i>niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin</i> and progressive form <i>ewâpahtayân tehtapiwin, ewâpahtayan tehtapiwin, ewâpahtahk tehtapiwin</i></li> <li>colour descriptors 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<sup>★</sup>, 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).

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	<div style="font-size: 2em; font-weight: bold;">4</div> 
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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<sup>★</sup>, the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronoun plural</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>nitehtapiwininân, kitehtapiwininaw, kitehtapiwiniwâw, otehtapiwiniwâw</i></li> <li>• (VAI) in 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>• locative noun simple sentence action only form 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 only 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 ewâpiskisicik ewâpiskisitwâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa ewâpiskâki tehtapiwina</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

- After the teacher reviews a few classroom commands, such as *apik* (sit), volunteer students take turns giving those simple commands to the class.
- The class is divided into groups of three. Students brainstorm their favourite group activities; e.g., sports, going to the movies, shopping, berry picking, playing music, going to a restaurant, tobogganing, camping. They discuss and write down commands or requests they would use during these activities. Coach the groups on appropriate phrases or expressions to use.
- The class writes the names of all the students on flat sticks or cardboard and then draws three or four names and asks them to act out a sports activity. Write the action verbs, in Cree, on the board; e.g., *sôniskwâtahikê* (skate), *wêpâpîhkêpayi* (swing), *isi-wêpinamaw* (toss), *pimpahtâ* (run), *kwêski* (turn), *kwâkohti* (jump). The class then uses these words to write sentences that describe the actions of the students. As an extension, the sentences can be changed into past and future tenses.

<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<sup>★</sup>, the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronoun plural</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) in 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>• locative noun simple sentence action only form 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 only 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 ewâpiskisicik ewâpiskisitwâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa ewâpiskâki tehtapiwina</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 (continued)

- Students are divided into two groups. Give a signal and the first member of each group hurries to a table across the room where there are two piles of paper. Each piece of paper has an instruction in Cree written on it. The first student takes a piece of paper and runs back to his or her group and reads the instruction out loud. The group must do what the instruction says; e.g.,
  - join hands and jump together four times
  - hop on one foot six times
  - run on the spot until you count to 10 in Cree.

The activity ends after each student has had a chance to give an instruction.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- use, in structured situations<sup>★</sup>, 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.



<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: 2em; font-weight: bold;">4</div> 
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<b>Strand</b>	LC-1.4 grammatical elements
<b>Specific Outcome</b>	<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>c. use, independently and consistently*, the following grammatical elements:           <ul style="list-style-type: none"> <li>• personal pronoun singular emphatic “too” form <i>nîsta, kîsta, wîsta</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, kitehtapiwina, ominôsimak</i>; (NI) <i>nitehtapiwina, kiminôsimak, otehtapiwina</i></li> <li>• commands or requests using (VAI) plural action words for you, all of you and all of us; e.g., <i>api, apik, apitân</i></li> <li>• demonstrative pronouns <i>ana, naha, anima, nema</i> to distinguish and refer to that animate (NA) or inanimate (NI) specific noun</li> </ul> </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 teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- When students receive materials from the teacher, each student says *nîsta* (me too).
- After a student asks a question, such as *Ni kakî itohtân cî, nahapiwkamikhk?* (May I go to the bathroom?), another student says *nîsta* (me too).
- Students can write short sentences in their word books; e.g.,
  - *Nîsta nimiwyeyihten kanikamoyân.* (I am happy too when I sing.)
  - *Kîsta cî ewîhitohteyan?* (Are you going too?)
  - *Wîsta John nohtemetawew.* (John wants to play too.)
 Students can apply these to relevant situations.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use, independently and consistently\*, the [given] grammatical elements?

### 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, independently and consistently, the given grammatical elements (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> LC-2 interpret and produce oral texts	<b>4</b> 

<b>Strand</b>	LC-2.1 listening
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand a variety of short, simple oral texts in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to a short Cree story. Afterward, using the 5 Ws and how, they identify ways humour is used and recall what the story is about, its characters and events, and the conclusion.
- Invite a guest to demonstrate making items, such as drums, moccasins, moss bags, tipis and puppets. Distribute task sheets on which the steps are written in an incorrect order. Students number the steps in the correct order with teacher guidance. Each student then follows the steps and makes an item.
- Students listen to a recorded story from a *Kihteyaya* (Elder) or to a drum song. They discuss the types of emotions this evokes.
- Students listen to a recording of animal sounds or bird calls. They see how many they can identify. A skilled community member may be invited to demonstrate.
- Put several items in the centre of a circle. Students take turns choosing an item and telling a simple story about it.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- understand a variety of short, simple oral texts in guided situations?

#### Journals

Students respond to two or three prompts to reflect on and assess their responses to a drum song; e.g.,

- *Imiyohten mistikwaskihk nikamowina ispi* \_\_\_\_\_.  
(A drum song that stands out in my mind is \_\_\_\_\_.)
- *Mâmawaci mistikwaskihk nikamowina kê miyohtamân wîya* \_\_\_\_\_.  
(I enjoyed listening to the drum song when \_\_\_\_\_ because \_\_\_\_\_.)
- *Mâskôc nawac nikamiyohten mistikwaskihk nikamowina kîspin* \_\_\_\_\_.  
(I could probably increase my enjoyment of drum songs if I \_\_\_\_\_.)

<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>4</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 a series of simple spoken sentences in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students talk about five things they would take with them on an imaginary hunting trip. They can then draw the items.
- Students give short, oral descriptions of a meal they had with their family, guardian or friends. They talk about where the food came from and from which food groups. They can use visuals to enhance their presentations.
- Students participate in a show-and-tell activity during which each student is asked to say something about an object he or she has brought to show the class. Before they begin, each student must paraphrase what the person before him or her said about his or her object. Start the show and tell by describing an object. The focus for this activity is on developing listening and synthesizing skills.
- Students practise oral presentations for a Cree speech contest.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- produce a series of 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 produce a series of simple spoken sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).

#### 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 a series of 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> <b>LC-2</b> interpret and produce oral texts	<b>4</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, structured interactions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work in pairs to give a short oral description of their school or community.
- Students create role-plays for greeting guests—*Tân'si* (Hello). They can use a song, such as “Hello/*Tân'si*,” for this activity.
- Students work in groups and plan a dialogue to give simple directions. With students, brainstorm a list of possible simple directions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- engage in simple, structured interactions?

**Conferences**

Initiate conversations with students about how they interact with each other, *Kihteyayak* (Elders) and parents.

**Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to engage in simple, structured interactions. 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	<b>4</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 variety of short, simple written texts in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create simple stories. They read and discuss their own stories with a partner. They identify the beginning and the end of the story. Students may create posters that illustrate the teachings of the stories.
- Invite students to share personal experiences and record them on class language experience charts. These charts are posted in the classroom for everyone to read and provide positive feedback.
- Students read and discuss, with teacher guidance, Cree cultural teachings. Students then create posters or paintings that illustrate the meaning of these teachings. These posters can be displayed throughout the school and the community.
- Students hunt for cards hidden around the classroom. Prepare the cards with words from well-known Cree quotations or sayings. Let students know how many cards are hidden. When all the cards are found, students arrange them into the quotation or saying.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- understand a variety of short, simple written texts in guided situations?

#### **Anecdotal Notes**

Observe students as they participate in the activity. Note and record how well they are able to understand a variety of short, simple written texts 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>4</b> 

<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

- Have students write short messages that provide important information, such as notes to friends.
- Students write a short prayer, using a prayer model studied in class. They can take turns reading their prayers as part of a daily class activity.
- Using a series of interesting pictures from an illustrated book, magazine or Web site, students create short, simple texts that are made into story booklets and displayed with the pictures.

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


### 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).

<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>4</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 the visual elements of a variety of media, in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use and study posters, advertisements or announcements of upcoming Cree events. They then ask and answer the 5W questions—who, what, where, when and why—and how.
- Students view a variety of traditional paintings, drawings and handcrafts. Each student then chooses one of the art pieces and writes a series of words and phrases that describe the meaning of the piece. As an extension, students could create their own piece of artwork, using their chosen piece as inspiration.
- Students view videotapes of familiar situations and describe their reactions.
- Students bring in smooth, flat stones. With students, brainstorm about symbols. They draw simple symbols and transfer the designs to the stones. Students can share the meaning of their symbols with the class. The stones can be put in a special place in the classroom and used, one at a time, during sharing circles.

<b>Strand</b>	LC–3.3 viewing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. derive meaning from the visual elements of a variety of media, in guided situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- derive meaning from the visual elements of a variety of media, in guided situations?

### Journals


After studying posters, advertisements or announcements, students note the key ideas in their journals. Two or more of the following sentence starters can be used. Provide feedback.

- *Ekîwâpahamân kiskowehikana, nikiskinohamâkon* \_\_\_\_\_.  
(After viewing the posters, I learned that \_\_\_\_\_.)
- *Ninohte itôten* \_\_\_\_\_.  
(I would like to \_\_\_\_\_.)
- *Kiskowehikan nikiskisihikon* \_\_\_\_\_.  
(The poster makes me think of \_\_\_\_\_.)
- *Ayiwâk ninohtekiskiyihten* \_\_\_\_\_ *wîya* \_\_\_\_\_.  
(I would like to learn more about \_\_\_\_\_ because \_\_\_\_\_.)
- *Nimiyweyihten tân'si* \_\_\_\_\_ *wîya* \_\_\_\_\_.  
(I like the way \_\_\_\_\_ because \_\_\_\_\_.)
- *Ninawasônen ôhi wîya* \_\_\_\_\_.  
(I chose these because \_\_\_\_\_.)

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to derive meaning from the visual elements of a variety of media, 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	<div style="font-size: 2em; font-weight: bold; margin-bottom: 10px;">4</div> 
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<b>Strand</b>	LC-3.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express meaning through the use of visual elements in a variety of media, in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After they have read a story, students put on a puppet show to demonstrate their understanding of the story.
- Students create a poster for a favourite activity and label the activity.
- Provide students with guidance as they work in groups to create a play. The play may be a retelling of a familiar story.
- Students make up a game using pictures or drawings with vocabulary related to current themes studied.
- Students create a simple animation on a Web site.

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

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- express meaning through the use of visual elements in a variety of media, 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 express meaning through the use of visual elements in a variety of media, in guided situations (see sample blackline master in Appendix E: Observation Checklist).

#### 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 express meaning through the use of visual elements in a variety of media, in guided situations (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>4</b> 
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<b>Strand</b>	LC-4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experiment with and use informal language in familiar contexts

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- With a partner, students role-play greeting *Kihteyayak* (Elders) along with an introduction. They then role-play the same activity with a friend. Students use the language from Brian MacDonald’s greeting song “Hello/*Tan’si*.”
- Students prepare and present a short formal presentation to the class on a familiar topic; e.g.,
  - *nitôtem’tik* (my friend)
  - *Kihteyayak* (Elders)
  - *niwahkômâkanak* (relations).
- Each student speaks to the teacher informally in Cree at various times throughout the year, responding to questions such as:
  - *Kîkwây oskahkamikan?* (What’s new?)
  - *Tân’si itakamikan?* (How are things?)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- experiment with and use informal language in familiar contexts?

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to experiment with and use informal language in familiar contexts. 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 experiment with and use informal language in familiar contexts (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	4 
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<b>Strand</b>	LC-4.2 expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use learned expressions in new contexts

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite students to illustrate idiomatic expressions that can be displayed in class; e.g., *ka*, *wahwâ*.
- Students act out idiomatic expressions that are used in a variety of situations.
- Encourage students to use expressions in their daily conversations. Students can search for pictures to label expressions from stories, magazines, Web sites or television shows. They can make a class expression scrapbook.

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

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- use learned expressions in new contexts?

#### 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 learned expressions in new contexts (see sample blackline master in Appendix E: Observation Checklist).

#### Portfolios

Collect student illustrations of idiomatic expressions to place in their portfolios. Note the extent to which students understand the meaning of these expressions through their illustrations.

<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>4</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 accents and variations in speech

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at simple variations in the Cree spoken in different parts of Alberta; e.g.,
  - secondary colours; e.g., purple:  
*kaskitew'sîpihkwâw* (Northern Y variation)  
*nîpâ mâyâtan* (Southern Y variation)
  - endings; e.g., (3P) third person plural in progressive mode (they are walking):  
*epimohte-cik* (Northern Y variation)  
*epimohte-twâw* (Southern Y variation)
  - word examples
    - bird  
*pîwâysis* (Northern Y variation)  
*peyesis* (Southern Y variation)
    - spring  
*sîkwan* (Northern Y variation)  
*mîyoskamin* (Southern Y variation).
- The students listen to Web site audio of a variety of Cree speakers.

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

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- experience a variety of accents and variations in speech?

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to experience a variety of accents and variations 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	<div style="font-size: 2em; font-weight: bold; margin-bottom: 5px;">4</div> 
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<b>Strand</b>	LC-4.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize verbal behaviours that are considered impolite

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are instructed on the various forms of greeting formally and informally. They practise these forms through simple role-plays in the classroom.
  - *Tân'si, nôhkom.* (Hello, grandmother. [shake her hand])
  - *Tân'si.* (Hello.) (or go right into conversation with a friend).
  
- Students brainstorm impolite behaviours. They may keep a copy in their vocabulary books for reference and review. Examples include:
  - it is impolite to ask a *Kihtheyaya's* (Elder's) age
  - it is disrespectful to interrupt a *Kihtheyaya* when he or she is speaking.
  
- Cultural teachings can be done for girls by a female *Kihtheyaya* (Elder) and boys by a male *Kihtheyaya*.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- recognize verbal behaviours that are considered impolite?

#### **Anecdotal Notes**

Observe students as they participate in the activity. Note and record how well they are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Anecdotal Notes).

#### **Conferences**

Students share with the teacher two or three important behaviours that they need to remember and practise when interacting with others in Cree.

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. <i>(Okiskinamawakanak k̄a nihtā nehiya wewak.)</i>	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of the sociocultural context	<b>4</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 appropriate nonverbal behaviours to use with people frequently encountered

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm a variety of situations or contexts in which they may encounter other Cree speakers; e.g., ceremonies, *Kihteyayak* (Elders). They interview family members or guest speakers so that they can get information to make a list of correct and incorrect nonverbal behaviours.
- Students create role-plays that demonstrate correct and incorrect nonverbal behaviours. The class discusses the presentations and observations.
- Students review the importance of both sides of conversation—speaking and listening. Model the back and forth flow of conversation with a student, then ask students to divide into partners to practise this. As an extension, increase the groupings to three people, then four people and so on, and monitor whether students are still taking turns speaking and listening.
- Students review appropriate nonverbal behaviours; e.g.,
  - not pointing at someone (*k̄aya itwah awiyak*)
  - not walking in front of Elders (*k̄aya nek̄an pimohte itah Kihteyayak ehapit*).
- After watching a presentation by a speaker, in person or on video, the class discusses what types of body language the speaker used and how this helped his or her presentation. Students then practise the body language modelled by the speaker.

<b>Strand</b>	LC-4.5 nonverbal communication
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize appropriate nonverbal behaviours to use with people frequently encountered

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- recognize appropriate nonverbal behaviours to use with people frequently encountered?

### Learning Log

Have students write about the difference between appropriate and inappropriate nonverbal behaviours in certain contexts, based on what they viewed. This is followed by a class discussion. Provide feedback to students.

### 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 appropriate nonverbal behaviours to use with people frequently encountered (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> LC-5 apply knowledge of how the language is organized, structured and sequenced	<b>4</b> 
	<b>Strand</b>	LC-5.1 cohesion/coherence	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. link several sentences coherently		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students draw pictures that illustrate daily morning, afternoon and evening routines:
  - *Niwaniskân \_\_\_\_\_ tipahikan* (I get up at \_\_\_\_\_ o'clock)
  - *nikâsîhkwân ekwa.* (and I wash my face.)
  - *Nisîkahon.* (I comb my hair.)

Students share their routines with classmates by showing their pictures and providing brief oral explanations.

- Read an *âcimowin* (story), e.g., *Wesahkecâhk Flies to the Moon* by Freda Ahenakew, in Cree. Ask students to pay attention to any words that connect the beginning and the ending. Students then write or share orally their own *âcimowina* of three or four linked sentences.
- Students participate in a sentence game. They choose a topic, such as hunting or camping. They sit in a circle and one student gives a sentence in Cree. The next student adds another sentence about the topic that includes at least one Cree word from the first sentence. This continues until all students have had a chance to make a sentence.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- link several sentences coherently?


### Portfolios

Collect students' pictures that illustrate their daily routines. These may be placed in student portfolios.

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to link several sentences coherently (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>4</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 a variety of oral and print text forms

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students examine an invitation for an event and read it with the teacher. Together they discuss how the invitation is set up. Students translate the invitation into Cree. They then discuss the traditional oral protocol involved in inviting guests, such as tobacco offerings or other traditional practices.
- Students research recipes for making bannock. They read and identify connecting and ordering words and phrases used; e.g., first, then, once ... then, as soon as .... (*Okiskinohamowâkanak âpacihtâwak pikiskwewinisa tâpiskôc; nistam, ekwa, peyakwâw, mayaw... kâ âhkami kîsiswâcîk/twâw pahkwesikana ...*). Students then write a recipe for making bannock using the words and phrases modelled. These recipes might include:
  - *pahkwesikan pimîhk kâsîsîsoht* (fried bannock)
  - *pahkwesikan kâ sîpâwepiniht* (baked bannock)
  - *sômin's'pahkwesikan* (raisin bannock)
  - *pahkwesikan misitikohk kânawacîhk* (bannock on a stick)
  - *pahkwesikan ekwa sikopotewiyâs* (bannock with hamburger).
- Students bring a sample of their cooking and share it with the class.
- Students each write a concrete poem.
- Students participate in an action song.
- Students write pen pal letters to students in a Cree language class at another school. Students can also send messages to each other by e-mail.
- Students experiment using syllabics as a secret code.

<b>Strand</b>	LC–5.2 text forms
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize a variety of oral and print text forms

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**


Do the students:

- recognize a variety of oral and print text forms?

**Learning Log**

After brainstorming oral and written text forms, students create their own checklists. These checklists are kept in student portfolios or learning logs for students to use and refer to throughout the year.

<b>Text Form</b>	<b>Recognize</b>	<b>Tried Myself</b>
poem		
message/invitation		
letter		
picture		
song		
story		
recipe		
directions		

<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>4</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. use simple conventions to open and close conversations and manage turn taking

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use *Tân'si?* (Hello, how are you?) to open a conversation and *ekosi* (that's it) to complete a conversation. They ask another student for the same conversation by saying *ekwa kîya/kîya ekwa/kîya mâka* (and you/you then/but you).
  - *Tân'si?* (Hello, how are you?)
  - \_\_\_\_\_ *nitisiyihkâson.* (\_\_\_\_\_ is my name.)
  - \_\_\_\_\_ *ohci nîya.* (I am from \_\_\_\_\_.)
  - *Ekosi.* (That's it.)
  - *Kîya mâka.* (You then.)
  
- With students, brainstorm a list of turn-taking phrases. Students use these expressions in Cree when playing card games or board games. Phrases may include:
  - *Kîya ekwa.* (It is your turn.)
  - *Niya ekwa.* (It is my turn.)
  - *Awîna ekwa?* (Whose turn is it?)
  - *Kîya mâcihtâ.* (You start.)
  - *Kîko pakesânak kitayâwâwak?/Peyakopehikanak?* (What cards do you have?)

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use simple conventions to open and close conversations and manage turn taking?


### Conferences

Meet with students and note their use of simple conventions and how they manage turn taking. Provide feedback so students can improve their skills in using simple conventions.

### 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 simple conventions to open and close conversations and manage turn taking (see sample blackline master in Appendix E: Self-assessment Rating Scale).

## 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>4</b> 
<b>Strand</b>	CM–1.1 relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify concrete ways in which to show respect for Mother Earth*		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead students in a brainstorming session to identify ways that they can be individual keepers of the Earth. Students create a bulletin board showing the ways they have demonstrated this concept throughout the year.
- Invite a hunter or trapper into the classroom to discuss traditional practices; e.g., not wasting parts of the animal, survival hunting. After listening to the presentation, students role-play what the hunter or trapper does.
- *Kihteyayak* (Elders) talk to students about reciprocity; e.g., tobacco offerings.
- Students are involved in a community or school litter clean-up to show respect for Mother Earth.\*
- Students are provided with lists of environmentally friendly activities; e.g.,
  - turn lights off when not needed
  - recycle bottles
  - use garbage containers.
- Students can organize activities that promote respect for Mother Earth.\* Each activity can be reinforced daily in the classroom and extended throughout the school, to the home and to the community.

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

<b>Strand</b>	CM–1.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify concrete ways in which to show respect for Mother Earth*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify concrete ways in which to show respect for 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 identify concrete ways in which to show respect for Mother Earth\* (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).


### Learning Log

Students reflect on ways to respect Mother Earth.\* Sentence patterns may include:

- *Kîkway etôtamâhk ta manâcihtâyâhk askîy?* (What should we do to respect Mother Earth?\*)
- *Kîkway enohte itôtamân ta manâcihâyân askîy.* (Something I plan to do to show respect for Mother Earth.\*)
- *Kîkway kotakawiyak e itôtahk ta manâcihtât askîy.* (Something someone else did to show respect for Mother Earth.\*)

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\*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>4</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. explore past and present Cree regions in Alberta

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in a field trip to a historic site or museum. Then they make a poster of the trip.
- Using resources such as books, maps and community members, students research the Cree names of communities in their region. They find out the significance and meaning of a name and its origin, and identify places in Alberta that have Cree names.
- Prepare and practise interview questions for students to ask *nimosôm* (my grandfather), *nôhkom* (my grandmother) and *Kihteyayak* (Elders) when talking about the community long ago compared with today. Students share their findings with their classmates.
- Students watch videos that focus on their Cree past and present. Each student shares something he or she learned from the videos during a sharing circle.
- A large map of Alberta can be posted in the school hallway showing Cree names of towns and reserves. It could also be a community map of buildings.
- Distribute pictures of various places or communities in which people speak Cree. When asked *Tân'te ohci kîya?* (Where are you from?), students respond using the location that their picture represents.

★discretionary (see further details on p. 49)

<b>Strand</b>	CM–1.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore past and present Cree regions in Alberta

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore past and present Cree regions in Alberta?

### Learning Log


Students record in their learning logs information they found of interest from research, interviews or field trips that focuses on past and present Cree regions in Alberta. Keep note of student entries, provide feedback and use the learning logs for conferences.

### Reflections

Students share three interesting facts that they learned from interviewing their grandfathers, grandmothers or Elders with a classmate or the teacher.

### 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 explore past and present Cree regions in Alberta (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

<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>4</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. identify and describe some practices and products related to Mother Earth* of specific regions and communities

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead students in a discussion of practices that honour Mother Earth\* in their local community. Students, as a follow-up activity, produce a diorama depicting one of these practices; e.g., feast, round dance, powwow.
- Students look at pictures and videos of traditional practices that still take place in their local community. Review Cree vocabulary around these practices and use a KWL chart to record information.
- Students look at pictures and photographs of the past and identify traditional Cree practices; e.g., the use of horses for transportation, cooking over a fire, setting up a tipi, hunting, trapping.
- To obtain parental or grandparent involvement, students research and collect information on their parents' or grandparents' way of life many years ago. Students present the information to the rest of the class in poster form. They give four Cree sentences about the poster.
- Invite *Kihteyayak* (Elders) to visit the class and speak about the role of the pipe and its importance to Cree culture; i.e., how, when and why it is used. After the visit, students discuss what they learned about the pipe and its importance to Cree culture.
- Students learn the importance of *wâhkôhtowin* (relationships); e.g., not addressing people by their names but by their titles or kinship terms; e.g., grandfather, grandmother, aunt, uncle.

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



<b>Strand</b>	CM–1.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and describe some practices and products related to Mother Earth★ of specific regions and communities

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify and describe some practices and products related to Mother Earth★ of specific regions or communities?

### 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 identify and describe some practices and products related to Mother Earth★ of specific regions and communities (see sample blackline master in Appendix E: Observation Checklist).

### Reflections

Students share two or three things they learned about the role of the pipe and its importance to Cree culture.

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★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>4</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. compare past and present Cree perspectives about Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students research Cree perspectives on Mother Earth.\* They then use the information they have collected to create a Venn diagram that compares and contrasts past Cree perspectives and beliefs with those of the present. As an extension, discuss with students why these perspectives have changed and whether or not the perspectives of other cultures on Mother Earth\* have also changed over time.
- Students are introduced to basic teachings; e.g., the four directions, four elements, four seasons. They create booklets that include illustrations and examples of their understanding of the basic teachings.
- Invite a *Kihteyaya* (Elder) to tell stories about the past way of life, emphasizing interactions with the land; e.g., long ago, tribes or families moved camps frequently with the seasons, taking care to leave everything the way it was found. Students then discuss how and why things are done differently today.
- Students listen to songs about Mother Earth,\* which are then sung by the class. Encourage students to play instruments or dance to enhance the experience.
- Students discuss the various roles of women, girls, men and boys in Cree society and their relationship to Mother Earth.\* Emphasize that even though the different roles may have different relationships with Mother Earth,\* these relationships are equally important to both the individuals and the tribe.

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

<b>Strand</b>	CM–1.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. compare past and present Cree perspectives about Mother Earth★

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- compare past and present Cree perspectives about Mother Earth?★

### Portfolios

Students complete self-assessments at regular intervals as they explore past and present Cree practices. These self-assessments can be placed in student portfolios and may include the following:

#### *Wîhta kîkwây e tôtamân* (Describe What I Did)

*Wîhowin* (Name): \_\_\_\_\_ *Kîsikâw* (Date): \_\_\_\_\_

*Nitayamihtân âcimowina Kikâwînaw Askîy.*

(I read stories about Mother Earth.)

*Nimiyohten* \_\_\_\_\_.

(I like the part \_\_\_\_\_.)

I did *mîyahkasikewin*. My *mîyahkasikewin* \_\_\_\_\_.


I sang songs about Mother Earth. I could \_\_\_\_\_.

I learned \_\_\_\_\_.

Something I can do to live peacefully with Mother Earth is

\_\_\_\_\_.

★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>	<b>4</b> 
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<b>Strand</b>	CM-1.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. compare diverse Cree perspectives about Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Guide a discussion with students on their knowledge of smudging and prayer. The focus of the discussion should be on the diverse Cree perspectives.
- Students talk about what they or their parents do with their garbage. The class discusses contemporary and traditional views on Mother Earth;\* e.g., recycling. Invite guests to join in the discussion.
- Students listen to *âcimowina* (stories) and *nikamowina* (songs) about seasons.
- Students study Métis Cree-speaking communities. They share their findings in class by drawing a picture, creating a diorama or preparing a short oral presentation.

After studying the Métis culture, sharing and activities can be done within Cree-speaking classes.

Métis – square dancing

Cree – powwow, round dance, hoop dance

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

<b>Strand</b>	CM–1.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. compare diverse Cree perspectives about Mother Earth★

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- compare diverse Cree perspectives about Mother Earth?★

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to compare diverse Cree perspectives about Mother Earth.★ Offer feedback, encouragement and praise as needed.

### Learning Log


Students reflect on some of the diverse Cree perspectives they have learned. Reflections may include starters such as:

- Something I thought before ...
- Something new I learned ...
- What I think now ...

Provide feedback.

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★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> CM–2 others</p>	<p style="font-size: 2em; margin: 0;">4</p> 
<b>Strand</b>	CM–2.1 relationships		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. respect others (e.g., property, thoughts), and practise humility</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students try turn-taking practices to show respect.
- The class discusses respectful behaviour toward others, such as *Kihteyayak* (Elders) and people of the opposite sex. Create, with help from students, a list of classroom rules that deal with respecting others’ property and being polite to them.
- Students are divided into partners or groups and are asked to compose a short recognition and appreciation speech for their partner or others in their group. Things to recognize or appreciate include:
  - special gifts and talents
  - a strong or entertaining presentation or performance
  - friendliness and helpfulness
  - strong listening skills
  - a cheerful or pleasant personality.

Each student then gives a speech to the rest of the class. The class applauds the individual in recognition and appreciation.

- The class discusses appropriate classroom behaviour so that when a substitute teacher visits or takes over the class, students will treat the person respectfully. Students are encouraged to use polite phrases, such as *ay hi* (thank you).

★discretionary (see further details on p. 49)

<b>Strand</b>	CM–2.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. respect others (e.g., property, thoughts), and practise humility

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- respect others (e.g., property, thoughts), and practise humility?

### 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 respect others (e.g., property, thoughts), and practise humility (see sample blackline master in Appendix E: Observation Checklist).

### 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 respect others (e.g., property, thoughts), and practise humility (see sample blackline master in Appendix E: Self-assessment Rating Scale).

<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>4</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 past and present Cree people, practices, products and beliefs in Alberta; e.g., tribes, individuals

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students follow a recipe to prepare meat in both traditional and contemporary ways; e.g., rabbit and duck soup.
  - Students bring a modern doll or toy to class, then compare it to a traditionally made doll. They then make dolls or other homemade toys using yarn.
  - Students invite a family member or community member to demonstrate hand games or card games. Instruct students on how to play traditional and contemporary games; e.g., hand games, playing cards, bingo.
- Note:** Alternative activities would need to be available for those not wishing to participate.
- Students look at artifacts, such as clothing, beadwork and crafts, from their own community. They compare the artifacts with corresponding modern-day articles. Students create crafts based on what they examined.
  - Students explore ways of making bannock:
    - prepared on a stick
    - cooked over an open fire
    - baked in the oven
    - fried in a pan.

★discretionary (see further details on p. 49)



<b>Strand</b>	CM–2.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore past and present Cree people, practices, products and beliefs in Alberta; e.g., tribes, individuals

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore past and present Cree people, practices, products and beliefs in Alberta; e.g., tribes, individuals?

### Journals

Students respond to prompts to write in their journals. Prompts may include:

- I played traditional and contemporary games. Two things I liked about the traditional games are \_\_\_\_\_ and \_\_\_\_\_.
- Two things I liked about the contemporary games are \_\_\_\_\_ and \_\_\_\_\_.
- Something I learned about looking at artifacts is \_\_\_\_\_.
- I like playing with my toy because \_\_\_\_\_.
- I liked playing with traditional toys because \_\_\_\_\_.

<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	4
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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 tribal or regional Cree cultural practices and products

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After watching a video on a specific cultural practice or traditional way of life, such as moose-hide preparation, students ask their *kôhkom* (grandmother) or an older woman if their home community does it in the same way. They then share the responses with the rest of the class.
- Students interview community members on the differences between a traditional *pwâtsimowin* (grand entry) and *mâsk’simowin* or *picîcîwin* (Round Dance). They then explore regional differences and meanings between a powwow and a *pwâtsimowin* (grand entry), such as Jingle Dress, Ladies’ Fancy, Traditional Men’s Fancy, Men’s Chicken Dance and Men’s Traditional. Students then work as a class to create an illustrated dance map that shows where various dances originated or are traditionally practised.
- Students are taken to the bush to learn which spruce boughs are used to cover the floor of a tent or tipi. Then they research what Blackfoot or Stoney people used and compare that to Cree.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore tribal or regional Cree cultural practices and products?

#### Conferences


Conduct conferences with students to reinforce positive behaviour when they explore tribal or regional Cree cultural practices and products. Provide feedback.

#### Learning Log

Have the students reflect on their learning and how well they were able to explore tribal or regional Cree cultural practices and products; e.g.,

- I have seen \_\_\_\_\_ before, I think it is \_\_\_\_\_.
- I wonder if \_\_\_\_\_, I \_\_\_\_\_.
- I learned that \_\_\_\_\_.
- This practice made me think of \_\_\_\_\_.
- I remember \_\_\_\_\_, so I \_\_\_\_\_.

★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*).	<b>Cluster Heading</b> CM–2 others	<b>4</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. examine past and present perspectives and values, and examine change

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading about past and present practices of Cree people, visiting with *Kihteyayak* (Elders) or viewing a video, students create an organizer depicting past and present situations, then discuss the underlying values; e.g.:

Situations	Past	Present
		– no pollution
Underlying value	Earth is sacred and to be looked after	Earth is something for people to use

- Students research the significance and meaning behind the tipi teachings. They then colour and assemble a personal tipi made out of paper. Students use the teachings and compare perspectives and change over time. They label the poles.
- Students visit a museum and compare buildings in the past and present in their communities; e.g., schoolhouses, community halls. They make a poster or diorama to illustrate the changes.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- examine past and present perspectives and values, and examine change?

#### Journals

Students record in their journals two or three important behaviours they need to remember when comparing past and present perspectives and values. Provide prompts, such as:

- When I look at \_\_\_\_\_, I feel \_\_\_\_\_ so I can \_\_\_\_\_.
- I think the changes that happened \_\_\_\_\_ because \_\_\_\_\_.
- I think people need to \_\_\_\_\_ so that \_\_\_\_\_.
- I found it difficult to understand why people \_\_\_\_\_.

★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	<b>4</b> 
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<b>Strand</b>	CM–2.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore characteristics of different Cree-speaking peoples in Canada

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at photographs, watch videos or listen to audio tapes, then discuss similarities and differences between the Cree-speaking peoples presented, in dialects and traditional ways of life, long ago and today.
- Students conduct a survey or an interview, posing simple questions to various Cree speakers on a basic topic; e.g., on the topic of food preferences, students might ask:
  - *Kimîyweyihten cî kamîciyan?* (Do you like what you are eating?)
  - *Kimîyweyimâw cî kamôwat?* (Did you like what you ate?)
  - *wîyâs* (meat)
  - *tôhtôsâpoy* (milk)
  - *môswa* (moose)
  - *kinosew* (fish)
  - *wâwa* (eggs).

Using maps, introduce various regions of Alberta or Canada and discuss different dialects of the Cree language. Students are invited to share their knowledge and experiences with these different dialects.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- explore characteristics of different Cree-speaking peoples in Canada?


#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to explore characteristics of different Cree-speaking peoples in Canada. Offer feedback, encouragement and praise as needed.

#### Reflections

Students share two or three characteristics that they noticed about the different Cree-speaking people with whom they have come in contact.

<sup>★</sup>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> CM–3 themselves</p>	<p style="font-size: 2em; font-weight: bold;">4</p> 
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<b>Strand</b>	CM–3.1 relationships
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. explore various sources of information for development of their own self-concept, and learn and understand the importance of respect for themselves</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to *âcimowina* (stories) that teach the importance of respecting oneself.
- Using story models, students practise a daily hygiene routine. They draw a series of pictures showing brushing one’s teeth and washing one’s hair. They label the pictures.
- Students create posters showing various ways in which individuals respect themselves; e.g.,
  - I do not smoke.
  - I clean my room.
  - I fold my clothes.
  - I put my dirty clothes in the laundry basket.
  - I watch how I behave.
  - I watch how I dress.
  - I wash my hands after I use the washroom.
  - I wash my hands before I eat.

Students learn the phrase *Niwimanacihson mîna, Kotakak ayisiniwa, Ekwa kitaskinâw*. (I will respect myself, other people and our Mother Earth\*) and its significance. They create posters with this phrase and use it as a classroom guide for respectful behaviour.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- explore various sources of information for development of their own self-concept, and learn and understand the importance of respect for themselves?

### 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 various sources of information for development of their own self-concept, and learn and understand the importance of respect for themselves (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>wâwetinahk</i> (peacefully) with Mother Earth*, others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–3 themselves	<div style="font-size: 2em; font-weight: bold;">4</div> 
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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 their family/community background—tribal affiliation/heritage, kinship

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students gather information on their family heritage by asking their families or caregivers. They may share some of what they have learned.
- Students research and develop a *wâhkôhtowin* (kinship) tree, portraying their *wâhkôhtowin* (kinship) and community relationships, heritage and tribal affiliations. Students may share what they have learned with the class.
- Students gather information about their own community by visiting the school or public library, asking locals and *Kihteyayak* (Elders), visiting the town hall or band office or asking their family or caregivers. Students then share the information they collected with the class and post their community facts on a bulletin board display.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore their family/community background—tribal affiliation/heritage, kinship?

#### Anecdotal Notes


Observe students as they participate in the activity. Note and record how well they are able to explore their family/community background—tribal affiliation/heritage, kinship (see sample blackline master in Appendix E: Anecdotal Notes).

#### Learning Log

Have the students reflect on their learning and how well they were able to explore their family/community background—tribal affiliation/heritage, kinship. Reflections may include:

- Something I already knew about my relationships ...
- Something new I learned ...
- Something I would like to know more about ...

★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*).	<b>Cluster Heading</b> CM-3 themselves	<b>4</b> 
	<b>Strand</b>	CM-3.3 practices and products	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore Cree cultural experiences, practices and products		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students research special events and celebrations practised within their Cree community. They then create a poster and share it with the class.
- Students touch and work with naturally smoked hide and factory-made hide. They compare textures and can make a pouch.
- Students can feel the different textures of fur on miniature gloves or moccasins.
- Students prepare and taste different bannock: fried, oven baked, cooked over an open fire, saskatoon, blueberry and raisin.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore Cree cultural experiences, practices and products?

### Informal Observation


Observe students as they participate in the activity. Make mental notes of the extent to which students are able to explore Cree cultural experiences, practices and products. Offer feedback, encouragement and praise as needed.

### Journals

Students share their responses to experiences in exploring Cree cultural practices and products, such as preparing bannock and working with hide. Students can respond to questions such as:

- Which experience stands out in your mind? Why?
- Which activity was particularly interesting or enjoyable for you?
- What is something that you learned?

\*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	<b>4</b> 
<b>Strand</b>	CM-3.4 past and present perspectives		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore others' perceptions of them		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Each student will be assigned a partner—or will choose a partner by drawing a name—and will observe that partner during an activity. The observing student will write one positive quality about the other student, highlighting one of that student's strengths; e.g., Sheila/John...
  - *nihtâ ayamihcikew* (is a good reader)
  - *nihtâ nikamôw* (is a good singer)
  - *nihtâ wicihitasiw* (is good at helping others).

Students then record all responses in a booklet.

- Students participate in an activity during which they provide positive feedback to one another. Each student has a piece of paper pinned to his or her back. When the teacher gives a signal, students move around the room writing a positive comment on the back of each of their peers.
- Using an Aboriginal role model, students discuss what quality they like about a particular person and why he or she is a positive role model.

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



<b>Strand</b>	CM–3.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore others’ perceptions of them

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore others’ perceptions of them?

### Conferences

Conduct conferences with students to discuss their understanding of other’s perceptions of them, their strengths and abilities. Provide students with a sheet that they fill in with another student. Provide feedback.

Three things I would like you to notice about my work are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

It was hard to learn \_\_\_\_\_. Could you please help me by \_\_\_\_\_.


I was surprised to learn that \_\_\_\_\_. Are you? What are you surprised at?

A question I have is \_\_\_\_\_. Could you please answer it for me?

I want to improve \_\_\_\_\_. What do you think I should improve on?

### Work Samples

Analyzes student work samples to determine if they are able to recognize and share about the strengths of others.

<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>4</b> 
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<b>Strand</b>	CM–3.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore, identify and celebrate the unique characteristics of their own family and community

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After students have been introduced to food vocabulary, they identify foods used in a feast, e.g., *mîcimâpoy* (soup), *pimîhkân* (butter), *pahkwesikan* (bread), as well as the food they eat at home. Students share and celebrate the unique characteristics of food prepared for the feast and that prepared at home. They make a chart to compare their findings. As an extension activity, students can each bring a food item and prepare a feast.
- Students plan to participate in a local festival or celebration. Encourage students to create posters and flyers advertising the festival; e.g., Treaty Days, tea dance, rodeo, races, National Aboriginal Day.
- Organize a field trip in which students explore the forest, prairie and lakes or a public park. After the trip, students discuss the features of the landscape and its beauty. Students then draw or paint pictures of the landscape they saw.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore, identify and celebrate the unique characteristics of their own family and community?

#### Reflections


After each activity, students orally share personal reflections regarding the unique characteristics of their own family and community. Provide positive feedback and support where 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 explore, identify and celebrate the unique characteristics of their own family and community (see sample blackline master in Appendix E: Observation Checklist).

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

## Strategies

<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–1 language learning</p>	<p style="font-size: 2em; font-weight: bold;">4</p> 
<b>Strand</b>	S–1.1 language learning		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i> a. identify and use a variety of strategies to enhance language learning</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Working in pairs, students use their knowledge of clothing vocabulary and commands to participate in an activity in which they direct one another to wear hats or certain clothing representing a specific character; e.g., firefighter, nurse, doctor, dancer, construction worker, teacher.
- Students, working in small groups, follow a recipe in Cree to make bannock.
- Encourage students to use songs, rhymes and other mnemonics to remember vocabulary.
- The class plays vocabulary bingo, in which different vocabulary words are written on the bingo cards. Draw words blindly from a bag and have students place a marker over each word drawn. They play for four corners, a straight line or a full card.
- Students are divided into two or three teams. Each team stands in a straight line facing the board. Write a list of various Cree verbs. The first person from each team goes to the board and conjugates the first verb, e.g., *metawe* (to play), and passes the chalk or marker to the next student in line. The game continues until the first team conjugates all the verbs on the list.
- Students review vocabulary dealing with body parts. Have students follow directions to be in touch with their bodies; e.g.,
  - Close your eyes.
  - How do your toes feel? Are they warm? Are they cold?
  - Lift up your heels. Up and down. Up and down. Up and down. Up and down.
  - Lift your right foot. Make a circle with your toes. Put your foot down on the floor softly. Lift your left foot. Make a circle with your toes. Put your foot down on the floor hard.
  - Touch your ankle. Touch your knee. Touch your waist. Touch your chest. Touch your neck. Touch your arms. Touch your head.
  - Open your eyes and smile.

<b>Strand</b>	S-1.1 language learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of strategies to enhance language learning

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- identify and use a variety of strategies to enhance language learning?

### Anecdotal Notes

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

### Reflections

Students share with a partner the strategies they use to help them remember Cree words and phrases. Note which strategies are being used.

<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–2 language use</p>	<p style="font-size: 2em; font-weight: bold;">4</p> 
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<b>Strand</b>	S–2.1 language use
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. identify and use a variety of strategies to enhance language use</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen and look for key words to help them understand a text; e.g., while the teacher reads an *âcimowin* (story), students listen for words that they already know to understand the *âcimowin*.
- Students discuss, interpret and use various nonverbal cues to communicate. They do role-plays and use mime, pointing and gestures as means of communicating.
- The students are provided with a list of language learning skills; e.g., repetition, identifying key words, skimming and scanning, prereading. Explain the skills and add to the list as a new skill is introduced. Students record the strategies they have used in a learning log, as well as how they used the skill and a description of the task they accomplished.
- Students write down common activities done at home as well as sentences, phrases and dialogues that are being used. With teacher help, they translate these into Cree:
  - *Nikâwiy/Nimâmâ* (My mother): \_\_\_\_\_.
  - *Nîya* (Me): \_\_\_\_\_.

Students pair up to practise and share in role modelling.
- Write simple messages on pieces of paper; e.g., I don't know, welcome, please sit down, yes/no. Working in partners, one student chooses a piece of paper from a bag. The student must then relay the written message to his or her partner using only nonverbal communication.

<b>Strand</b>	S–2.1 language use
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify and use a variety of strategies to enhance language use

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- identify and use a variety of strategies to enhance language use?

### Learning Log

Have the students reflect on their learning and how well they were able to identify and use a variety of strategies to enhance language use, using the following prompts:

- *Nimiyweyimâw âtayohkân.* (I liked the character.)
- *Nimiyweyihten tân’si kâ ispayik \_\_\_\_\_ âcimowinihk wiya \_\_\_\_\_.* (I like the way \_\_\_\_\_ happened in the story because \_\_\_\_\_.)
- *Ôma âcimowin nikiskisihikon \_\_\_\_\_ ispî \_\_\_\_\_.* (The story makes me think of \_\_\_\_\_ when \_\_\_\_\_.)

<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>4</b> 
	<b>Strand</b>	S–3.1 cultural learning	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of strategies to enhance cultural learning		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students actively participate in daily *mîyâhkasikewin* (smudging) as well as a *pwâtsimowin* (powwow). They are aware that they learn a lot about Cree culture through participating.
- Students take time each day to greet, thank and encourage others in Cree. This is the way to show respect to others.
- The class discusses and demonstrates several key Cree traditions, such as gift-giving, offering tobacco and burning sweetgrass. Emphasize the importance of traditional practices and ceremonies to the Cree people. Students prepare for activities, such as year-end celebrations, Treaty Day, sports days and picnics, and discuss how they will participate.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- identify and use a variety of strategies to enhance cultural learning?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they actively participate in daily *mîyâhkasikewin* (smudging) as well as *pwâtsimowin* (powwow). Students use the checklist to determine if they are able to identify and use a variety of strategies to enhance cultural learning (see sample backline 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>4</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. identify and use a variety of strategies to enhance general learning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students review the song “*Nimiskawâw pakân*” (I found a nut) and, in small groups, change verses to the song using thematic vocabulary learned in class; e.g., “*Nimiskawâw astis*” (I found a mitten).
- Show students how to use graphic organizers, such as word maps, mind maps and charts, to make information easier to understand and remember.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a variety of strategies to enhance general learning?

#### Work Samples

Assess student work, such as word maps, mind maps and charts, looking for evidence that the student:

- uses key words and phrases
- conveys accurate information
- uses correct spelling for familiar vocabulary
- chooses appropriate words or expressions.

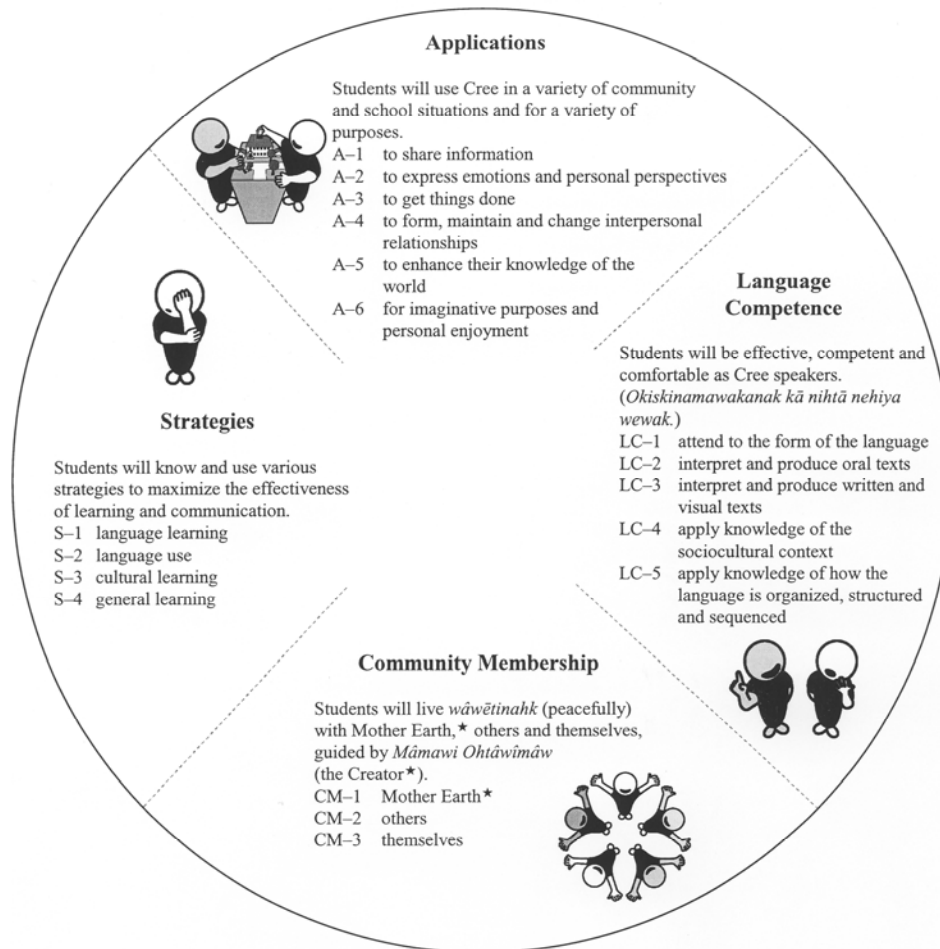


## Grade 5 Level Samples

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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;">5</span> 
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<b>Strand</b>	A–1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. describe series or sequences of events or actions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use descriptive words to describe their pets; e.g.,
  - *Niminôsim e \_\_\_\_\_ nâkosit.* (My cat looks like \_\_\_\_\_.)
  - *Niwâposom e \_\_\_\_\_ nâkosit.* (My rabbit looks like \_\_\_\_\_.)
  
- Students select and gather pictures of their favourite outfit and describe it to a partner.
  - *Ôhi ayiwîn’sa mistahi nimiyweyihthen.* (I like these clothes a lot.)
  - *Awa nitâs e \_\_\_\_\_ t.* (These pants of mine are \_\_\_\_\_.)
  - *Ôma niskotâkay e \_\_\_\_\_ k.* (This jacket of mine is \_\_\_\_\_.)
  - *Ôhi nimaskisina e \_\_\_\_\_ ki.* (These shoes of mine are \_\_\_\_\_.)
  - *Ôma nipakiwayân e \_\_\_\_\_ k.* (This shirt of mine is \_\_\_\_\_.)
  - *Ôki nitasikanak e \_\_\_\_\_ cik/twâw.* (These socks of mine are \_\_\_\_\_.)

Students create a catalogue of their favourite outfits with short, written descriptions.

- Students videotape/photograph/draw pictures of their daily routine. They then present this routine to the class, orally, using the visuals as a support for their presentations.
  
- Students divide into groups to research life in a Cree-speaking community, using a variety of sources; e.g., books, magazines, videos, brochures, CD–ROM encyclopedia, Internet. Each group is asked to collect and present five aspects of life in that community, using the medium of a travel brochure or poster, Web site or television show. Possible topics might include the people of the community, what to see, where to eat and where to stay. As an extension, the class could present the information as a Cree travel fair to the rest of the school or to the community; e.g., summer circuit of powwows, travelling for summer sports tournaments, rodeos, chuckwagon and chariot races, community events.

**Note:** Do your own community first.

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

<b>Strand</b>	A-1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. describe series or sequences of events or actions

## SAMPLE TEACHING AND LEARNING ACTIVITIES (continued)

- Students prepare and present a skit called “My Hunting Trip.” The skit should show the steps or stages of the trip, including things such as preparing to leave, travelling to the hunting grounds, setting up camp, hunting the animals, preparing the animals for transport back to the camp, preparing the meat, and celebration and giving thanks for a successful hunt.
- Students watch as the teacher demonstrates how to crush chokecherries:
  - *Tân’si ta isi ewahaman takwahiminâna.* (How to crush chokecherries.)
  - *Miskaw nîso asiniyak pâhpeto etikitwâw/cik.* (Find two rocks of different size.)
  - *Ayih ana nawac kâ misikitit mohcihk.* (Put the bigger flat rock down.)
  - *Otina peyakonisk takwahiminâna.* (Get a handful of chokecherries.)
  - *Âpaci ana nawac kâ apisîsit asiniy ta takwahaman takwahiminâna.* (Use the smaller rock to crush the chokecherries.)
  - *Astâ takwahiminâna pôskiyâkanihk.* (Put the crushed chokecherries in a bowl.)
  - *Kâhkîhtwâm ômisi itôta.* (Repeat the process.)

Students then describe the actions in the order that they occurred. As an extension, students could translate their description of the actions into instructions or a recipe for others to follow.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- describe series or sequences of events or actions?


### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to describe series or sequences of events or actions (see sample blackline master in Appendix E: Anecdotal Notes).

### Learning Log

Have the students reflect on their learning and how well they were able to describe series or sequences of events or actions. They may record things like:

- *Ôma kâ Ayamihewikîsikâk niwîci ...* (This week I shared ...)
- *Niwîwîhten aya ohci ...* (I plan to share information about ...)
- *Kîkway nit’oskih kiskeyiten ohci ...* (I learned something new about ...)
- *Kîkway nitâyamihikon ....* (Something I found difficult ...)

<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>5</b></p> 
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<b>Strand</b>	A–2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. record and share thoughts and ideas with others</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students maintain a weekly journal in which they illustrate and write descriptions of their thoughts and ideas. To support this, maintain a chart of key words.
- During share and tell, students reflect and comment on an object, toy or personal item that they have brought.
- Select a day of the week when students express their thoughts and feelings on topics and lessons shared during that week. Students use the phrases *nimiyweyihhten* (I like it), *namôya nimiyweyihhten* (I don't like it) and *osâm âyiman* (because it's too difficult.)
- On a blanket, place objects and/or pictures that represent vocabulary associated with the theme being covered. Encourage students to select an object and provide one description, using known words, and then pass it on to the person sitting on their left by turning to the person and saying *kîya, ekwa* (you, now).
- Students use a simple graphic organizer to record their thoughts and ideas about music. It could include things such as:
  - Why I like this song
  - My favourite musician or singer
  - Why I like this musician or singer
  - My favourite instrument
  - Why I like this instrument
  - Why I like music.

Students individually fill out the organizer, then share their thoughts and ideas with a partner.

- In pairs, students exchange information about their weekend activities. One student asks the other for one or two activities that he or she might do on a Saturday. These activities are recorded and reported back to the class orally.

<b>Strand</b>	A–2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. record and share thoughts and ideas with others

## SAMPLE TEACHING AND LEARNING ACTIVITIES (continued)

- Provide or have each student bring a photograph. If photographs are not possible, magazine pictures will do. Students sit in a circle and pass the photographs around the circle. They comment on what they see and what they do not see in the photographs. The teacher writes down the comments.
- Students bring in photographs or drawings showing themselves at an event; e.g., sports contest, summer holiday event, birthday party. Students then share, orally and in writing, basic information about the event; e.g.,
  - *Tânispi ôma?* (When is it?)
  - *Tân'te ôma?* (Where is it?)
  - *Tân'tahto etahtopiponeyan ekospî?* (How old were you then?)
  - *Tânihki kâmiyweyhtaman?* (Why do you like it?)

**Note:** Students may not have their own photographs. Take pictures of the class on various occasions.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- record and share thoughts and ideas with others?

### Conferences

Conduct conferences with students to reinforce the skills for appropriately expressing a wish or a desire to do something.

### 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 record and share thoughts and ideas with others (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>5</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. record and share personal experiences involving an emotion or feeling

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students comment on a game, toy or personal item that they brought to school to share with classmates.
  - *Nimiyweyihten ôma osâm* \_\_\_\_\_. (I like this because \_\_\_\_\_.)
  - *Nimiyweyimâw awa osâm* \_\_\_\_\_. (I like him or her because \_\_\_\_\_.)
- After reviewing vocabulary for food, pets or other items, students write sentences describing things and how they feel about them; e.g.,
  - *Nimiyweyihten masinahikana*. (I like books.)
  - *Nimiyweyihten maskikîsa*. (I like candy.)
- When introducing an English/Cree dictionary to students, instruct students how to find words. They then use the dictionary to find words for emotions and feelings. Students construct sentences using the new words.
- Encourage student(s) to talk about their feelings one on one; e.g.,
  - *Tanehki ôma kâkâwâmwâtisiyan?* (Why are you being quiet?)
  - *Kîkwây ôma ekisiwâhikoyan?* (What is making you angry?)
  - *Tânehki kâpahiyân?* (Why are you laughing?)

Students write these sentences in their journals.

- Students share with the class something that makes them laugh.
- In a sharing circle, students may use emotion words to talk about sad things in the community, when appropriate.

<b>Strand</b>	A-2.2 share emotions, feelings
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. record and share personal experiences involving an emotion or feeling

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- record and share personal experiences involving an emotion or feeling?


### 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 record and share personal experiences involving an emotion or feeling (see sample blackline master in Appendix E: Observation Checklist).

### Work Samples

Provide feedback and guidance to students regarding their written sentences. Is the student able to:

- convey the right message?
- convey emotions and feelings in Cree?
- present ideas clearly?
- use appropriate vocabulary and structures?
- use appropriate spelling?

<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; font-weight: bold;">5</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. give and follow a simple sequence of instructions</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- After teaching key vocabulary and phrases, model beading, using language such as:
  - *Tâpisaha sâpon'kan.* (Thread the needle.)
  - *Asapâp tahkopis.* (Make a knot on the thread.)
  - *Môсахkin mîkisak.* (Pick up beads.)

After a while, this activity could be led by the students.

- After brainstorming and reviewing direction words and phrases, the students take turns giving directions to the class through an obstacle course. The vocabulary for students to use during the game may include:
 

– <i>Niwanisinin.</i> (I am lost.)	– <i>âstam</i> (come)
– <i>Wîcîhin.</i> (Help me.)	– <i>kihcinisk</i> (right)
– <i>Âkwâskaw.</i> (Go in front of him or her.)	– <i>kakweyâho</i> (hurry up)
– <i>Niwanihon.</i> (I got lost.)	– <i>yahkohte</i> (forward)
– <i>waskî</i> (turn)	– <i>nakî</i> (stop)
– <i>namahtin</i> (left)	– <i>ôtahk</i> (behind)
- Students, working in groups, hide an object somewhere in the classroom or the schoolyard. They then write a series of 5–10 instructions that another group must follow to find the hidden object. After all the objects have been found, discuss how they could improve their instructions.
- Students follow a simple recipe for making bannock.
- Students play a game of Follow the Leader, with one student leader giving commands as the rest of the class follows.
- Students follow simple instructions to complete a simple item; e.g., paper moccasins, mittens, shawl, belt, paper puppet.
- Students organize themselves into rows. Call up students from the front of each row and give them a simple sequence of actions to be performed. The front students return to their rows and describe the same instructions to the next students in the row. The sequence of actions is verbally relayed down the row, with each student performing the sequence of actions.
- Students write a question or simple directions for making a craft item for their buddy. The buddy responds by saying whether he or she understands and, if not, writes a question to clarify the idea.



<b>Strand</b>	A–3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. give and follow a simple sequence of instructions

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- give and follow a simple sequence of instructions?

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to give and follow a simple sequence of instructions. 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 give and follow a simple sequence of instructions (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-3 to get things done</p>	<p style="font-size: 2em; font-weight: bold;">5</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. express appropriate and inappropriate actions</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Discuss with students some actions that are appropriate or inappropriate during certain situations; e.g., during a powwow, when a *Kihteyaya* (Elder) visits. Have students brainstorm other appropriate and inappropriate actions and make a chart or poster for future reference.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express appropriate and inappropriate actions?


#### **Anecdotal Notes**

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

#### **Learning Log**

Have the students reflect on their learning and how well they were able to express appropriate and inappropriate actions; e.g.,

- *Namôya nikaskihtân* \_\_\_\_\_ *osâm* \_\_\_\_\_. (I cannot \_\_\_\_ because \_\_\_\_.)
- *Namôya nimiyehten ta* \_\_\_\_\_ *osâm* \_\_\_\_\_. (I would not like to \_\_\_\_ because \_\_\_\_.)

<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>5</b></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> <ol style="list-style-type: none"> <li>a. negotiate in a simple way with peers in small-group tasks</li> <li>b. offer to explain or clarify</li> </ol>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- In small groups, students are given the task of choosing an activity from three possible choices by using:
  - *Kaki?* (Can you?)
  - *nânapo* (both)
  - *Kîkwây kiwîcehten?* (What do you think is easy?)
  - *peyak* (one)
  - *nîso* (two)
  - *nisto* (three)
  - *tânihkî* (why)
  - *osâm* (because)
  - *wîhcâsin* (it’s easy)
  - *ahpo* (or)
  - *ayiman* (hard)
  - *ekosi* (that’s it)
  - *niwîcehtenân* (we think it’s easy).
  
- Students review vocabulary related to negotiation, such as:
  - *Niya ekwa/wiya ekwa.* (It is my/his/her turn.)
  - *Nika itôten \_\_\_\_\_, kîspin kika itôten \_\_\_\_\_.* (I will do \_\_\_\_\_, if you will do \_\_\_\_\_.)
  
- The class reviews negotiation strategies for deciding fair ways to solve a dispute or come to a consensus; e.g., drawing straws, concession, taking turns. Students are encouraged to use appropriate phrases and vocabulary when trying to work through small group tasks, such as:
  - *Mahti tâpasinahiketân.* (Please, let’s draw.)
  - *Mahti metawetân.* (Please, let’s play.)
  - *Mâtesa ekwa nîya?* (Please, can I have a turn now?)
  - *Enohtetâpasinahikeyân.* (I want to draw.)
  - *Mahti enohtenikamoyân.* (Please, I want to sing.)

<b>Strand</b>	A-3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. negotiate in a simple way with peers in small-group tasks b. offer to explain or clarify

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- negotiate in a simple way with peers in small-group tasks?
- offer to explain or clarify?

### 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 negotiate in a simple way with peers in small-group tasks and offer to explain or clarify (see sample blackline master in Appendix E: Observation Checklist).

### 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 negotiate in a simple way with peers in small-group tasks and offer to explain or clarify (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> A-4 to form, maintain and change interpersonal relationships	<b>5</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 and participate in casual and friendly exchanges with classmates

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After creating and practising some casual and friendly exchanges as a class, students practise the same or similar dialogues with a partner. One student takes on the role of S and the other becomes L. Then they switch roles.
  - S: *Tân'si?* (Hello, how are you?)
  - L: *Namôya nân'taw. Ekwa kîya?* (I am fine. And you?)
  - S: *Namôya osâm nân'taw nîsta. Kîkwây kiwîtôten anohc?* (I am fine too. What are you doing today?)
  - L: *Kîkwây etokwe.* (Whatever.)  
*Takîkîhokawak nôhkom ahpo nika ayapin.* (I should visit my grandmother or stay home.)  
*Namôya nikiskeyihten ... kîya mâka?* (I don't know ... and you?)
  - S: *Niwîn'taw'kîhokawâw nitôtem.* (I am going to go visit my friend.)
  - L: *Ka! Awîna kitôtem?* (Oh! Who is your friend?)
  - S: *Shania nitôtem.* (Shania is my friend.)
  - L: *Ekosi.* (That's it then. Goodbye.)
  
- Over a period of several weeks, record phrases and vocabulary on a chart for the class. Then organize a one-minute sharing time in which students spontaneously have a casual conversation with a partner, using previously learned phrases; they can refer to the chart when they are talking.
  - *Nitaw'mây'sketân.* (SPC) (Let's go shopping.)
  - *Nitaw'otiniketân.* (NPC) (Let's go shopping.)
  - *Nitaw'pâkhtowetân.* (SPC) (Let's go play ball.)
  - *Nitaw'kwâskwîntowetân.* (NPC) (Let's go play ball.)
  - *Kwâskwîtowân pakamisimâtân.* (Let's bounce the ball—basketball)
  - *Kiwî itohtânaw sôniskwâtahikew'kamikohk.* (We are going to the skating rink.)
  - *câkoste payihcike wikamikohk* (at the movie theatre).

**Note:** SPC = Southern Plains Cree  
 NPC = Northern Plains Cree

- Students create a *Tân'si* (Greeting) log in which they record phrases and vocabulary to assist them in their casual and friendly exchanges with classmates. When writing friendly letters, sending e-mail messages to friends or speaking casually with a classmate, students refer back to their logs for support.

<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. initiate and participate in casual and friendly exchanges with classmates

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Do the students:

- initiate and participate in casual and friendly exchanges with classmates?


**Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to initiate and participate in casual and friendly exchanges with classmates. Offer feedback, encouragement and praise as needed.

**Checklist**

During a one-minute sharing time, the partners may check off the phrases and expressions that they heard. The chart may also be used as a checklist of phrases and expressions that students have used themselves. Use the checklist to determine student growth in using the language.

<b>Friendly Words and Phrases</b>			
Phrases/Words	Date	Date	Date

<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>5</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. ask questions to gain knowledge and clarify understanding

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Brainstorm and post a variety of question types to prepare students for a class activity. For example, during a nature walk, students would ask questions like:
  - *Kîkwây ôma?* (What is this?)
  - *Tânihki?* (Why?)
  - *Tân'te ohci ôma?* (Where did this come from?)
  - *Awîna awa?* (Who is this \_\_\_\_? [animate])
  
- With students, brainstorm a list of questions to ask a guest speaker prior to his or her arrival. For example, some questions to ask a trapper may be:
  - *Nocihcikewin* (About trapping)
  - *Kîkwây anima ohci?* (What is that for?)
  - *Tân'sîsi ta isi âpacihtâyan ôma?* (How do you use this?)
  - *Kîkwây anima?* (What is that?)
  
  - *Nôcikinosewewin* (About fishing)
  - *kwâskwepicikewin* (rod and reel)
  - *pakitahwâwin* (net)
  - *tasopitayapîwin* (untangling/drying net)
  
  - *Tâpakwewin* (About snaring)
  - *tân'si ta isi osîhtâhk* (how to make)
  - *tân'si ta isi wîyastâhk* (how to set)
  - *nitwahahcike* (look for trails)
  
  - *Nîmâwinihkewin* (About preserving food)
  - *kistikewin* (gardening )
  - *kikâpowehikewin/ kaskikapiskahikewin* (canning)
  - *pâsikewin* (drying)
  - *âhkwatihcikewin* (freezing)

<b>Strand</b>	A–5.1 discover and explore
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask questions to gain knowledge and clarify understanding

## SAMPLE TEACHING AND LEARNING ACTIVITIES (continued)

- Students go on a field trip. Generate a list of targeted questions or words and phrases that students should use while on the field trip.
  - *Mâmayisk emâcihtâyân nikiskinohamâkosowinân:* (Before beginning a unit or lesson):
  - *Kîkwây kiteyihten ekiskinohamâkaweyân?* (What do I think I will learn?)
  - *Kîkwây âsay nikiskeyihten ôma?* (What do I already know about the topic?)
  - *Kîkwây nitakâwâten ta itôtamâhk ôta?* (What do I hope we will do during this lesson?)
  
  - *Mekwâ nikiskinohamâkosowinân:* (During the lesson):
  - *Kîkwây mâmawaci nimôcikeyihten?* (What things have I enjoyed the most?)
  - *Kîkwây nitâyamihikon ahpô ayiwâk ta atoskâtamân?* (What things do I have trouble with or need to work on?)
  - *Kîkwây nawac ta miyo atoskâtamân?* (How can I improve?)
  
  - *Kîsipayiki nikiskinohamâkosowinân:* (After the lesson):
  - *Tân'sîsi nawac nimiyo atoskân?* (In what ways have I improved?)
  - *Kîkwâya kiyâpic ta atoskâtamân?* (What things do I still need to work on?)
  - *Tân'sîsi ni ka isi âpacihtân kîkwây kâ kiskinohamâkaweyân wayawetimihk kiskinohamâtowikamikohk?* (How have I used what I learned outside of school?)

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- ask questions to gain knowledge and clarify understanding?

### 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 questions to gain knowledge and clarify understanding (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;">5</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 information from a variety of resources</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- As a class, students prepare survey questions they will ask their classmates about their weekend activities. They survey one another and graph their results in small groups.
- Using vocabulary practised in class about describing the weather, students observe weather conditions. They keep a journal as to how current weather conditions can be used to predict seasonal changes.
- Using given vocabulary, students describe moon phases, month terms—relating traditional activities to months.
- Students review vocabulary words for various resources, such as newspapers, magazines, videos, the Internet and books, and how to use the different resources.

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

- Students review the 5 Ws—who, what, where, when and why—in Cree. As part of a mini project, they first write guiding questions on a topic in Cree; e.g.,
  - *Awîna wîcihewew?* (Who was involved?)
  - *Tân'te ôma kê itahkamikahk?* (Where did it take place?)
  - *Kîkwây îspayik?* (What happened?)
  - *Tânihki kê mistahîhtâkahk?* (Why was it important?)

Students use the questions to guide their research and are encouraged to use a variety of resources.

<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. gather information from a variety of resources

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- gather information from a variety of resources?

### Learning Log


Have the students reflect on their learning and how well they were able to gather information from a variety of resources.

Students keep a long-term log about their sources when gathering data. Provide periodic feedback.

Resource Log of _____
Date: _____ I gathered information about _____ Sources used: (print, human, multimedia, electronic)
Record one fact:
Date: _____ I gathered information about _____ Sources used: (print, human, multimedia, electronic)
Record one fact:
Date: _____ I gathered information about _____ Sources used: (print, human, multimedia, electronic)
Record one fact:
Teacher review date: _____

### Journals

Students record daily/weekly weather in their journals or weather notebooks. Provide students with a chart on which to record weather observations.

<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;">5</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, reflect upon and discuss problem-solving stories, legends and situations</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students reflect upon a Cree story previously studied in class and, using sentence starters, discuss problems solved in the story; e.g.,
    - *Ôma acimowinis ohci ...* (This story is about ...)
    - *Ôma acimowinis kî ispayiw ...* (This story takes place ...)
    - *Ekîhispayik ...* (It was happening ...)
    - *Nikiskinohamakon ôma acimowinis ...* (This story taught me ...)
    - *Kotak nikiskeyihten âcimowinis tâpiskoc ôma ...* (I know another little story, for example, this one ...)
  
  - After reading or listening to a Cree *atayohkewin* (legend), students illustrate what they feel the legend’s teachings are.
  
  - Students form into groups and each group is given a number of scenarios that involve a problem needing a solution; e.g.,
    - You want to borrow a book from a library, but you do not have a library card.
    - You need to purchase an item, but you do not know its name.
    - You need to get to a sports game, but you cannot drive yourself there.
  
  - Students must generate as many possible solutions to the problem as they can, then rate the solutions from best to worst.
- Note:** Use relevant situations to meet their needs; e.g.,
- I want to go on the field trip.
  - I want to buy a Christmas present for my mother and father.
  - How can I earn my own spending money?

<b>Strand</b>	A-5.3 solve problems
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experience, reflect upon and discuss problem-solving stories, legends and situations

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- experience, reflect upon and discuss problem-solving stories, legends and 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 experience, reflect upon and discuss problem-solving stories, legends and situations (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-5</b> to enhance their knowledge of the world</p>	<p style="font-size: 2em; font-weight: bold;">5</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. explore how the Cree worldview influences values and behaviour</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite students to reflect on Cree values and beliefs. Lead students in a brainstorming activity to generate ways that students can show respect for the Earth in their own school and home surroundings. These ideas are written and posted in the classroom for future reference. After the brainstorming activity, students work in small groups to create a list of do's and don'ts. If this has already been initiated in the previous grade, refresh, discuss and take students outside on a short walk. They could use grocery bags to pick up any debris or garbage.
- Lead students in a class discussion of the Cree value of respect. Working in small groups, students create a poster to promote the value of sharing using illustrations, words, phrases, photographs and pictures. These posters are posted throughout the school.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- explore how the Cree worldview influences values and behaviour?

### 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 explore how the Cree worldview influences values and behaviour (see sample blackline master in Appendix E: Rubric or Rubric and 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-6</b> for imaginative purposes and personal enjoyment	<b>5</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 and to interpret humour

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students practise their numbers from 1 to 13 and the vocabulary necessary for the card game Fish; e.g.,

*kinosew* (fish)

*Kitayân cî #?* (Do you have #?)

*Kîya ekwa.* (Your turn.)

Students would answer *ehâ* (yes) or *namôya* (no) ...

*Kitayawâw cî \_\_\_\_\_?*

(Do you have \_\_\_\_\_?) — animate

*Kitayân cî \_\_\_\_\_?*

(Do you have \_\_\_\_\_?) — inanimate

... reinforcing animacy.

- Students study the word origins of selected words and illustrate their literal meanings; e.g.,
  - *askiy* (earth)
  - *wâwi* (egg)
  - *askipwâwi* (earth egg – potato)
  - *oskâtâsk* (earth leg – carrot).
- Students learn *nikamowina* (songs) like “Old MacDonald” and “Found a Peanut.” Once students learn the *nikamowina*, they can pair up and add actions to the song.
- Students ask parents or family members for an *âweyatwewin* (joke) that they can share with the class.
- Students are divided into two groups. The members of one group are each given *kôci tâpwewina* (riddles) or questions. The members of the other group are given the answers. Students mingle and match the riddle or question to the answer.

<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 and to interpret humour

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use the language for fun and to interpret humour?

### Conferences

Students meet with a partner or the teacher to share what activities they enjoyed the most and what they learned about Cree. They share their illustrations that show the origins of selected Cree words.

<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-6 for imaginative purposes and personal enjoyment	<b>5</b> 
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<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 and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create poems that reflect a Cree community in the past and present. Each word is shaped to look like the element; e.g.,
  - *pîsim* – sun, *Askiy* – Earth, *wâskahikan* – house, *mîkiwâhp* – tipi.
- Students create a patterned poem about their likes and dislikes; e.g.,
  - *Nimiyweyihten metawewina.* (I like games.)
  - *Nimiyweyihten masinahikana.* (I like books.)
  - *Namôya mâka nimiyweyihten kîkway ekaskitewâk.* (But I don't like something black.)
- Students explore local translations of songs in Cree. They may invite local musicians to perform in the classroom.
- Students play traditional Cree games, listening and giving directions in Cree.
- Students explore wordplay in Cree.



<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 and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

**SAMPLE ASSESSMENT STRATEGIES**


**Focus for Assessment**

- Do the students:
- use the language creatively and for aesthetic purposes?

**Reflections**

Encourage students to review their own creations using a self-assessment questionnaire like the sample below. This fosters self-reflection and the development of a plan for future work.

<b>Thinking about My Poem</b>	
Name: _____	Date: _____
Title of my poem:	
Two things I did well on this piece are:	
I tried to improve my work by:	
One thing I plan to work on is:	

<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><b>5</b></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> a. use the language for personal enjoyment; e.g., listen to favourite songs in Cree</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students choose to play cards, bingo or games, using the Cree language.
- Students are challenged to use Cree for personal enjoyment once a week. Suggestions for personal enjoyment opportunities include:
  - watching a film or video
  - reading a magazine or book
  - listening to the radio; e.g., CFCW
  - sending e-mail messages to a friend or relative
  - looking at Cree Web sites
  - watching a television program.

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

Students record their use of Cree for personal enjoyment in their journals or learning logs. They submit this to the teacher on a weekly basis.

- Students listen to favourite songs in Cree.
- Students create Cree cartoons. They share them with the class.

<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 songs in Cree

## 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).

### Reflections

Students keep a record of their personal involvement or enjoyment over a period of time. They use this sheet for periodic teacher conferences.


_____ 's Cree Experiences	
Date:	<i>Anohc nitayamihtân Nehiyaw masinahikan.</i> (Today I read a Cree book.) <i>Anohc nikîwâpahten Nehiyaw cikâstepayihcikan.</i> (Today I saw a Cree video.) <i>Anohc nikîmetawân pakîsânak.</i> (Today I played a card game.)  <i>Nikî misken ...</i> (I found it ...)
Teacher conference date: _____	
Comments:	

### Conferences

Students meet with a partner or the teacher to share their choices of activities for enjoyment of Cree. Provide prompts in Cree to help students share in Cree; e.g.,

- *Ôma kê ayamihewikîsikâk ni* \_\_\_\_\_. (This week, I \_\_\_\_\_.)
- *Mistahi nimiywehten* \_\_\_\_\_. (I really liked \_\_\_\_\_.)
- *Kîhtwâm ayamihewikîsikâki nika* \_\_\_\_\_. (Next week, I will \_\_\_\_\_.)

## 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>5</b> 
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<b>Strand</b>	LC-1.1 phonology
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize the rhythmic flow of sounds

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- With students, brainstorm a list of words that sound similar with only a stress or intonation difference. Charts are posted in the room to use as a reference when needed. Advise students to use dictionaries to assist in finding words for this activity. Once the list is complete, the class does an echo-practice to note the differences in sound. Encourage breaking a word into syllables and increasing speed.

*nîyânan* (five)      *nîyanân* (we/us—exclusive)  
*nî yâ nan*            *nî ya nân*

This will assist students in seeing where the stress is placed.

- Students record their voices on an audio tape and then listen to the recording. They note if and where they did not make the same sound. They work on their own to reproduce the correct sounds.
- The class generates lists of common words in which intonation is very important. Say the word in a sentence context that may be correct or incorrect. Then students are invited to follow the model; e.g., the *nîpiy* (leaf) is hanging from the tree.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- recognize the rhythmic flow of sounds?

#### 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 recognize the rhythmic flow of sounds (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

#### Quick Check

Use a quick check to see if students are correctly identifying the effects of intonation in the sentences. Students may respond by using a “thumbs up” or “thumbs down” signal according to whether intonation and stress are correct or incorrect.

<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>5</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 read a message from a community bulletin. They then separate complete ideas by using a different line; e.g.,
  - *Nikîhitohtân atâwew'kamikohk otâkosîhk.* (I went to the store yesterday.)
  - *Nikîhatâwân tôhtôsâpoy ekwa pahkwesikan.* (I bought milk and bread.)
  - *Nisâkihâw nikâwiw mistahi.* (I love my mother very much.)
- After learning vocabulary for a certain topic and the structure of sentences to use related to the topic, students write a series of short connected sentences. They use *ekwa, mâka, osâm, mîna* (and, but, because, also) from charts, lists of words, dictionaries and learning logs to assist them in their spelling of Cree words. Next, students use words from the list to write complete sentences. They then work in partners to edit each other's work. Students hand in the final copy of their work.


### 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).

<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>5</b> 
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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>– health</li> <li>– leisure</li> <li>– places/locations</li> <li>– wild animals</li> <li>– any other lexical fields that meet their needs and interests</li> </ul>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write and present skits or short role-plays about a familiar situation, such as an invitation to a *Kihteyaya* (Elder) to visit the class.
- Provide a situation where students receive a verbal invitation to participate in an activity; e.g., a birthday party, skating, horseback riding, fishing, swimming. Divide the class into four groups. Each group has to produce a different skit about a different aspect of the activity. Aspects include:
  - telling parents and asking to go
  - the answer is no and the student responds
  - the answer is yes and the student responds
  - the student tells a friend and asks the friend if the student should go.
- Students develop a story as a whole-class activity. They sit in a circle. Each student must add a word using any vocabulary he or she knows. Record the process so that students hear their story once it is all put together.

<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>– health</li> <li>– leisure</li> <li>– places/locations</li> <li>– wild animals</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?

### 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).

### Informal Observation

Observe students as they participate in the activity. 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.

<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-1</b> attend to the form of the language	<b>5</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>• big/large affixes to indicate noun size—<i>misti-</i>, <i>misi-</i>, <i>mahki-</i>; small suffix <i>-sis</i></li> <li>• indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak</i>, <i>pikwâwiyak</i>, <i>namâwîyak</i>, <i>kahkiyaw awiyak</i>, <i>kîkway</i>, <i>pikokîkway</i>, <i>namakîkway</i>, <i>kahkiyaw</i>, <i>kîkway</i></li> <li>• preverbal particles attach commands/requests to subject, action simple sentence: <i>pehapi</i>, <i>n'taw'api</i>, <i>nikahkîhapin cî</i></li> <li>• tense markers <i>kî</i>-past tense, <i>nikîhapin</i>; <i>ka</i>- future definite (will), <i>nikâpin</i>; <i>wî</i>-future intentional marker (going to), <i>niwîhapin</i></li> <li>• (VTI) in declarative simple sentences involving a direct object using 1(1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object <i>niwâpahten tehtapiwin</i>, <i>kiwâpahten tehtapiwin</i>, <i>wâpahtan tehtapiwin</i> and progressive form <i>ewâ pahtamân tehtapiwin</i>, <i>ewâpahtaman tehtapiwin</i>, <i>ewâpahtahk 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

- When teaching a unit on food, model for students the structure *Kîkisep nikîmîcin wâwa*. (In the morning, I ate eggs.) Students use this structure to report an item that they ate for breakfast.
- Teach students *postiska* (put it on—inanimate), *postiskaw* (put it on—animate), *kecikona* (take it off—inanimate) and *kecikon* (take it off—animate) and clothing examples; e.g.,
  - *Nipostisken nimaskisina*. (I put my shoes on.)
  - *Nipipostiskawâwak nitasikanak*. (I put my socks on.)
  - *Nikecikonon nimaskisina*. (I take my shoes off.)
  - *Nikecikonawak nitasikanak*. (I take my socks off.)

Now students learn to combine the two to make the sentence shorter.

- *Nipostaskisinân*. (I put my shoes on.)
- *Nipostasikanân*. (I put my socks on.)
- *Niketaskisinân*. (I take my shoes off.)
- *Niketasikanân*. (I take my socks off.)



<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>• big/large affixes to indicate noun size—<i>misti-</i>, <i>misi-</i>, <i>mahki-</i>; small suffix <i>-sis</i></li> <li>• indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak</i>, <i>pikwâwiyak</i>, <i>namâwîyak</i>, <i>kahkiyaw</i>, <i>awiyak</i>, <i>kîkway</i>, <i>pikokîkway</i>, <i>namakîkway</i>, <i>kahkiyaw</i>, <i>kîkway</i></li> <li>• preverbal particles attach commands/requests to subject, action simple sentence: <i>pehapi</i>, <i>n'taw'api</i>, <i>nikahkîhapin cî</i></li> <li>• tense markers <i>kî</i>-past tense, <i>nikîhapin</i>; <i>ka</i>- future definite (will), <i>nikâpin</i>; <i>wî</i>-future intentional marker (going to), <i>niwîhapin</i></li> <li>• (VTI) in declarative simple sentences involving a direct object using 1(1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object <i>niwâpahten tehtapiwin</i>, <i>kiwâpahten tehtapiwin</i>, <i>wâpahtan tehtapiwin</i> and progressive form <i>ewâ pahtamân tehtapiwin</i>, <i>ewâpahtaman tehtapiwin</i>, <i>ewâpahtahk 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?

### 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).

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> LC-1 attend to the form of the language	<b>5</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>• demonstrative pronouns <i>ôki, aniki, neki, ôhi, anih, nehi</i> to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns</li> <li>• noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P) <i>niminôsiminân, nitehtapiwininân, kiminôsiminaw, kitehtapiwininaw, kiminôsimiwâw, kitehtapiwiniwâw, ominôsimiwâwa, otehtapiwiniwâw</i></li> <li>• noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), and theirs (3P): (NA) <i>niminôsiminânak, kiminôsiminawak kiminôsimiwâwak ominôsimiwâwa</i>; (NI) <i>nitehtapiwiniwâwa</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 (and progressive action form)</li> <li>• commands or requests (Imperative VTA) using action words between two people: you→me (2S→1S), all of you→me (2P→1S); <i>nitohtawin, nitohtawik</i></li> <li>• simple sentence using locative noun suffix 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 only (VAI) to a inanimate (NI) noun adding suffix <i>-win</i> to the verb: <i>mîcisowin</i></li> <li>• colour descriptors for plural (VAI) animate <i>wâpiskisiwak ewâpiskisicik ewâpiskisitwâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa ewâpiskâki tehtapiwina</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 use a chart that lists routine activities/verbs to create a cartoon strip of “My Day,” combining pictures and simple sentences; e.g.,
  - *Niwaniskân.* (I am getting up. [from the bed])      – *Nikoskopayin.* (I wake up.)
  - *Nikâsîhkwân.* (I am washing my face.)              – *Nisîkahon.* (I comb my hair.)
  - *Nimîcison.* (I eat.)

Students can also redo the same cartoon strip, writing it in future tense.

<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>5</b> 
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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 pronoun plural <i>niyânân, kîyânaw, kîyawâw, wîyawâw</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> </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.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- When playing simple card games, students independently say phrases such as:
  - *nîya ekwa* (my turn)
  - *kîya ekwa* (your turn)
  - *wîya ekwa* (third person).
- When students are asked *Kikwây kitâpâcihtân?* (What do you use?), they answer \_\_\_\_\_ *ôma* (this) or \_\_\_\_\_ *âwa* (this).
- Encourage students to lead the class in a total physical response (TPR) activity where they echo and carry out Cree commands.

## 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.

### 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, independently and consistently, the given grammatical elements (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–2</b> Interpret and produce oral texts	<b>5</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 short, simple oral texts in guided and unguided situations

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- In the gymnasium, give students a short, simple set of instructions for a warm-up activity; e.g.,
  - *pimohtek* (everyone walk)
  - *pimpahtâk* (everyone run)
  - *pimohtek* (everyone walk)
  - *nakîk* (everyone stop)
  - *apik* (everyone sit).
- While students watch the video *Why the Rabbit Turns White*, they listen for words they understand and write them down. After the video, encourage students to share their notes and their interpretation of what happened in the video.
- Students select individual cards, each with a picture of an object. They give two descriptions of the object on the card, both in Cree. The other students guess what is on the card.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- understand short, simple oral texts in guided and unguided 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 short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

### Journals

Students each write one sentence that demonstrates their understanding of the main idea of the video *Why the Rabbit Turns White*. Students also write in their journals to express their feelings about the video.

<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>5</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 short, simple oral texts in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a model or diorama of a Cree community. They then describe elements of this community to a partner, small group or the class; e.g.,
  - *Ôta kâwîkiyân.* (This is where I live.)
  - *Namôya mihecetowak ayisiniwak, mâka nimiyweyihten.* (There are not a lot of people, but I like it.)
  - *Atâwew’kamik ôma.* (This is the store.)
  - *Nimîhkiwâhp ôma ni wâskahikanim.* (This is my house.)
  
- Students work with a partner to share their dioramas or models of a Cree community. Each student listens to the partner explain his or her community. Students then report three things they learned about their partner’s community to the class; e.g.,
  - \_\_\_\_\_ *ôma.* (This is \_\_\_\_.)
  - \_\_\_\_\_ *wîkiw.* (He or she lives in \_\_\_\_.)
  - \_\_\_\_\_ *ekwa* \_\_\_\_\_ *ôta wîkiwak.* (There are \_\_\_\_\_ and \_\_\_\_\_ in this community.)
  
- Students prepare a short, simple text on *Ôma nîkîkîsken* (I remember this) by answering the question *Tân’sîsinâkwanwa ôhi nitayiwînîsa?* (What do my clothes look like?). Students describe clothes from a catalogue or magazine. They are then asked to record and share something about the clothes described by each student. No repetitions by students are allowed but similar comments may be made.
  
- Ask students to make a circle for a listening and sharing activity. Explain the process:
  - *Nîstam iyiniw âcimow.* (The first person tells his or her story.)
  - *Kîhtwâm iyiniw âtotam otâcimowîniyiw.* (The second person repeats that story in his or her own words.)
  - *Ekwako ekwa wiya, mwehci nîso, âcimow.* (The second person now tells his or her story.)
  - *Mwehci nîsto iyiniw âtotam anihi mwehci nîso iyiniwa kaki âcimoyit.* (The third person repeats the second person’s story in his or her own words.)
  - *Ekosîsi ta isi wâsakâ âcimohk.* (The process continues around the circle until everyone has had a turn.)
  
- Students participate in a dress-up activity, such as for a career or regalia. They give short oral comments on what they are wearing.

<b>Strand</b>	LC-2.2 speaking
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce short, simple oral texts in guided situations

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- produce short, simple oral texts 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 short, simple oral 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 kā nihtā nehiya wewak.</i> )	<b>Cluster Heading</b> LC–2 interpret and produce oral texts	<b>5</b> 
	<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 and/or phrases		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students suggest ideas for each other to practise using Cree with minimal preparation. They pick an activity, such as berry picking, going to a powwow or local fair, and have one minute to think about what to say. They then use words and/or actions to describe the activity.
- With students, brainstorm a list of ideas on cards for the class to role-play with a partner. The partners select a card and have one minute to prepare a role-play to match the action. Ideas may include:
  - *ta kakwecimot ta kayât otôtéma wîkiyihk* (asking permission to stay at a friend’s house)
  - *ehâcimostawât otôtéma kê mâmawipayihk* (telling a friend about a party)
  - *e kîyohkawâcîk/twâw ôhkoma ekwa omosôma* (visiting grandma and grandpa).
- Students sit in a circle. Have a cloth ball or a ball of paper. Ask a question in Cree, then throw the ball to a student in the circle. The student answers the question. Throw the ball again until everyone has had a turn.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- engage in simple interactions, using simple sentences and/or 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 engage in simple interactions, using simple sentences and/or phrases (see sample blackline master in Appendix E: Observation Checklist).

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to engage in simple interactions, using simple sentences and/or phrases. Offer feedback, encouragement and praise as 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-3</b> interpret and produce written and visual texts</p>	5 
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<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 and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class creates small booklets on familiar topics. Students then individually read these booklets.
- Students select and place six posters on the wall. Each poster represents some aspect or scene of a theme unit topic; e.g., *ayiwīn'sa* (clothing), *ayisiyiniwak* (people), *mīciwina* (foods), *nanātohkokamikwa* (different types of houses), *māheskotaskamikāw* (seasons), *Tān'sesiwepan?* (How is the weather?). With teacher assistance, students create short sentences that describe each poster. Next, hand out cards to students. They read the cards and match them to a poster. Once all cards have been placed under a poster, the class rereads the cards to see if they fit under that poster and, if not, makes corrections.

**Notes:** There is more than one card to match the posters.

- With students, write short, simple descriptions of six pictures, objects or works of art. Students then match the descriptions to the six items.
- Students practise reading simple stories. They then read the stories to younger students, using proper emphasis and intonation.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- understand short, simple written texts in guided and unguided situations?

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to understand short, simple written texts in guided and unguided 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	<b>5</b> 

<b>Strand</b>	LC-3.2 writing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce short, simple written texts in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class looks at a sequence of six action pictures. Students are each assigned a picture number and are asked to write a sentence to describe the picture. The sentences are put into an envelope, one for each picture. Open the envelope and read all the sentences. Students agree or disagree with the written text.
- Students select six posters to be posted on a wall, each poster depicting a different scene on the same theme; e.g., six seasons, six fashions, six meals, six buildings, six communities. Students brainstorm words and phrases to describe each poster. Each student secretly chooses one poster and writes a short, simple text on a note card. Gather and shuffle all the note cards, then redistribute them randomly to the class. Students then read their new card and identify the poster that matches the description. The class can agree or disagree with the selection.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– produce short, simple written texts in guided situations?

#### Conferences


Have students explain their purpose for writing. Students tell what important things they have learned about being a writer.

#### Writer Conference Record

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Topics: \_\_\_\_\_  
 Purpose: \_\_\_\_\_  
 Organizational strategies used: \_\_\_\_\_  
 Reflections: \_\_\_\_\_

#### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to produce short, simple written texts 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 kã nihtã nehiya wewak.</i> )	<b>Cluster Heading</b> LC-3 interpret and produce written and visual texts	<b>5</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 the visual elements of a variety of media, in guided and unguided situations

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students observe pictures and graphic representations of the four human races, the four directions, the four seasons and the four elements. Students are encouraged to share their interpretations about the significance of the number 4.
- Students view the artwork of a Cree artist, such as George Littlechild, Jane Ash Poitras, Allen Sapp or Dale Auger, and look for themes expressed through their art; e.g., rebirth, love, family, humour. Students then look at how the artist has used colour, texture, pattern, shapes and scale to convey his or her message(s). The findings of students should be displayed for the class or school, along with samples or photographs of the artist's work.
- Students can create their own paintings or drawings expressing their own emotions or passions (abstract or concrete).

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- derive meaning from the visual elements of a variety of media, in guided and unguided situations?

### Journals

After viewing the artwork, students write about it in their journals:


- *Ôma tâpasinahikew itwemakan* \_\_\_\_\_. (This piece of artwork was all about \_\_\_\_\_.)
- *Nisto kîkwaya kâ kiskinohamâkoyân* \_\_\_\_\_, \_\_\_\_\_ *ekwa* \_\_\_\_\_. (Three things that I learned were \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.)
- *Kotak kîkway asici kâ kiskinohamâkoyân* \_\_\_\_\_. (I also learned that \_\_\_\_\_.)
- *Ni koskweyiten anima* \_\_\_\_\_. (I was surprised to find out that \_\_\_\_\_.)

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to derive meaning from the visual elements of a variety of media, in guided and unguided situations. Offer feedback, encouragement and praise as needed.

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to derive meaning from the visual elements of a variety of media, in guided and unguided 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>5</b> 
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<b>Strand</b>	LC-3.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students express the elements of the medicine wheel or dream catcher by creating a model. This model is made of a brass ring wrapped with leather. Sinew (or thread) and beads are laced through the middle, dividing the circle into four parts. Each of the four directions uses beads that have symbolic meaning (red, blue, yellow and white).
- With teacher guidance, students work to present a play in Cree based on a legend, song or story they have read or heard. Students decide what information should be relayed to the audience, such as who the characters are, key events that take place and what the message is.
- Students create Cree arts and crafts; e.g., birch bark biting, fish scale art.
- Students explore animal symbols. They draw and label the symbols in Cree.
- Students create masks to represent animals or characters from Cree legends. They use the masks in a short monologue or mime. They receive positive feedback from the class.

<b>Strand</b>	LC–3.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- express meaning through the use of visual elements in a variety of media, in guided and unguided 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 express meaning through the use of visual elements in a variety of media, in guided and unguided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Portfolios

Students select a representation, such as a model of the medicine wheel, for their portfolios. They complete a reflective sheet; e.g.:

<i>Wihowin</i> (Name): _____ <i>Kîskiskâw</i> (Date): _____ <i>Kîko tâpasinahikew</i> (Title of Piece): _____
<i>Tânihki kê wasônamân</i> (Why I chose it):
<i>Kîkwây etwemakahk</i> (What it means):
<i>Kîkwây nikakî mîskotastân nawac ta miyopayik</i> (What I might change or improve on/What I learned):

Students share the reflection with the teacher and use it for student-led conferences.

<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-4</b> apply knowledge of the sociocultural context	<b>5</b> 
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<b>Strand</b>	LC-4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use formal and informal language in familiar situations

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students role-play and practise a basic conversation in both formal and informal situations; e.g.,

Informal: having a basic conversation between two children

A: *Tân'si?* (Hello, how are you?)

B: *Namôya nân'taw. Kîya mâka?* (I am fine. And you?)

A: *Peyakwan, kîkwây kîtôten tipiskohk?* (The same, what did you do last night?)

B: *Namôya kîkway, ekwa kîya?* (Nothing, and you?)

A: *Nîsta nikîhayapin.* (I stayed home too.)

B: *Kîkway kiwîtohten tipiskâki? Kiwîntaw'nîmihiton cî?* (What do you want to do tonight? Do you want to go dancing?)

A: *Namôya kikiskeyihten. Ekosi.* (I don't know. Goodbye.)

Formal: having a basic conversation with *Kihteyayak* (Elders) and a child at a special occasion

A: *Tân'si nimosôm/nôhkom.* (Hello, how are you, my grandfather/my grandmother?)

B: *Namôya nân'taw. Ekwa kîya?* (I am fine. And you?)

A: *Namôya nân'taw nîsta. Nimosôm/nôhkom kiwîtôtân cî pîcîcîwinihk?* (I am fine too. My grandfather/my grandmother, do you want to go to the round dance?)

B: *Wahwâ! Namôya nikiskeyihten. Tânite e wi pîcîk?* (Gosh! I don't know. Where are they round dancing?)

A: *Kiskinohamâtow'kamikohk.* (At the school.)

B: *Ekosi, kawâpam'tân ekote.* (Okay, I'll see you over there.)

A: *Ekosi.* (That's it then. Goodbye.)

- Students use phrases in their daily prayer; e.g., *kinanâskomitin* (I thank you), *ay hi* (thank you).

<b>Strand</b>	LC-4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use formal and informal language in familiar situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES** (continued)

- Provide students with dialogue sheets. Each dialogue sheet has a formal and informal version of a similar situation. Students work in groups to create and practise a role-play of both versions. Then they translate it into Cree.

<b>Talking to a Librarian</b>	
<b>Formal</b>	<b>Informal</b>
<p><u>Do not know the librarian</u></p> <p>Excuse me, sorry to bother you, could you please tell me where I can locate ...</p> <p>Thank you very much for your help and time.</p>	<p><u>Know the librarian</u></p> <p><i>Tân'si, Susan.</i> (Hello, Susan.) <i>Namôya nikîmiskên ____.</i> (I can't find ____.)</p> <p><i>Mahti wîhtamowin tân'te takî miskamân.</i> (Tell me where I can find it please.)</p> <p><i>Ay hi.</i> (Thank you.) <i>Ekosi mâka.</i> (Goodbye then.)</p>
<p>Approaching a <i>Kihtheyaya</i> (Elder) for knowledge or advice</p> <p>or don't know the <i>Kihtheyaya</i></p>	<p>Talking to your own grandmother at home.</p>

<b>Strand</b>	LC-4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use formal and informal language in familiar situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use formal and informal language in familiar 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 use formal and informal language in familiar situations (see sample blackline master in Appendix E: Observation Checklist).

#### 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 formal and informal language in familiar situations (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 use formal and informal language in familiar 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-4</b> apply knowledge of the sociocultural context	5 
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<b>Strand</b>	LC-4.2 expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use learned expressions to enhance communication

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are encouraged to use *wâ*, *ka* expressions in their daily interactions in and out of the classroom. Suggest that students use these expressions when they are stuck for a Cree word. Every time a student uses the expressions, a student or teacher places a check mark or sticker beside his or her name.
- Students retell familiar stories, using learned expressions.
- Students review a list of expressions on the board and provide an example of when each one would be used. They then create short skits in which the last line is one of the expressions written on the board. Students present their skits to the rest of the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- use learned expressions to enhance communication?

#### Checklist

Allow time for students to brainstorm a checklist of expressions. Students may add more to their list throughout the year. Students then check to see which expressions have been used or heard during a specific period of time. Periodically provide feedback to students.

Expression	Said	Heard who said it	Heard name of student



<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	5 
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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 regional variations in language

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use the *Elders Cree Dictionary* and find different words that could be used for a particular object; e.g.,
    - *newopehikan/newo sōniyâs* (one dollar)
    - *peyak sōniyâs* (quarter)
    - *nîso sōniyâs* (\$.50)
    - *nisto sōniyâs* (\$.75)
    - *peyakpîwâpiskos* (penny)
    - *niyânanpîwâpiskos* (nickel)
    - *mitâtahtpîwâpiskos* (dime).
  - Students listen to audio tapes, radio and Web audio to hear Cree language variations.
- Caution:** Students should be monitored when they use the Internet.
- Students explore language variations in their own community:
    - French Cree mixes; e.g., *nipâpâ* (my father), *nimâmâ* (my mother)
    - English Cree mixes; e.g., *nicarim* (my car), *niwîgasahikân* (I am going to put gas in).

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- experience regional variations in language?

### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to experience regional variations in language. Offer feedback, encouragement and praise as needed.

### Learning Log

Have the students reflect on their learning and how well they were able to experience regional variations in language.

<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	5 
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<b>Strand</b>	LC-4.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize simple social conventions in informal conversations

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- After viewing a video, students recognize some of the patterns or social conventions that they have learned; e.g., handshaking, distance between people, use of voice. They practise these conventions to be prepared when visitors come to the class.
- Select a video showing Cree people interacting with each other. Students listen and observe for patterns of speech and body language, then discuss what they have seen.
- Students research various social conventions used in Cree; e.g., handshake, nodding of the head, kissing a cheek or hugging when meeting someone. Also demonstrate how students are to sit and listen when visitors come into the classroom.
- Students are divided into four groups. Each group is assigned a scenario; e.g., at the supper table, meeting someone new in the forest or in the classroom. Each group creates a short skit, using common phrases and vocabulary. The groups then present their skits to the rest of the class. Write the phrases and vocabulary used on the board.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- recognize simple social conventions in informal conversations?

### 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 simple social conventions in informal conversations (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>5</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. use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students play charades to practise appropriate nonverbal behaviour.
- From illustrated presentations or videos, students identify specific features, such as facial expressions, hand movements, whole body movements and no eye contact. In small groups or as a class, they discuss how specific features aided the presentation. When students have become familiar with nonverbal cues, give them a script to use for practising in pairs or small groups.
- Students research nonverbal behaviours used in their community and the meaning of each behaviour. They then share their knowledge and understanding of nonverbal behaviours by handing out cards that have a situation and an expected body movement; e.g.,

Situation: Greeting someone

Movement: Extend hand, nod head

Situation: Someone asking for directions

Movement: Lip pointing in the direction

Students act out the situations, then exchange cards.

- Create little scenes on cards that demonstrate appropriate nonverbal cues. Students act out these scenes in pairs or in groups; e.g., a situation where a child is acting silly. An adult makes eye contact with the child and, using body and facial expressions, lets the child know that the behaviour must stop.

<b>Strand</b>	LC-4.5 nonverbal communication
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use appropriate nonverbal behaviours in a variety of familiar contexts?


### 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 appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Observation Checklist).

### Journals

Students record nonverbal behaviours in their journals and reflect about them.

- *Ispî \_\_\_\_\_ nitamahcihon \_\_\_\_\_.* (When I \_\_\_\_\_, I feel \_\_\_\_\_.)
- *Nimiyomahcihon ispî \_\_\_\_\_.* (It makes me feel good when \_\_\_\_\_.)

<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-5</b> apply knowledge of how the language is organized, structured and sequenced	<b>5</b> 
	<b>Strand</b>	LC-5.1 cohesion/coherence	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize common conventions to structure texts		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share their knowledge about the structure of *âtayohkewina ahpô âcimowina* (legends or stories) by identifying the opening words used; e.g., *kayâs esa* (long ago), *ketâtawe esa* (suddenly), *peyakwâw esa* (once upon a time).
- Students learn about how a legend starts and how it ends; e.g., *Wesahkecâhk*.
- Invite students to share their knowledge about dialogue or conversation structure beginning with *tân'si* (hello) and ending with *ekosi* (goodbye).
- Point out to students the special structure of prayer during the daily prayer time. Students work in groups and are given different prayers; e.g., opening, grace, bedtime, closing, other. They share their knowledge of prayer structure and note the different responses:

#### Beginning

- *âwa mâka nohtawînân* (this is our father)
- *nohtawînân* (our father)
- *Kîsemanitow* (Creator)

#### Ending

- *ekosi* (that's it)
- *kinanâskomitin* (I thank you)
- *ay hi* (thank you).

<b>Strand</b>	LC–5.1 cohesion/coherence
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize common conventions to structure texts

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- recognize common conventions to structure texts?

### 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 common conventions to structure texts (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-5</b> Apply knowledge of how the language is organized, structured and sequenced	<b>5</b> 
	<b>Strand</b>	LC-5.2 text forms	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use some simple text forms in their own productions		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students do a report about their community services. They can:
  - create a map to locate these services
  - add reserve or community landmarks to the map
  - locate traditional berry-picking, hunting and herb areas on the map.

They present the report, together with the map, to their classmates.

- After learning the names of buildings and numbers, students create a map of their travel to school. Students are to use Cree words for street numbers and/or buildings and roads.
  - *ayamihew'kamik* (church)
  - *nîkinân* (our home)
  - *mîcisow'kamik* (restaurant)
  - *kîskinohamâtow'kamikohk* (school).
- Perform a tour of the classroom, explaining and describing various features. The class then reads a written text of the classroom tour. Point out particular phrases used. Students are then asked to write up a tour of their community. Using a map as a guide, they describe the sights and attractions as they travel through the community.

<b>Strand</b>	LC–5.2 text forms
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use some simple text forms in their own productions

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use some simple text forms in their own productions?


### 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 some simple text forms in their own productions (see sample blackline master in Appendix E: Rubric or Rubric and 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 use some simple text forms in their own productions (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-5</b> apply knowledge of how the language is organized, structured and sequenced	<b>5</b> 
	<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 a variety of social interaction patterns		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students play a game in which they have to find a partner who has the same card or object that they do. They must ask:
  - *Kitayân cî?* (Do you have it?)
  - *Kitayâwâw cî?* (Do you have him or her?)

The other student responds by saying:

- *Namôya nitayân.* (I don't have it.)
  - *Namôya nitayâwâw.* (I don't have him or her.)
  - *Ehâ/îhî nitayân.* (Yes, I have it.)
  - *Ehâ/îhî nitayâwâw.* (Yes, I have him or her.)
- Students use learned patterns to survey the class about what food or drink they would like for a party. The questions can be done in one of two ways:
    - Students choose from a predetermined list:  
*Kinitawiyihten cî mînisa, pahkwesikan, kinosîw, kâhkîwak/pân'sâwân?* (Would you like berries, bannock, fish, moose jerky?)
    - Students just say what they want.  
*Kîkwây ninohte mîcin?* (What would you like to eat?)

This activity is done in Cree.

- Students compile a list of *yes* and *no* foods and drinks for a party. They then make a shopping list, based on each student's preferences, for the next celebration. Provide feedback

<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 a variety of social interaction patterns

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- initiate interactions, and respond using a variety of social interaction patterns?

### Learning Log


Have the students reflect on their learning and how well they were able to initiate interactions, and respond using a variety of social interaction patterns.

### Journals

Students write in their journals about how they interact with their classmates; e.g.,

- *Kâ wîcimetawemak niwîcewâkan ...* (When I play a game with a partner ...)
- *Nipîmit'sahen wiyasowewina.* (I follow the rules.)
- *Ohcitaw nimîskocîstamâtonân niwîcewâkan.* (I make sure that the partner has a turn.)
- *Kwayask nipîkiskwân kâkawkecihekemoyân ...* (I use appropriate language when asking for ...)
- *Namôya nititwân papeyahtik.* (I say no in a polite manner.)

## 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>Omâmawi Ôhtâwîmâw</i> (the Creator*).</p>	<p><b>Cluster Heading</b> CM-1 Mother Earth*</p>	<p style="font-size: 2em; font-weight: bold;">5</p> 
<b>Strand</b>	CM-1.1 relationships		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. participate in activities that show care and respect for Mother Earth*</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm suggestions for a composting activity with a focus on how Mother Earth\* regenerates.
- Students visit gardens in the community. After the visit, they discuss their personal experiences with gardening either at home, with relatives or with neighbours.
- Take students to an area where they can pick berries. Tell them about berry-picking traditions. Students acknowledge Mother Earth\* by ways of giving thanks. They may also explore traditions in regard to harvesting herbs, sage, sweetgrass and mint.
- Students listen to aspects of *kisîwâtisiwin* (kindness) and *kihceyhtâmowin* (respect):
  - *Tân'si kiteyihtenâwâw kââmiskôtamân kisîwâtisiwin ahpô kihceyhtamowin?* (What do you think when I mention kindness and respect?)
  - *Tân'si kiteyihtenâwâw kââmiskôtamân kisîwâtisiwin ehotinamahk ôta askîhk?* (What do you think when I mention kindness yet we take from this land?)
  - *Awîna awa?* (Who is this?)
  - *Kîspin kâsâkîhat awîyak tân'si kitôten?* (If you love someone, what do you do?)
  - *Tân'sîsi e wâpatihikoyahk kikâwînaw askiy?* (How does Mother Earth\* show this to us?)

Write down student responses. Students then create a poster/collage illustrating how they show kindness and respect toward Mother Earth.\*

\*discretionary (see further details on p. 129)

<b>Strand</b>	CM–1.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. participate in activities that show care and respect for Mother Earth*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- participate in activities that show care and respect for Mother Earth?\*

### Learning Log

Students keep a log of their activities to show how they care for and respect Mother Earth.\* The log is used for student–teacher conferences.

### 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 that show care and respect for Mother Earth.\* 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 participate in activities that show care and respect for Mother Earth\* (see sample blackline master in Appendix E: Observation Checklist).

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\*discretionary (see further details on p. 129)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Omâmawi Ôhtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM–1 Mother Earth*</b>	<b>5</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. explore past and present Cree regions in Canada

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm different ways to gather information about past and present Cree settlements and communities. The list may include oral presentations, videos, time lines, interviews, printed resources, field trips or trips to museums; e.g., the Royal Alberta Museum in Edmonton. As an extension, students can rate the different sources of information based on criteria such as availability, accessibility, completeness of information and accuracy.
- Students can seek information on clan names and meanings within a tribe (their own or the reserve closest to them) or research information on the formation and founders of Métis settlements.
- Students go on a field trip to a museum or historic site.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- explore past and present Cree regions in Canada?

### Learning Log

Students keep a log and checklist of the activities that they were involved in to learn about the Cree past and present. Provide feedback.

Date	Activity	Something I Learned
	Field trip	The site was an old ...

\*discretionary (see further details on p. 129)

<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>Omâmawi Ôhtâwîmâw</i> (the Creator*).</p>	<p><b>Cluster Heading</b> CM–1 Mother Earth*</p>	<p style="font-size: 2em; font-weight: bold;">5</p> 
<b>Strand</b>	CM–1.3 practices and products		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore basic, key practices and products related to Mother Earth*		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are introduced to the concept of thankfulness and discuss what it means to be thankful. They brainstorm different things that they are thankful for in nature and then write a list of ways in which they can express their thanks to Mother Earth.\* Choose one or more of the ways to express thanks and incorporate it into daily or weekly class routines.
- With students, brainstorm things that Mother Earth\* gives them. After reviewing words and phrases for expressing thanks, students create a picture or a collage that illustrates their ideas about two things given to them by Mother Earth.\*
  - *Nanâskomowin* (Thankfulness/Gratitude)
  - *Kinanâskomânaw Omâmaw’ohtâwîmâw ekwa kipehtawânaw Kikâwînaw Askiy kâmiyikoyahk nipîy ekwa mîciwin.* (We thank the Creator\* and we thank Mother Earth\* for giving us water and food.)
  - *Kinanâskomitînân kikîsewatisiwin. Ay hi.* (We are thankful for your kindness. Thank you.)
- Select a poem or story that deals with nature/Mother Earth.\* Students read the poem or story, then create their own by picking a noun and a describing word:
  - *Ma!* (Listen!)
  - *Kipehtawâwak cî pîyehisak enikamocik?* (Do you hear the birds singing?)
  - *Wahwâ!* (Incredible!)
  - *Miyohâtakosiwak.* (They sound wonderful.)

Students can replace these words with ones that suit their purpose.

\*discretionary (see further details on p. 129)

<b>Strand</b>	CM–1.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore basic, key practices and products related to Mother Earth*

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Do the students:

- explore basic, key practices and products 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 explore basic, key practices and products related to Mother Earth\* (see sample blackline master in Appendix E: Observation Checklist).

**Learning Log**

Students keep a log of practices and products related to Mother Earth.\* The log is used for teacher- and student-led conferences.

<b>Date</b>	<b>Activity</b>	<b>Practices and Products</b>

\*discretionary (see further details on p. 129)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Omâmawi Ôhtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM-1</b> Mother Earth*	<b>5</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. explore past and present Cree values related to Mother Earth*

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students review traditional tipi values and their significance:
  - Students think of how Cree people in the past may have demonstrated these values in their daily lives. They record their ideas.
  - Encourage students to think about how these values are demonstrated today. Students record their ideas.
  - Students pick out the values that existed in the past and still exist today. They discuss their findings.

This activity may be done as a Venn diagram.

- Students interview *Kihteyayak* (Elders) and ask about past and present Cree values related to Mother Earth.\* The interviews could include questions such as:
  - *Kîkwây nîkanohtânawew?* (What has been carried forward?)
  - *Kîkwây nakacikâtew?* (What has been left out?)
  - *Kîkwây meskocipayiw?* (Why have things changed?)
  - *Anohc ekwa kîkway ta kihitôcikatek kâwi ôhi Nehiyaw isihwâwina ta Pimâcitâhk?* (What can be done today to bring these values back?)

The information collected could then be published in a booklet called “Let’s ...”

- Students look at and read artistic and literary works that present ideas about Cree values related to Mother Earth.\* They then write or tell their own stories and songs to express their views on Mother Earth.\*
- Students are introduced to the concept of *wânaskewin* (peace) and brainstorm the meaning of peace. Then guide student research into the historical significance of peace to Cree communities of the past and the importance of the role of a peacekeeper.

\*discretionary (see further details on p. 129)



<b>Strand</b>	CM–1.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore past and present Cree values related to Mother Earth*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore past and present Cree values related to Mother Earth?\*

### Reflections

After the interview with *Kihteyayak* (Elders), students reflect on what they heard. The entries may be open-ended or in framed sentences; e.g.,


- \_\_\_\_\_ *pikiskwâtam* ... (\_\_\_\_\_ talked about...)
- \_\_\_\_\_ *itwew ana* ... (\_\_\_\_\_ said that ...)
- *Metoni nimiyohten* \_\_\_\_\_. (I found \_\_\_\_\_ very interesting.)
- *Nikiskinohamâkosin* \_\_\_\_\_. (I learned \_\_\_\_\_.)

### Learning Log

Students record traditional tipi values that they have learned which existed in the past and still exist today. Review their entries and provide feedback.

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\*discretionary (see further details on p. 129)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Omâmawi Ôhtâwîmâw</i> (the Creator* <sup>★</sup> ).	<b>Cluster Heading</b> <b>CM–1</b> Mother Earth*	<b>5</b> 
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<b>Strand</b>	CM–1.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore diverse Cree values related to Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class brainstorms interview questions for asking relatives, friends and neighbours about the use of berries and tobacco in relationship to Mother Earth.\*
- A *Kihteyaya* (Elder) is invited to join a class discussion on current and traditional views of Mother Earth.\* For example, traditionally, Cree people collected hair that fell out while combing and, in the spring, they would bring it to a clean spot to bury it and return it to the Earth.
- *Kihteyayak* (Elders) are invited to talk about different ways of offering tobacco and strands of hair. For example, a strand of hair can be used as an offering to the Earth if there is no tobacco available; however, it is not given to another person as an offering in the same way as tobacco.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore diverse Cree values related to Mother Earth?\*

#### Conferences


Conduct conferences with students to discuss and provide feedback regarding their skills in identifying diverse Cree values related to Mother Earth.\*

#### Learning Log

The students keep an ongoing KWL chart about diverse values related to Mother Earth.\* The entries are dated and feedback is periodically provided by the teacher.

<i>Kîkwây e kiskeyihtamân</i> (What I Know)	<i>Kîkwây e nohte kiskeyihtamân</i> (What I Want to Know)	<i>Kîkwây ekwa nikiskeyihten</i> (What I Learned)

\*discretionary (see further details on p. 129)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Omâmawi Ôhtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–2 others	<b>5</b> 
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<b>Strand</b>	CM–2.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. form positive relationships with others; e.g., peers, family, Elders

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students practise using positive words and phrases; e.g., expressions of thanks, respect, preparing tea. They prepare notes and cards for their friends and families for birthdays, Mother’s Day, Father’s Day, a winter carnival, Treaty Day or Aboriginal Day. They use positive phrases and words, such as *kisâkhitin* (I love you) and *kinanâskomitin ohci...* (I thank you for ...).
- Students discuss a significant person in their life and the relationship they have with that person.
- Students come up with a vocabulary list of what qualities a friend would have.
- Students listen to Cree songs on positive relationships.

\*discretionary (see further details on p. 129)

<b>Strand</b>	CM–2.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. form positive relationships with others; e.g., peers, family, Elders

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- form positive relationships with others?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to form positive relationships with others (see sample blackline master in Appendix E: Anecdotal Notes).

### Journals


Students write in their journals to express their feelings about a classmate:

- *Metoni nimitywehten ispî ...* (I really like it when ...)
- *Metoni nimitywehten tân'si kê isi \_\_\_\_\_ osâm \_\_\_\_\_.* (I really like the way \_\_\_\_ because \_\_\_\_.)

### Learning Log

Students keep a chart of positive words and expressions that they can expand and refer to from time to time. Whenever they use an expression, they put a check mark beside it and write down why they have used it. Review the list to determine if students are able to use the appropriate expressions to form positive relationships with others.

Expressions I Have Heard	Expressions I Have Used

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Omâmawi Ôhtâwîmâw</i> (the Creator* <sup>★</sup> ).	<b>Cluster Heading</b> CM–2 others	<b>5</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 past and present Cree people, practices, products and beliefs in Canada

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, working in groups, research how clothing was traditionally sewn and worn in the past and compare this to present practices. They prepare a short presentation about their research.
- Students invite *Kihteyayak* (Elders) to the class for discussions about how food was gathered, hunted and processed in the past. In small groups, they then discuss their own experiences and stories of gathering and hunting food.
- Students play a wooden bowl game.
- Students look at artifacts, such as clothing, beadwork and tools, used in a Cree-speaking community from the past and compare them with what is used today. Students could answer questions such as:
  - *Tân’sîsi mîskocipayowa kîkwaya?* (How have things changed?)
  - *Tân’sîsi namôya mîskocipayowa/meskocipayiwa kîkwaya?* (What things have stayed the same?)
  - *Tânihki kâ mîskocipayowa/meskocipayiwa kîkwaya?* (Why have things changed?)

Students could do an artifact-inspired craft project.

- Students view a video on past or present practices or products.

★discretionary (see further details on p. 129)

<b>Strand</b>	CM–2.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore past and present Cree people, practices, products and beliefs in Canada

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- explore past and present Cree people, practices, products and beliefs in Canada?

### Learning Log

After listening to a number of presentations on how something was done then and how it is done now, students record the changes in their learning logs. Information can be used for a 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 explore past and present Cree people, practices, products and beliefs in Canada (see sample blackline master in Appendix E: Self-assessment Rating Scale).

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Omâmawi Ôhtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-2 others	<b>5</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 cultural practices and products of Cree peoples in Canada

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to drum singers or local singers from their regions and share their thoughts on the songs.  
*Okiskinohamowâkanak ta nitohtamwak:* (Students hear explanations on:)
  - *epîhtâkoseyit mistikwaskihkwa* (the sounds of the drum)
  - *tân'si e itwemakakih nikamowina ekwa ta isi manâcihtâhk* (the meaning and the respect that is given to the song)
  - *tân'si espîhtawehtâkosit mistikwaskihk ekwa ta isi manâcihiht* (the meaning and the respect that is given to the drum)
  - *tân'si espîhtawehtâwahk ekwa ta isi manâcihtâhk ekwako isihtwâwin* (the meaning and the respect that is given to participation)
  - *Pokwîspî okiskinohamowâkanak takî naskwahamowewak onikamowa.* (Students can voluntarily join the singers.)
  
- Students listen to the teacher or a respected community member talk about *mîyahkasikewin* (smudging):
  - *Tân'si Nehiyawak kâ isi âpacihtâcik/twâw Wîhkaskwa ekwa Mostosiwîhkaskwa.* (This is how the Plains Cree people use sweetgrass and sage.)
  - *Sakâwiyiniwak âpacihewak Wîhkimâsikana ekwa Napakâsihta.* (This is how the Northern Cree people use fungus and cedar.)

Students then think about and share, in simple phrases or sentences, why the cultural products are different in each area. Provide oral sentence starters if needed.

★discretionary (see further details on p. 129)

<b>Strand</b>	CM–2.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore cultural practices and products of Cree peoples in Canada

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore cultural practices and products of Cree peoples in Canada?


### 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 explore cultural practices and products of Cree peoples in Canada (see sample blackline master in Appendix E: Observation Checklist).

### Learning Log

Students keep a dated and ongoing learning log of the cultural practices and products of Cree peoples. Review the materials periodically and provide 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>Omâmwî</i> <i>Ôhtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-2 others	<b>5</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. examine past and present perspectives and values, and examine change

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a chart listing past and present perspectives and values.

Past	Present	Values
How land was used in the past	How land is used now	Respect

- Students discuss how treatment plants, sewers, gas pipelines, timber cutting and power lines impact Mother Earth\* (the environment).
- When studying how early Cree people lived, students learn about tipi teachings. They discover that each pole has significance. Share with students how tipi teachings can help them grow mentally, spiritually and emotionally.
- Students look at pictures and photographs of past and present practices related to Mother Earth;\* e.g., clear cutting, tree planting, land preservation, pollution. Students look at pictures of their community from the past and present and compare and contrast. What is the same? What is different? Why have things changed?

\*discretionary (see further details on p. 129)

<b>Strand</b>	CM–2.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. examine past and present perspectives and values and examine change

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- examine past and present perspectives and values and examine 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 examine past and present perspectives and values and examine change (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 examine past and present perspectives and values and examine change. Offer feedback, encouragement and praise as needed.

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Omâmawi Ôhtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–2 others	<b>5</b> 
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<b>Strand</b>	CM–2.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. compare characteristics of Cree-speaking peoples in Canada

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After looking at photographs, pictures and videos that depict the lifestyles of different Cree-speaking peoples in Canada, students create a T-chart or Venn diagram to compare these characteristics.
- Using maps, show various regions of Canada and discuss regional variations in Cree language and culture. The purpose of this activity is to create cultural awareness when students go to a different region; e.g., for a hockey tournament, powwows, indigenous games, track and field.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- compare characteristics of Cree-speaking peoples in Canada?


#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to compare characteristics of Cree-speaking peoples in Canada (see sample blackline master in Appendix E: Anecdotal Notes).

#### Learning Log

Students keep an ongoing log of learned Cree characteristics. The entries are dated and the log is reviewed periodically. Provide feedback.

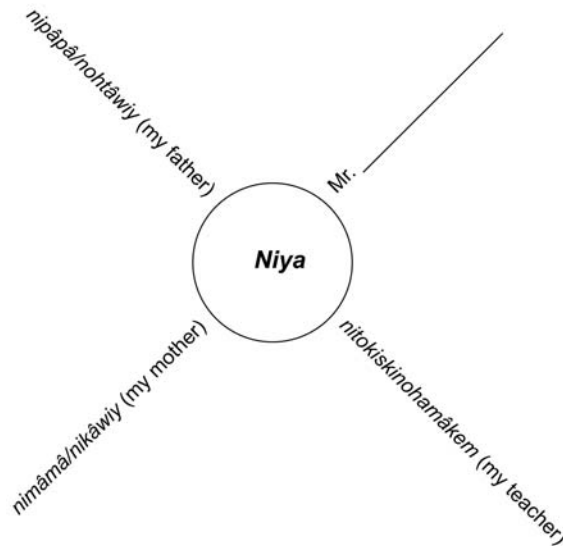
★discretionary (see further details on p. 129)

<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Omâmawi Ôhtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–3 themselves	<b>5</b> 
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<b>Strand</b>	CM–3.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify influences on the development of their own self-concept and self-identity

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a web with their own name in the centre. They add to it all the people they believe have contributed to their lives or development.



- Students create an album or a scrapbook of what they believe to be important events in their lives. For each event, they:
  - ta Nehiyawasinahamwak etahtopiponecik/twâw* (write their age in Cree)
  - ta Nehiyawewak ta wihtahkwâw kîkway waskawewin* (provide an action word in Cree).

For example:

- Nikotwâsik ehitahtopiponeyân.* (I am six years old.)
  - Ekî mâcih kiskinohamâkosiyân.* (I had started going to school.)
- Using photographs, pictures from magazines and other images, students create collages about themselves, including elements from areas of their experience, such as hobbies, likes, sports, family and friends. They give a short oral presentation about their collage.

★discretionary (see further details on p. 129)

<b>Strand</b>	CM–3.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify influences on the development of their own self-concept and self-identity

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify influences on the development of their own self-concept and self-identity?

### Work Samples


Review work samples to see how well students are able to identify influences on the development of their own self-concept and self-identity.

### Learning Log

Students reflect on new learnings or surprise discoveries while participating in class activities. Statement patterns might say something like:

- While doing the web, I was surprised to remember my aunt who taught me how to swim.

Provide 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>Omâmawi Ôhtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> <b>CM-3</b> themselves	<b>5</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 Cree peoples in Canada

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using maps, photographs, videos and the Internet, students observe traditional places where Cree peoples lived and where they are situated today.

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

- As a project, each student or pair of students chooses a different Cree-speaking community to explore. At the end of the project, each student or pair makes a very simple presentation about the community chosen.
- Without showing the title, select an *âcimowin* (story) and *âtayohkewin* (legend) and read it aloud to the class or invite a storyteller to read to the class. Students select certain components that differentiate the two types of reading and place them on a retrieval chart.

<i>Âcimowin</i>	<i>Âtayohkewin</i>

- Students do a student exchange with other Cree communities.  
(*ta kâ kîhokâtocik/twâw kotaka Nehiyaw ihtâwina*)
- Students e-mail other students in different Cree communities.  
(*ta it'sahamâtocik/twâw kotaka Nehiyaw ihtâwinihk*)
- Students listen to or read stories about Mother Earth\* from various regions across Alberta and Canada. They discuss how the stories from different places are different. They also discuss animals and plants that are native to certain areas.

\*discretionary (see further details on p. 129)

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

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore Cree peoples in Canada?

### 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 explore Cree peoples in Canada (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

### 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 explore Cree peoples in Canada (see sample blackline master in Appendix E: Self-assessment Rating Scale).

### 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 explore Cree peoples in Canada (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>Omâmawi Ôhtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–3 Themselves	5 
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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. explore Cree cultural experiences, practices and products

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in special events and celebrations, such as a friendship circle, focusing on vocabulary such as *atamiskâtowin* (greetings), *nikamowin* (songs)/*nîmihtowin* (dance), *nanahitamowin* (listening).
- Students learn about a variety of Cree traditions. They can then do one or more of the following:
  - *osihtâw osîcikewina* (make crafts)
  - *wîyasinaham pîminawasowasinahikan* (write a recipe book)
  - *osihtâw pahkekinweskisin tâ pasinahikana* (make moccasin patterns)
  - *osihtâw kinosew pîyahikana kiskinawâcihcikewina* (make fish scale art)
  - *osihew ahcâpiya ekwa akaskwa* (make a bow and arrow).
- Students explore seasonal activities, such as berry picking, snowshoeing and tobogganing. They discuss the protocol involved in berry picking; e.g., pick and clean—do not eat as you pick.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore Cree cultural experiences, practices and products?

### 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 explore Cree cultural experiences, practices and products (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).


### Reflections

The Cree products made by the class are put on display. After reviewing Cree vocabulary for positive expressions and words, students write comments, in Cree, about the display on a class comments sheet. They may also record the comments in their journals. Each student reflects on his or her product:

- What do I have to say about my product?
- Some of the good things others shared about my product ...

★discretionary (see further details on p. 129)

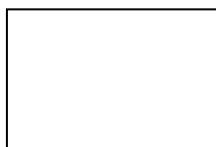


<b>Community Membership</b>	<b>General Outcome</b> Students will live <i>wâwētinahk</i> (peacefully) with Mother Earth,* others and themselves, guided by <i>Omâmwawi Ôhtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM-3 themselves	<b>5</b> 
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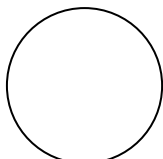
<b>Strand</b>	CM-3.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize that individuals change and that the way they see themselves changes

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create personal time lines, using photographs or artwork of themselves at different times in their lives; e.g., newborn, baby, toddler, Grade 2, Grade 4, Grade 5. Under each photograph, they write a few words related to that time.
- Students bring in family photographs and create a collage or photo essay; e.g., *peyak ôskân* (family), *niwâhkômâkanak* (relatives). They place the Cree term under each photograph.



*nikâwiy* (my mother)



*nimis* (my older sister)

- Students explore aspects of the medicine wheel and what it means in their community; e.g., seasons.
- Students check their personal dictionaries to see how many Cree words they knew at the beginning of the year and how many at the end—or up to the present time. How big was the change?

\*discretionary (see further details on p. 129)

<b>Strand</b>	CM–3.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize that individuals change and that the way they see themselves changes

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- recognize that individuals change and that the way they see themselves changes?

### Work Samples

Review student time lines to assess their ability to organize material that reflects the changes that have happened to them.

### Journals


After finishing the time line, students reflect and then write in their journals:

- *Kîkwây mâdawaci kî ispayow nipimât'siwinihk?* (What was the most special time in my life?)
- *Tân'sîsi pîtos nit'sâyân?* (How have I changed?)

Provide feedback.

### Portfolios

Students place their photo essays or collages in 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>Omâmawi Ôhtâwîmâw</i> (the Creator*).	<b>Cluster Heading</b> CM–3 themselves	<b>5</b> 
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<b>Strand</b>	CM–3.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore, identify and celebrate the unique characteristics of Cree peoples in Canada

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students watch and read videos, books and Web sites highlighting the unique characteristics of various Cree communities across Canada; e.g., *Atikameg* (Whitefish Lake), *Mistasiniy* (Big Stone). The students then create a presentation or display called “Highlights from Cree Communities across Canada.”

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

- Organize e-mail pals from another Cree community for students. On a weekly basis, students send e-mails to their pals and share information about life in their community.
- Provide a list of Cree communities in Canada for a class activity involving comparing the unique characteristics of other Cree communities with their own. Students must gather information about their own community; e.g.,
  - *Tân’si isi iseyihkâtew?* (What is it called?)
  - *Tân’si isi nâkwan?* (What does it look like?)
  - *Sakâw cî mistahi?* (Is there a lot of bush?)
  - *Paskwâw cî?* (Is there prairie?)
  - *Nîpisîwepaskwâw cî?* (Is there a high prairie?)
  - *Sîpîy cî ayâw?* (Is there a river?)
  - *Sâkahikan eh’takon cî?* (Is there a lake?)
  - *Sîpîsis cî ayâw?* (Is there a creek?)
  - *Wikiwak cî mistahi ayisiyiniwak?* (Are there many people living there?)

- Students create personal shields that indicate special meaning to them. These can be drawings or collages of things that identify important elements of themselves, their families or their cultural heritage.

**Note:** Since this can be a sensitive topic, possibly involving permission and protocol, it must be handled with care.

★discretionary (see further details on p. 129)

<b>Strand</b>	CM–3.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore, identify and celebrate unique characteristics of Cree peoples in Canada

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore, identify and celebrate unique characteristics of Cree peoples in Canada?


### 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 explore, identify and celebrate unique characteristics of Cree peoples in Canada (see sample blackline master in Appendix E: Observation Checklist).

### 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 explore, identify and celebrate unique characteristics of Cree peoples in Canada (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

## 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>5</b> 
	<b>Strand</b>	S-1.1 language learning	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of strategies to enhance language learning		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students keep a dictionary and phrase book for reference that they use when working on writing and speaking projects. Students are encouraged to share their books.
- Students read published works in class and to small groups of younger students.
- Students are encouraged to highlight/circle/underline patterns and root words when reading texts and to use the various patterns posted throughout the room; e.g.,
  - *Nikîhitohtân atâwew'kamikohk.* (I went to the store.)
  - *Nikîhatâwân tôhtôsâpoy ekwa pahkwesikan.* (I bought milk and bread.)
  - *Ni\_\_\_\_\_n. = I \_\_\_\_\_.*
  - *kî* = past tense
  - *-ohk* = at the, in the, on the, from the, to the (locative)
  - *itohte* = (to go)
  - *atâwe* = (to buy).
- Students are encouraged to use an English word when the Cree word slips their mind, but they must also use a Cree expression to indicate that they used English in their sentence; e.g., *Nikîhitohtân store-ihk?* (Can I go to the store?)

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- identify and use a variety of strategies to enhance language learning?

#### Conferences

Students are encouraged to select pieces of work that contain a variety of language patterns. Good strategies are reinforced and used and new strategies are encouraged.

<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>5</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. identify and use a variety of strategies to enhance language use

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are encouraged to use expressions like *wahwâ, ka*, when speaking Cree.
- Post various patterns of verbs and noun possessives on charts throughout the classroom. Encourage students to use these to help formulate and complete their thoughts; e.g.,

#### **Action Words**

*Ni* \_\_\_ *n*. (I \_\_\_.)  
*E* \_\_\_ *yân*. (I am \_\_\_ing.)  
*Ninohte* \_\_\_ *n*. (I want to \_\_\_.)  
*Ki* \_\_\_ *n*. (You \_\_\_.)  
*E* \_\_\_ *yan*. (You are \_\_\_ing.)  
*Kinohte* \_\_\_ *n*. (You want to \_\_\_.)  
 \* \_\_\_ *w*. (He or she \_\_\_s.)  
*E* \_\_\_ *t*. (He or she \_\_\_s.)  
*Nohte* \_\_\_ *w*. (He or she wants to \_\_\_.)

#### **Noun Possessive**

##### **Animate (Living)**

*ni* \_\_\_ *im(ak)* (my \_\_\_(s))  
*ki* \_\_\_ *im(ak)* (your \_\_\_(s))  
*o* \_\_\_ *ima* (his or her \_\_\_(s))

##### **Inanimate (Nonliving)**

*ni* \_\_\_ *(a)* (my \_\_\_(s))  
*ki* \_\_\_ *(a)* (your \_\_\_(s))  
*o* \_\_\_ *(a)* (his or her \_\_\_(s))

<b>Strand</b>	S–2.1 language use
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of strategies to enhance language use

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify and use a variety of strategies to enhance language use?

### Journals

Students record strategies they have used in their journals. They share these strategies as well as ideas for new things to try.

Date	What I Did	Something I Would Like to Try

At various stages of a lesson, i.e., before, during, after, students write self-assessments in their journals. The self-assessments could include things such as:

*Mâmayisk emâcihtâyân nikiskinohamâkosowinân:* (Before beginning a unit or lesson:)


- *Kîkwây kiteyihten ekiskinohamâkaweyân?* (What do I think I will learn?)
- *Kîkwây âsay nikiskeyihten ôma?* (What do I already know about the topic?)
- *Kîkwây nitakâwâten ta itôtamâhk ôta?* (What do I hope we will do during this lesson?)

*Mekwâ nikiskinohamâkosowinân:* (During the lesson:)

- *Kîkwây mâmawaci nimôcikeyihten?* (What things have I enjoyed the most?)
- *Kîkwây nitâyamihikon ahpô ayiwâk ta atoskâtamân?* (What things do I have trouble with or need to work on?)
- *Kîkwây nawac ta miyo atoskâtamân?* (How can I improve?)

*Kîsipayiki nikiskinohamâkosowinân:* (After the lesson:)

- *Tân'sîsi nawac nimiyo atoskân?* (In what ways have I improved?)
- *Kîkwâya kiyâpic ta atoskâtamân?* (What things do I still need to work on?)
- *Tân'sîsi ni ka isi âpacihtân kîkwây kâ kiskinohamâkaweyân wayawetimihk kiskinohamâtowikamikohk?* (How have I used what I learned outside of school?)

<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> <b>S–3</b> cultural learning	<b>5</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. identify and use a variety of strategies to enhance cultural learning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share strategies or ways that assist them when learning various cultural elements; e.g., listen, observe, try and retry, pay attention, attend, participate, follow directions.
- After learning about traditional tipi values, students practise those values in the classroom, throughout the school, at home and in the community.
- Students create posters that promote learning about Cree culture. Guide students while they plan and develop their posters and encouraging messages, such as:
  - *Poko ta nâkatohkeyan otâhk kayâs ta isi nisitohtaman anohc.* (You must look to the past to understand the present.)
  - *Kihceyimiso.* (Celebrate who you are.)
  - *Nehiyawak: Okanawâpokewak askîhk.* (Cree—keepers of the Earth.)
- While watching a video, students observe and listen carefully to detect key elements of the worldwide cultures of indigenous peoples; e.g., traditions, worldviews, ways of life. Students then compare and contrast these elements with Cree culture in a chart similar to the one below.

	Cree Similarities	Cree Differences
<i>Ayiniwak</i> (Indigenous people)		
<i>Nehiyawak</i> (Cree)		
<i>Ayahciyiniwak</i> (Dene)		
<i>Kaskitewayastisak</i> (Blackfoot)		
<i>Nahkaweyiniwak</i> (Ojibway)		
<i>Kotakak Ayiniwak</i> (Other nations)		
Maori		
Aborigine (Australia)		
Japan		
Russia		



<b>Strand</b>	S–3.1 cultural learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of strategies to enhance cultural learning

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- identify and use a variety of strategies to enhance cultural learning?

### Rubrics

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 identify and use a variety of strategies to enhance cultural learning (see sample blackline master in Appendix E: Rubric or Rubric and 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>5</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. identify and use a variety of strategies to enhance general learning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work in a cooperative group to do research and then present a topic; e.g., animals. Provide a model for specific presentation expectations as well as expected vocabulary and phrases.
- Students discuss different ways of approaching tasks in the classroom. They are encouraged to practise the following approaches:
  - using appropriate expressions and phrases
  - identifying and noting patterns
  - paying attention and watching
  - attending to models provided.
- Students participate in a group activity in an outdoor setting. Demonstrate and assign tasks; e.g.,
  - setting up a camp
  - making a fire (do not blow on it)
  - building a lean-to.
- Students create three concrete poems using vocabulary words. They use the letters in each word to create pictures of the word; e.g.,
  - *sîsîp* (duck)
  - *pîsim* (sun)
  - *acahkos* (star)
  - *kôna* (snow)
  - *Askiy* (Earth)
  - *sikâk* (skunk)
  - *wâpos* (rabbit)
  - *âmô* (bee)
  - *mîpit* (teeth)
  - *atim* (dog).

<b>Strand</b>	S-4.1 general learning
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of strategies to enhance general learning

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify and use a variety of strategies to enhance general 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 identify and use a variety of strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

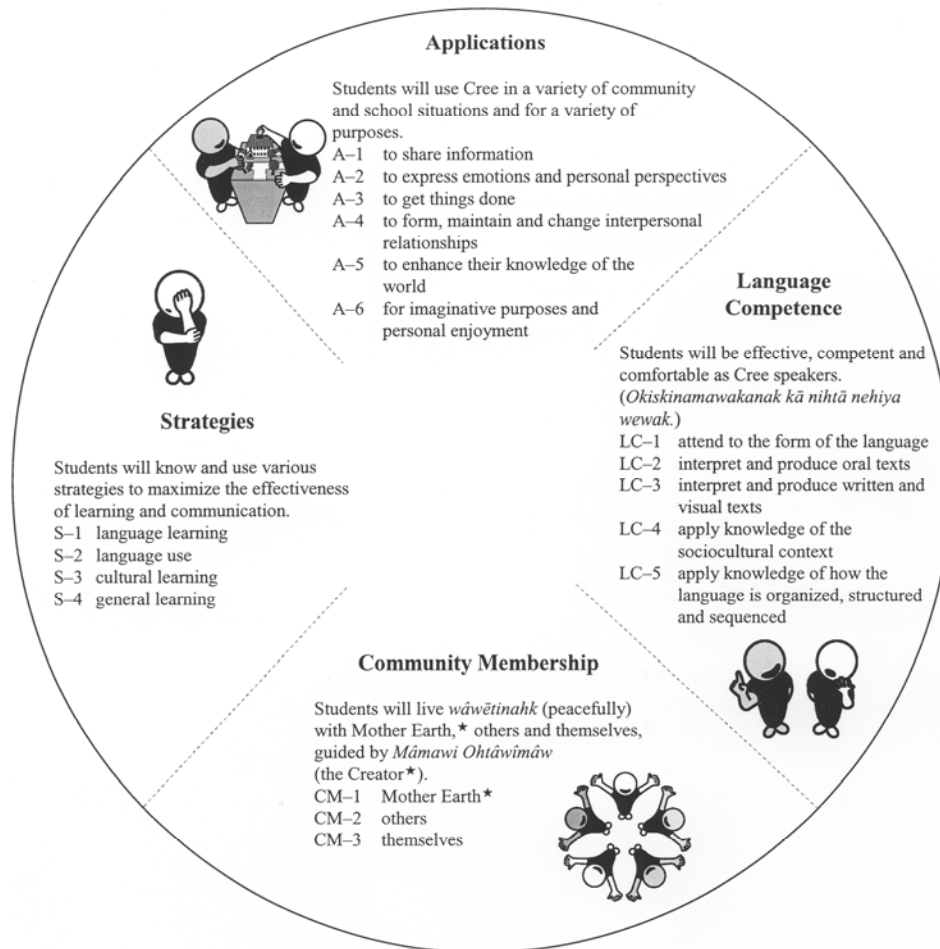


## Grade 6 Level Samples

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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	<b>6</b> 
<b>Strand</b>	A-1.1 share factual information		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. provide information on several aspects of a topic		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, with teacher support, create *nipeyakôskân masinahikan ôma* (this is my family) books. On each page, a family member is described and pictures are included. The family album may include extended family members or any other caregiver. Students must include all their family members—mother, father, brothers and sisters; e.g.,
  - *Nôhtâwiw awa.* (This is my father.)
  - *Nikâwiw awa.* (This is my mother.)
  
- The students develop and present an oral autobiography. They include elements such as their name, age, home community, family members and likes.
  - *Nîya awa.* (This is me.)
  - *Tân'si nitôtem'tik!* (Hello, my friends!)
  - \_\_\_\_\_ *nitisiyihkâson.* (My name is \_\_\_\_\_.)
  - \_\_\_\_\_ *ohci nîya.* ( I am from \_\_\_\_\_.)
  - \_\_\_\_\_ *nôhtâwiw.* (\_\_\_\_\_ is my father.)
  - \_\_\_\_\_ *nikâwiw.* (\_\_\_\_\_ is my mother.)
  - \_\_\_\_\_ *niwît'sânin.* ( I have \_\_\_\_\_ brothers and sisters)
  - *Nimiyweyihten kâ\_\_\_\_\_yân.* (I am happy to be \_\_\_\_\_ing to you.)
  - *Ninohte \_\_\_\_\_.* (I want to \_\_\_\_\_.)
  - *Ekosi mâka.* (Goodbye then.)
  
- Students interview family members as to what their responsibilities were when they were the same age as the students. Students write short paragraphs and share them with the class.

<b>Strand</b>	A-1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. provide information on several aspects of a topic

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- provide information on several aspects of a topic?

### 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 provide information on several aspects of a topic (see sample blackline master in Appendix E: Rubric or Rubric and 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 provide information on several aspects of a topic (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>6</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. inquire about and express agreement and disagreement, approval and disapproval

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Show students a variety of pictures depicting different activities. Provide the Cree words for the activities and have students repeat the new words. Ask individual students:

*Okiskinohamowâkew* (Teacher):

- *Kimiywehten cî ômisîsi ta itohtaman?* (Do you enjoy any of these activities?)

Students answer with the Cree phrase and a new vocabulary word:

- *Nimiyweyihten kâ\_\_\_\_\_ yân.* (I like it when I am \_\_\_\_\_ing.)

*Okiskinohamowâkew* (Teacher):

- *Kiya ekwa kipeyakôskân cî mâna ki kîsih nenâwâw môsopahkekinwa ahpô kitosehtânâwâw kâhkewak?* (Do you and your family do moose-hide tanning or dry-meat making?)
- *Ehâ.* (Yes.)
- *Tânima?* (Which one?)

Students answer using this phrase:

- *Nimiweyihtenân kâ\_\_\_\_\_ yâhk.* (I like it when we are \_\_\_\_\_ing.)  
 e.g., *pahkekinohke* (making hides)  
*kâhkewakohke* (making dry meat).

- Students work in small groups to plan and agree upon a menu for a school picnic or party. As they plan, they discuss traditional foods and the foods prepared for feasts.
- Students listen to a story and the actions that take place in it. Afterward, students offer comments as to which action is preferred and why.
- Students share ideas on a topic while in a circle. They spend time reaching a consensus on the topic.



<b>Strand</b>	A-2.1 share ideas, thoughts, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. inquire about and express agreement and disagreement, approval and disapproval

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- inquire about and express agreement and disagreement, approval and disapproval?


### 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 inquire about and express agreement and disagreement, approval and disapproval (see sample blackline master in Appendix E: Observation Checklist).

### Journals

Students reflect on their experience planning a school picnic or party and complete the following:

- *Nikiskinohamâkawin anima ispi* \_\_\_\_\_ *nayistaw* \_\_\_\_\_. (I learned that when \_\_\_\_\_ because \_\_\_\_\_.)
- *Mistahi miywâsin ta tepeyimohk* \_\_\_\_\_. (The best thing about expressing agreement is \_\_\_\_\_.)
- *Kîkwâya ohci kwayask kâ pîkiskwâtamân nimâmitoneyihtamowina* \_\_\_\_\_. (The positive factors that helped me express my ideas are \_\_\_\_\_.)
- *Kahkiyawiyak ta tepeyimot* \_\_\_\_\_. (Making decisions by consensus \_\_\_\_\_.)

<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 style="font-size: 2em; font-weight: bold;">6</p> 
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<b>Strand</b>	A–2.2 share emotions, feelings
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. inquire about and express emotions and feelings in a variety of familiar situations</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Fluent Cree-speaking students role-play a visit to the doctor or nurse translating for grandparents. Students generate a list of vocabulary words to be used, as well as questions and answers about how their grandparents feel emotionally when they visit the doctor.
- Lead students in a brainstorm activity to create a list of vocabulary relating to their feelings about nature and what they can learn from nature.
- Have students write a poem regarding their feelings about a family member or friend. Each stanza of the poem would have one picture to represent it. Students present their poems in small groups. The poems are then displayed in the classroom or school.
- Students create a collage using articles gathered during a nature walk. Use this opportunity to teach students about *meskoc mîyo itôtakewin* (reciprocity). Tobacco is left behind and students express their feelings and emotions about their respect for Mother Earth. \*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- inquire about and express emotions and feelings in a variety of familiar situations?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to inquire about and express emotions and feelings in a variety of familiar situations (see sample blackline master in Appendix E: Anecdotal Notes).

\*discretionary (see further details on p. 221)

<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	6 
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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 suggestions in a variety of situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students role-play situations, such as going shopping with a friend. In their assigned role-play situation, students focus on either making suggestions or responding to suggestions. They may use relevant phrases, such as:
  - *Kakîhâtâweyân ôma* \_\_\_\_\_. (I should buy this \_\_\_\_\_.)
  - *osâm wihtakitek*. (because it is inexpensive.)
  - *Ninitaweyihten* \_\_\_\_\_. (I want \_\_\_\_\_.) [inanimate]
  - *Ninitaweyimâw* \_\_\_\_\_. (I want \_\_\_\_\_.) [animate]
  - *Nitatâwân* \_\_\_\_\_ *ekwa* \_\_\_\_\_. (I buy \_\_\_\_\_ and \_\_\_\_\_.)
  - *Wihtakisiw awa* \_\_\_\_\_. (This \_\_\_\_\_ is inexpensive.) [animate]
  - *Wihtakihtew ôma* \_\_\_\_\_. (This \_\_\_\_\_ is inexpensive.) [inanimate]
  - *Mistakisiw awa* \_\_\_\_\_. (This \_\_\_\_\_ is expensive.) [animate]
  - *Mistakihtew awa* \_\_\_\_\_. (This \_\_\_\_\_ is expensive.) [inanimate]

This activity will teach students smart shopping, what things cost, numbers and the animacy of foods.

- Students are placed in small groups of four to six. One student says a word or phrase. The other students are silent for a short period of time and then share what the word or phrase made them think about. This continues until each student in the group has said a word or phrase and the rest of the group has had a chance to respond.

<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 suggestions in a variety of situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- make and respond to suggestions in a variety of situations?

### Checklist

Discuss criteria with students before they prepare their role-plays. Consider developing a checklist that students can use for peer and self-assessment. Criteria might include:

- level of formality is appropriate for the context
- meaning is clear
- appropriate details are included in questions and answers
- gestures and body language support communication
- pronunciation and intonation are generally accurate
- interaction has some sense of fluency and spontaneity
- props and visual aids are used to support communication.

<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>6</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. state personal actions in the past, present or future

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at a model dialogue in which someone is inviting a friend to participate in an activity at a particular time on a particular day. Students then complete a seven-day agenda by inviting someone to join them in an activity every day. Provide students with the following model:
  - *Nitawi* \_\_\_\_\_ *tân.* (Let’s go and \_\_\_\_\_.)
  - *Nikînitawi* \_\_\_\_\_ *nân* (We went and \_\_\_\_\_  
*kâ* \_\_\_\_\_ *kîsikâk.* on [day of the week].)
  - *Kikanitawi* \_\_\_\_\_ *nân* (We will go and \_\_\_\_\_  
\_\_\_\_\_ *kîsikâki.* on [day of the week].)
  - *Kiwînitawi* \_\_\_\_\_ *naw* (We are going to go and \_\_\_\_\_  
\_\_\_\_\_ *kîsikâki.* on [day of the week].)
  - *Ninitawi* \_\_\_\_\_ *n.* (I go and \_\_\_\_\_.)
  - *Ikînitawi* \_\_\_\_\_ *n* (I went and \_\_\_\_\_  
*kâ* \_\_\_\_\_ *kîsikâk.* on [day of the week].)
  - *Nikanitawi* \_\_\_\_\_ *n* (I will go and \_\_\_\_\_  
\_\_\_\_\_ *kîsikâki.* on [day of the week].)
  - *Niwînitawi* \_\_\_\_\_ *n* (I am going to go and \_\_\_\_\_  
\_\_\_\_\_ *kîsikâki.* on [day of the week].)
- Students collect pictures of people engaged in different types of activities. They categorize the pictures according to things that people would do in the past, present and future. They write a short paragraph about the activity and why they think the activity happened in the past, is happening now or is going to happen in the future.

<b>Strand</b>	A-3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. state personal actions in the past, present or future

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- state personal actions in the past, present or future?


### Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to state personal actions in the past, present or future. Offer feedback, encouragement and praise as needed.

### Journals

Students write to each other in a conversational style, through journal responses, about activities they have been engaged in. Assess student journals to find evidence that:

- students participate in writing comments to their peers
- entries are complete
- students use vocabulary and structures practised in class
- through journal responses, students effectively state personal actions.

<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; font-weight: bold;">6</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> <ol style="list-style-type: none"> <li>a. check for agreement and understanding</li> <li>b. express disagreement in an appropriate way</li> </ol>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work with a partner to create a *metawewin* (game) for children. The student pairs must:
  1. decide what the game is
  2. determine the rules
  3. determine the procedures.

Students must use as much Cree as possible when working together. Since they must explain their rules and procedures in Cree, they can use dictionaries or other resources to assist them. After they have completed their game, students explain the game to the class.

The class can suggest a modification or change to the rules. If the partners do not agree with what the others said, they must express disagreement in an appropriate way; e.g.,

– I think your suggestion is \_\_\_\_\_, however \_\_\_\_\_.

**Extension activity:** Students can present their game to another class. The game must start with *mâcitatân* and end with *ekosi/ki kîsîh metawân*.

Students can use these phrases:

- *Kîkwây kiwîhitôtenaw?* (What are we going to do?)
- *Tân'si kit'teyihten?* (What do you think?)
- *Ômisîsi itôtetân.* (Let's do it this way.)
- *Namôya ekosi isi!* (Not that way!)
- *Niteyihthen ômisîsi kakîhitôtamahk.* (I think we should do it this way.)
- *Namôya, ewako namôya miywâsin.* (No, that's not good.)
- *Tân'si ehitweyan?* (What did you say?)
- *Namôya ninis'tohten.* (I do not understand.)

- Students participate in a brainstorming activity. They think about ideas on an assignment topic and record them on a chart. Then they discuss the ideas and sort them into agree and disagree columns. They explain why they disagree with each other, with teacher guidance.

<b>Strand</b>	A-3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. check for agreement and understanding b. express disagreement in an appropriate way

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- check for agreement and understanding?
- express disagreement in an appropriate way?


### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to check for agreement and understanding, and express disagreement in an appropriate way (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 check for agreement and understanding, and express disagreement in an appropriate way (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-4 to form, maintain and change interpersonal relationships	<b>6</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. make and break social engagements

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, working in small groups, role-play situations in which they practise making and breaking social engagements in culturally appropriate ways; e.g., inviting a friend to a powwow, birthday party.

First student:

- *Kinohte pewîcewinân cî \_\_\_\_\_* (location, event)? (Would you like to come with us to \_\_\_\_\_?)
- *Ewîhitohteyâhk* (day of the week)
- *Kîsikâki \_\_\_\_\_*. (We are going on \_\_\_\_\_.)

The second student answers *ehâ/îhî* (yes) but then comes back to the first student and says,

- *Namôya kakîwîcetinâwâw* (day of the week)
- *Kîsikâki osâm ewîkîhokawâyâhkik/wâw nimosôm ekwa nôhkom*. (I cannot come with you on \_\_\_\_\_ because we are going to visit my grandfather and grandmother.)

- Have students fill in a calendar of events. Then they work in pairs to invite each other to special events or to participate in different activities. They check each other’s calendar to see if the date is available. If not, they have to practise saying no in the appropriate way—breaking the engagement.
- Students can make a large calendar and fill in class activities/school events in Cree. They can also make personal calendars for their own appointments and plans.

<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. make and break social engagements

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- make and break social engagements?

### 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 make and break social engagements (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 make and break social engagements (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–5</b> to enhance their knowledge of the world	<b>6</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. explore classification systems and criteria for categories

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are given a list of nouns to classify into animate and inanimate. Use *ôma* (this non-living thing) and *awa* (this living thing) when saying each noun. Students echo the Cree terms and then use a T-chart to place the noun in the correct category.
  - nonliving (NI)
  - inanimate
  - *ôma tehtapiwin* (this chair)
  - living or sacred (NA)
  - animate
  - *awa iskwesis* (this girl)
  - *awa ospwâkan* (this pipe)
- Students are given a list of nouns. Inform students about pluralizing and the markers used for different nouns. Then instruct them to underline the pluralizer markers; e.g.,
  - *tehtapiwina*a (chairs)
  - *iskwesis*ak (girls).
- Students play *Awîna nîya?/Kîkwây nîya?* (Who Am I?/What Am I?) with cultural symbols, animals or professions, describing verb forms that focus on animacy. They explore classification systems and criteria for categories.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- explore classification systems and criteria for categories?

### Work Samples

Assess the T-chart to determine if students demonstrate understanding of animate and inanimate nouns.

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to explore classification systems and criteria for categories (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–5</b> to enhance their knowledge of the world	<b>6</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. compose questions to guide research b. identify sources of information, and record observations

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students keep track of daily weather changes in their weather logbooks, writing the date and weather conditions in Cree. Each month, students create a poster and label it with the Cree terms for each day:
  - *Tânisi esi kîsikâw anohc?* (What is the weather like today?)
  - *Tânisi esi wepan mâna Kisepîsimohk?* (What is the weather like in January?)

Students also make a calendar showing days of the week, month and weather conditions; e.g.,

- *miyokîsikâw* (good weather)      – *mayikîsikâw* (bad weather)
- *kimowan* (rain)                      – *mison* (snow)
- *kaskawahkamin* (foggy day)      – *sesekan* (hail)
- *yôtin* (wind)                              – *kisin* (cold weather)

- As a class, students translate into Cree the process involved in writing a research report. They use dictionaries and ask fellow students, parents and grandparents how to say particular phrases, sentences and words. Students can use interrogatives such as the following to help them:
  - *Kîkwây ewîtôtamân?* (What am I going to do?)
  - *Kîkwây nîmiyweyihten cî?* (What do I like?)
  - *Kîkwây piko ta ayamihtâyân?* (What do I need to read?)
  - *Kîko masinahikan ni ka âpacihtân?* (What book will I use?)
  - *Kîkwây enohtekiskeyihtamân?* (What do you want to know?)
  - *Tânehki kânohtekiskeyitamân?* (Why do you want to know it?)
  - *Tân'spî ôma ekîhispayik?* (When did this happen?)
  - *Tân'te ekîhispayik?* (Where did it happen?)
  - *Awîna ôma ewîhayamihtât?* (Who is going to read it?)
  - *Tân'sîsi nika isi masinahen?* (How will I write it?)
- Students identify sources to research a short report on:
  - fire
  - songs
  - traditional stories and legends.
 They present their report to the class orally or in a visual presentation.
- Students explore the North American holiday of Thanksgiving. They research the foods used and where they originated. They develop a Cree vocabulary list of Thanksgiving foods and create posters with a sentence in Cree about Thanksgiving.

<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. compose questions to guide research b. identify sources of information, and record observations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- compose questions to guide research?
- identify sources of information, and record observations?

### Work Samples


Work samples provide evidence of the student's ability to compose effective questions and record observations when discussing and recording weather changes. These may be placed in student portfolios.

### 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 compose questions to guide research and identify sources of information, and record observations (see sample blackline master in Appendix E: Peer-assessment Checklist).

### 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 compose questions to guide research and identify sources of information, and record observations (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–5 to enhance their knowledge of the world</p>	<p style="font-size: 2em; font-weight: bold;">6</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, reflect upon and discuss problem-solving stories, legends and situations</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- While reading a new *âtayohkewin* (legend), stop before the problem is solved. Where possible, read the legend in Cree. Students brainstorm ways in which the problem may be solved based on their experiences with other *âtayohkewina* (legends). They look at pictures for clues, talking about what the problem is and what they know. After finishing the legend, students discuss how the problem was solved and whether any of their earlier brainstorming about the problem turned out to be valid.
- Students listen to a problem-solving *âcimowin* (story). They then relate personally to the problem faced by the main character by writing three to four sentences about the character and the problem. What could have been done to prevent this problem?

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- experience, reflect upon and discuss problem-solving stories, legends and 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 experience, reflect upon and discuss problem-solving stories, legends and situations (see sample blackline master in Appendix E: Self-assessment Checklist).

### 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, reflect upon and discuss problem-solving stories, legends and situations (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–5</b> to enhance their knowledge of the world	<b>6</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. gather thoughts, ideas and opinions on a topic within their own experience

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead students in a brainstorming activity to select a topic relevant to students’ Cree language experience; e.g.,
  - *Tân’si iyiniwak itâpahtamwak Nehiyawewin?* (How do people view the Cree language?)
  - *Nikawîcihikon cî Nehiyawewin nikiskinohamâkosiwinihk?* (Can the Cree language help in my educational journey?)
  - *Tân’tê âpatan Nehiyawewin nitaskînâhk?* (Where is Cree used within our community?)
  - *Tân’tahto okiskinohamowâkanak nistam âpacihtâwak wîkiwâhk?* (How many students’ family members learned Cree when they were little? [as a first language]?)
  - *Tân’tahto okiskinohamowâkanak wîcihtâsiwak wîkiwâhk ta mâci Nehiyawecik/twâw?* (How can students help their own families start speaking Cree at home?)
  - *Tân’sîsi okiskinohamowâkanak wîcihtâsiwak otaskîwâhk ta mâci Nehiyawecik/twâw?* (How can students help their own community start speaking Cree?)

Students, along with the teacher, determine the focus and type of questions to be asked of families and community members. Students then interview each other to determine if these questions are relevant and chart the responses. If the questions are approved, students begin to interview community and family members. Once all of the information is gathered, students share their perspectives on the process and what their findings showed.

- Students write phrases, nouns and verbs on cue cards, posters, charts and labels to take home. They can also write statements and sentences on why it is important to learn Cree to put into the community and school newsletters.
- Students invite a storyteller from the community to share a story, in Cree, that deals with a specific Cree value. At the end of the story, students may share what the story means to them.

<b>Strand</b>	A-5.4 explore perspectives and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. gather thoughts, ideas and opinions on a topic within their own experience

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- gather thoughts, ideas and opinions on a topic within their own experience?


### 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 gather thoughts, ideas and opinions on a topic within their own experience (see sample blackline master in Appendix E: Observation Checklist).

### 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 gather thoughts, ideas and opinions on a topic within their own experience (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–6</b> for imaginative purposes and personal enjoyment	<b>6</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 and to interpret humour in a variety of activities

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are given several cartoons without captions to be interpreted in Cree. They can express whatever they think the cartoon is showing. Then show students the cartoon with the captions and have them read the words. Students share their own interpretations. They can then create their own cartoons using Cree, based on their interpretation of a picture, and present them to the class.
- Students sit on seats in a circle and, with the teacher, prepare themselves for a *metawewin* (game).
  1. Students number each other in Cree: *peyak* (one), *nîso* (two), *nisto* (three) ...
  2. Explain the rules.
  3. One person stands in the centre of the circle. There are no spare seats for him or her to sit on.
  4. The person in the centre calls out three numbers in Cree.
  5. Those who hold the called numbers must get up and exchange seats while the person in the centre also tries to sit in one of those seats.
  6. The person left without a seat calls another set of three numbers and the seat exchange continues.

Students are encouraged to use expressions like *sôhki* (hard), *kakweyaho* (hurry up), *pim'pahtâ* (run), *wahwâ* (an expression for surprise, disgust, fatigue) and *ninîstosin* (I am tired). The game can go on until time is up.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use the language for fun and to interpret humour in a variety of activities?

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to use the language for fun and to interpret humour in a variety of activities (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–6 for imaginative purposes and personal enjoyment	<b>6</b> 
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<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 and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a Cree *âcimowin* (story), students create a picture book with minimal text for a younger audience. They identify ways to make their picture book interesting and appealing; e.g., large print, simple vocabulary, short sentences, colourful illustrations. Students then present the picture book to a younger Cree class.
- After receiving vocabulary on *pakwacipisikiwak* (wild animals) and reading Dr. Anne Anderson’s book *Pakwachi Pisiskowak* (Wild Animals in Cree), students work in groups at creating a picture book of animals, using Dr. Anderson’s format as a model. Students decide in their groups what four animals they will describe from their immediate surroundings and then four animals that live in other places. They find pictures and write two to three descriptors for each of the animals.
- Students create cinquain poems about the animals, using a model provided; e.g.,

\_\_\_\_\_  
*tân’si iseyihkâsow pisiskiw*  
 (name of animal)

\_\_\_\_\_, \_\_\_\_\_  
*nîso itwewina ta mâmiskômat pisiskiw*  
 (two words to describe the animal)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
*nisto itwewina*  
 (three verbs)

\_\_\_\_\_  
*mâmiskôm ewako pisiskiw*  
 (a statement about the animal)

\_\_\_\_\_  
*kotak pîkiskwewinis ohci pisiskiw*  
 (another word for the animal)

- Students form a circle. One student writes a sentence or line of poetry and folds the paper over so the next person cannot see what was written. The first student whispers the last word of the sentence to the next student. The second student writes a sentence containing the whispered word and folds the paper again. This continues until everyone in the circle has written a sentence or line of poetry. One of the students or the teacher reads aloud what was written.

<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 and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- use the language creatively and for aesthetic purposes?

#### 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 and for aesthetic purposes (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 use the language creatively and for aesthetic purposes (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; font-weight: bold;">6</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> a. use the language for personal enjoyment; e.g., learn a craft or a dance</p>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work as a group to paint a mural or a hide painting for their personal enjoyment. They choose the topic for the mural. They also label some parts of the mural using lively and descriptive language.
- Students learn dances done in their community; e.g., square dance, waltz, two step, fox trot, jingle dance, grass dance, round dance, fancy dance. They use Cree instructions that include numbers and verb forms. Students can write these instructions, in Cree, on a poster.
- Students make up a game using animal terms similar to *Sîpîp, Sîpîp, Niska* (Duck, Duck, Goose).

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use the language for personal enjoyment?

### Work Samples


Collect samples of student murals and use the following criteria to assess student work. Does the student:

- highlight main ideas visually?
- sequence the events?
- include specific details?
- use descriptive Cree words to label some parts of the mural?

### 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 the language for personal enjoyment (see sample blackline master in Appendix E: Self-assessment Rating Scale).

## 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>6</b> 
<b>Strand</b>	LC-1.1 phonology		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. try to enunciate unfamiliar words independently and confidently		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- When students are singing songs, doing choral reading or reciting poetry, they produce some critical sound distinctions in syllables in a rhythmic tone. With students, review and highlight these critical sound distinctions, then record them on a chart.
- Lead students through a hand-clapping, syllabic-stressed activity. Say the word in Cree and clap out each syllable. Whenever there is a stressed or long sound, the clap is hard. If it is a regular sound, the clap is soft; e.g.,
  - *ni/pîy—ni—soft clap pîy—hard clap* (water)
  - *mî/c’so—mî—hard clap c’so soft clap* (eat)
  - *wâs/ka/hi/kan—wâs—hard clap ka/hi—soft clap kan—soft clap* (house)
  - *nîyânan—nî—hard clap yâ—hard clap nan—soft clap* (five)
  - *nîyanân—nî—hard clap ya—soft clap nân—hard clap* (we/us).
- Do an oral spelling activity to enhance students’ listening skills so that they become aware of and differentiate:
  - long and short vowel sounds
  - consonant vowel combinations and consonant vowel final consonant sounds
  - glide sounds
  - the **h** with a vowel.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- try to enunciate unfamiliar words independently and confidently?

#### 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 try to enunciate unfamiliar words independently and confidently (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>6</b> 
	<b>Strand</b>	LC-1.2 orthography	

<b>Strand</b>	LC-1.2 orthography
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and use some basic writing conventions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead students through basic spelling rules. They listen for syllabic sounds; e.g., *ci, pi, ti, ci/ki, pi/si/m, ti/pi*. Remind students of the special consonants **h** and **s**. These two consonants are the only ones that can be placed before another consonant; e.g., *a/noh/c, mas/kwa*. Then remind students of the semivowels **w** and **y** and how they are used as a consonant and a vowel helper. As a consonant, they are placed before a vowel *wah/wâ*; as a consonant *kî/si/kâw*; as a vowel helper *yô/tin*; as a consonant *a/pôy*. The **w** is also used as a glide *kwe-, mwe-, pwa*.
- Students prepare for weekly spelling quizzes or bees. Give students a list of 10 words to practise each week. Students record their own improvements on these words and mark down any difficulties they have with the sounds.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- recognize and use some basic writing conventions?

#### Pre- and Post-spelling Tests

With students, analyze pre- and post-tests to determine the pattern of misspelling and effective use of spelling strategies; e.g.,

- Why is spelling important?
- What do you do when you do not know how to spell a word?
- How do you know when you have spelled a word correctly?
- What do you do when you have not spelled a word correctly?
- Why is it important to follow spelling rules as much as possible?

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak kâ nihtā nehiya wewak.</i> )	<b>Cluster Heading</b> LC-1 attend to the form of the language	<b>6</b> 
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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>• relationships</li> <li>• plants and seasons</li> <li>• entertainment</li> <li>• shopping</li> <li>• other Aboriginal communities</li> <li>• world of work</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are given various writing tasks. They work in groups to write a dialogue integrating vocabulary learned throughout their Cree class experience and then perform it for the class; e.g.,
  - you and a friend are going shopping for clothes
  - you and a friend are going out hunting with a family member
  - you are asked to go to the doctor with your grandmother and you are the translator.
- Students and the teacher select an *âcimowin* (story); e.g., *Billy's World*. Students read with the teacher, then relate their understanding of the *âcimowin* by using Cree. Students next write a short paragraph in Cree about one part of the story; e.g., *Billy mistahi ewîcihât okâwiy/onekihihka*. (Billy helps his mother/parents a lot.)
- Students go on field trips during various seasons throughout the school year. Before they go, they learn key words and phrases consistent with the time of year; e.g.,
  - *mîtosak kâ sâkipakâkih* (the trees are budding)
  - *e pinipakâk* (the leaves are falling)
  - *e sinâkwak miyôskamin ekwa tahkwâkin* (the colours of spring and fall)
  - *kâ kîwehâcik/twâw peyesîsak/pîwayisak* (birds that migrate)
  - *peyesîsak/pîwayisak kapepipon ôta kâ ayâcik/twâw* (birds that live here year round)
  - *pisisikiwak kâ nipâcik/twâw kapepipon* (animals that hibernate).

<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>• relationships</li> <li>• plants and seasons</li> <li>• entertainment</li> <li>• shopping</li> <li>• other Aboriginal communities</li> <li>• world of work</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?

### 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 repertoire of words and phrases in familiar contexts, within a variety of lexical fields (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-1</b> attend to the form of the language	<b>6</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>• (VTI) in declarative simple sentences involving a direct object using we (1P), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object <i>niwâpahtenân tehtapiwin, kiwâpahtenaw tehtapiwin, kiwâpahtenâwâw tehtapiwin</i> and progressive form <i>ewâpahtamâhk tehtapiwin, ewâpahtamahk tehtapiwin, ewâpahtamek tehtapiwin, ewâpahtahkik tehtapiwin</i></li> <li>• (VTI) nominalizer changing an action word involving an inanimate to a noun by adding suffix <i>-mowin</i> to the base form: <i>iteyihtamowin</i></li> <li>• compounding a verb and noun together to form a new action word: <i>nipostayiwinisân, niteyistikwânân, niktasâkân, niwâpiminosim</i></li> <li>• commands or requests (Imperatives VTI) for an action word involving an inanimate (NI) object for you (2S), all of you (2P), all of us (2I): <i>kitâpahta, kitâpahtanok, kitâpahtetân</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

- When teaching a unit on animals, model using phrases and descriptive verb forms; e.g.,
  - *Nimiyweyimâwak minôsak.* (I like cats.)
  - *Nimiyweyimâwak minôsisak.* (I like kittens.)
 Students then create phrases about their favourite big and little animals.
- Models how the small affix is used and the rules that apply. Say the Cree word as a regular noun, then say the noun in diminutive (smaller) form; e.g., *tehtapiwin* → *cehcapiwiniis*; *minôis* → *minôsis*; *atâwew'kamik* → *acâwew'kamikos*; *ôtenaw* → *ôcenâs*. Students echo and pay attention to the changes.
- Students can add locative nouns to their phrases or sentences to build their sentence structuring.

<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>• (VTI) in declarative simple sentences involving a direct object using we (1P), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object <i>niwâpahtenân tehtapiwin, kiwâpahtenaw tehtapiwin, kiwâpahtenâwâw tehtapiwin</i> and progressive form <i>ewâpahtamâhk tehtapiwin, ewâpahtamahk tehtapiwin, ewâpahtamek tehtapiwin, ewâpahtahkik tehtapiwin</i></li> <li>• (VTI) nominalizer changing an action word involving an inanimate to a noun by adding suffix <i>-mowin</i> to the base form: <i>iteyihtamowin</i></li> <li>• compounding a verb and noun together to form a new action word: <i>nipostayiwinisân, niteyistikwânân, niketasâkân, niwâpiminosim</i></li> <li>• commands or requests (Imperatives VTI) for an action word involving an inanimate (NI) object for you (2S), all of you (2P), all of us (2I): <i>kitâpahta, kitâpahtanok, kitâpahtetân</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 kâ nihtâ nehiya wewak.</i> )	<b>Cluster Heading</b> LC-1 attend to the form of the language	<b>6</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>• noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), and theirs (3P): (NA) <i>niminôsiminânak, kiminôsiminawak, ominôsimiwâwa</i>; (NI) <i>nitehtapiwinana, kitehtapi wininâwa, kitehtapiwiniwâwa, otehtapiwiniwâna</i></li> <li>• (VTI) declarative simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object <i>niwâpahten, tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin</i> and progressive form <i>ewâpahtamân tehtapiwin, ewâpahtaman tehtapiwin, ewâ pahtahk tehtapiwin tehtapiwin</i></li> <li>• affixes to indicate noun size: big/large (<i>misti-, misi-, mahki-</i>); small suffix (<i>-sis</i>)</li> <li>• indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak, pikwâwiyak, namâwîyak, kahkiyaw, awiyak, kîkway, pikakîkway, nanakîkway, kahkiyaw, kîkway</i></li> <li>• preverbal particles attach commands/requests to subject, action (VAI) simple sentence: <i>pehapi</i></li> <li>• tense markers <i>kî</i> – past tense, <i>nikîhapin; ka</i> – future definite (will), <i>nikâpin; wî</i> – future intentional marker (going to), <i>niwîhapin</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

- When handing back notebooks and papers to students, remind the student helper of several phrases he or she could use, such as:
  - *Kimasinahikan ôma.* (This is your book.)
  - *Kimasinahikan cî ôma?* (Is this your book?)
  - *Tânima kimasinahikan?* (Which is your book?)

Then the helper of the day distributes the remaining books or papers, saying the appropriate phrases to each student.

<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>noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), and theirs (3P): (NA) <i>niminôsiminânak, kiminôsiminawak, ominôsimiwâwa</i>; (NI) <i>nitehtapiwinana, kitehtapi wininâwa, kitehtapiwiniwâwa, otehtapiwiniwâna</i></li> <li>(VTI) declarative simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object <i>niwâpahten, tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin</i> and progressive form <i>ewâpahtamân tehtapiwin, ewâpahtaman tehtapiwin, ewâ pahtahk tehtapiwin tehtapiwin</i></li> <li>affixes to indicate noun size: big/large (<i>misti-, misi-, mahki-</i>); small suffix (<i>-sis</i>)</li> <li>indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak, pikwâwiyak, namâwîyak, kahkiyaw, awiyak, kîkway, pikakîkway, nanakîkway, kahkiyaw, kîkway</i></li> <li>preverbal particles attach commands/requests to subject, action (VAI) simple sentence: <i>pehapi</i></li> <li>tense markers <i>kî</i> – past tense, <i>nikîhapin</i>; <i>ka</i> – future definite (will), <i>nikâpin</i>; <i>wî</i> – future intentional marker (going to), <i>niwîhapin</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?

### 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 nehiya wewak.</i> )	<b>Cluster Heading</b> LC-1 attend to the form of the language	<b>6</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>• demonstrative pronouns <i>iki, aniki, neki, ôhi, anihi, nehi</i> to distinguish and refer to these and those specific animate (NA) and inanimate (NI) nouns</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>niminôsiminan, kiminôsiminaw, kiminôsimiwâw, ominôsiminiwâwa; nitehtapiwininân, 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, ehapikek, ehapicik/ehapitwâw</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>• simple sentence using locative noun suffix 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 only (VAI) to an inanimate (NI) noun adding suffix <i>-win</i> to the verb: <i>mîcisowin</i></li> <li>• colour descriptors for plural animate (VAI) <i>wâpiskisiwak ewâpiskisicik ewâpiskisitwâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa ewâpiskâki tehtapiwina</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 so teacher guidance. Fluency and confidence characterize student language.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- When handing back materials to students, ask each student, in Cree, *Ôma cî kimasinahikanim?* (Is this your book?) and have him or her respond:
  - *Ehâ, nimasinahikan anima.* (Yes, that is my book.)
  - *Namôya, namôya nimasinahikan anima.* (No, that is not my book.)

<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>demonstrative pronouns <i>îki, aniki, neki, ôhi, anihi, nehi</i> to distinguish and refer to these and those specific animate (NA) and inanimate (NI) nouns</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>niminôsiminan, kiminôsiminaw, kiminôsimiwâw, ominôsiminiwâwa; nitehtapiwininân, 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, ehapikek, ehapicik/ehapitwâw</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>simple sentence using locative noun suffix 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 only (VAI) to an inanimate (NI) noun adding suffix <i>-win</i> to the verb: <i>mîcisowin</i></li> <li>colour descriptors for plural animate (VAI) <i>wâpiskisiwak ewâpiskisicik ewâpiskisitwâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa ewâpiskâki tehtapiwina</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 so teacher guidance. Fluency and confidence characterize student language.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- use, independently and consistently, \* the [given] grammatical elements?

### 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>	<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–2</b> interpret and produce oral texts</p>	<p style="font-size: 2em; font-weight: bold;">6</p> 
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<b>Strand</b>	LC–2.1 listening
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand a variety of short, simple oral texts in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Working in partners or in small groups, students audio record a conversation between two students, using basic/simple social conventions; e.g.,

Speaker 1: *Tânisi?* (Hello, how are you?)

Speaker 2: *Namôya nân'taw! Kîya mâka?* (I am fine! And you?)

Students use the recording as a listening exercise with other groups. They can use the recording to critique their use of Cree words and how they may add or change their recordings.

- To help students develop their listening skills, have a community member or a respected *Kihteyaya* (Elder) audiorecord his or her autobiography. Prepare questions and instruct the students to listen carefully for key ideas, such as the speaker's name, where he or she is from and what he or she does.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- understand a variety of short, simple oral texts in guided and unguided 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 a variety of short, simple oral texts in guided and unguided 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> LC–2 interpret and produce oral texts	<b>6</b> 
	<b>Strand</b>	LC–2.2 speaking	

<b>Strand</b>	LC–2.2 speaking
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce a variety of short, simple oral texts in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- With students, brainstorm weather phrases and vocabulary. Students then prepare short, simple weather reports for the class. They could include phrases such as:
  - *Miyokîsikâw anohc.* (It is a nice day today.)
  - *Mayikîsikâw anohc.* (It is a bad day today.)
  - *Yotin anohc.* (It is windy today.)
- Students prepare a gallery walk with portraits of their family members. They also prepare short, simple descriptions of every family member in Cree. Each student then leads a partner or small group through the gallery. As they approach a specific picture, the student orally describes that person in Cree.

**Note:** Send a note home with students to have parents collect family pictures or have photographs taken prior to this activity, as some students may have few or no family members.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- produce a variety of short, simple oral texts 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 a variety of short, simple oral 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 kā nihtā nehiya wewak.</i> )	<b>Cluster Heading</b> LC–2 interpret and produce oral texts	<b>6</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 short, spontaneous exchanges, with pauses to formulate oral text and self-correct

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reviewing clothing vocabulary and phrases, students work in pairs and tell their partners, in Cree, what they are wearing, using the verbs *kikiska* (wear it—inanimate) and *kikiskaw* (wear it—animate). They describe using “I wear” plus the clothing item, then the colour, then the noun in possessive form; e.g.,
  - *Nikikisken maskisina.* (I am wearing shoes.)
  - *Ekaskitewâki/kwâw nimaskisina.* (My shoes are black.)
  - *Nikikiskawâw mitâs.* (I am wearing pants.)
  - *Esîpikosit nitâs.* (My pants are blue.)
  
- When a guest arrives in the classroom, students should automatically greet the guest and then introduce themselves. Students should also say thank you at the end of each guest-sharing activity.
  - *Tân’si?* (Hello, how are you?)
  - \_\_\_\_\_ *nitisiyihkâson.* (\_\_\_\_\_ is my name.)
  - *Ay hi.* (Thank you. [informal])
  - *Kinanâskomitin.* (I thank you. [formal])
  
- Repeat classroom expressions daily; e.g.,
  - *ôma otinamok* (take this)
  - *ekwa* (and)
  - *kimasinahikaniwâwa ohci akihtâsok* (count from your books).

<b>Strand</b>	LC-2.3 interactive fluency
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. engage in short, spontaneous exchanges, with pauses to formulate oral text and self-correct

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- engage in short, spontaneous exchanges, with pauses to formulate oral text and self-correct?

### Checklist

With students, create a checklist of spontaneous exchanges that students can use, with pauses for corrections. Observe students when they are engaged in activities to determine their ability to interact with each other using appropriate language. Provide feedback.

	<b>I Can Say</b>	
<b>Common Phrases to Know</b>	<b>Date</b>	<b>Teacher's Notes</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____

<b>Language Competence</b>	<b>General Outcome</b> Students will be effective, competent and comfortable as Cree speakers. ( <i>Okiskinamawakanak k̄ nihtā nehiya wewak.</i> )	<b>Cluster Heading</b> <b>LC-3</b> interpret and produce written and visual texts	<b>6</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 variety of short, simple written texts in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- With the students, select three different types of written text that they can copy onto chart paper or onto the board. Have them guess what each text is about by just looking at the beginning; e.g.,
  - A letter would start out with *tân'si* (hello) and end with *ekosi* (that's it) and a signature.
  - An *âcimowin* (story) can start with *peyakwâw* (once upon a time) \_\_\_\_\_ or some other beginning.
  - An *âtayohkewin* (legend) begins with *kîtahtawe esa* (suddenly), *peyakwâw esa* (once upon a time) or *kayâs esa* (long ago).
  
- Students write a letter to a classmate in Cree. When completed, they exchange letters and read the one they received out loud to the class. Students show understanding when the teacher asks:
  - *Kîspin ki nitohtenâwâw* + *ekwa* + *wîhtamawik*.  
(If you understand + then + you [plural] tell me.)

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- understand a variety of short, simple written texts in guided and unguided 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 understand a variety of short, simple written texts in guided and unguided 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-3</b> interpret and produce written and visual texts	<b>6</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 a variety of short, simple written texts in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students draw a picture and write four sentences on a topic or rewrite a short simple *âtoyohkewin* (legend). The *âtoyohkewin* could be about *Wesahkecâhk*.
- Create short sentence writing prompts for each student. These prompts are printed on index cards and based on a theme/*âtoyohkewin* (legend); e.g.,
  - One index card can read “Write a description of a rabbit.”
  - A second card could read “Write a description of a new day.”
  - A third index card could read “Write a sentence about what *Wesahkecâhk* is doing.”
 When all students have written their sentences in Cree, put them on the wall. Read the *âtoyohkewin* together.
- Students create cards for different occasions; e.g., birthday, Christmas, thank you, invitation. They write short, simple messages in Cree. This way, they can keep a personal card box handy rather than having to buy cards.
- Students are divided into groups. Call out or write on the board four to six letters of the Cree alphabet. Each group creates a sentence using words beginning with the letters. This is done until the groups have enough sentences to create a story. Each group shares its story orally with the class.

<b>Strand</b>	LC-3.2 writing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce a variety of short, simple written texts in guided situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- produce a variety of short, simple written texts in guided situations?

### Work Samples

Review written work samples with students and discuss their strengths and areas for improvement. Students are encouraged to review charts, spelling rules and personal dictionaries for editing purposes.

### 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 produce a variety of short, simple written 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-3</b> interpret and produce written and visual texts	<b>6</b> 

<b>Strand</b>	LC-3.3 viewing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. derive meaning from the visual elements of a variety of media, in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students watch a video of a dance and learn its significance and meaning; e.g., a jingle dance. They can discuss what they learned from the video and compare their answers.
- Students derive meaning from Cree artwork, such as that by Jane Poitras, George Littlechild and Dale Auger. They view a piece of art and write down or discuss its significance with a partner. They can discuss the texture, colours, symbolism and other elements of the artwork.
- A guest from the students' own community can be invited to do a demonstration of his or her artwork or craftwork. Students observe and prepare questions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- derive meaning from the visual elements of a variety of media, in guided and unguided situations?

#### Learning Log

Students reflect on activities in which they discuss their interpretation of artwork and dance. They write a short learning log entry about their interpretation.

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to derive meaning from the visual elements of a variety of media, in guided and unguided 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>6</b> 
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<b>Strand</b>	LC-3.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students express their roots—family cultural background—on an imprint of their hand and use visual elements, such as colours and symbols, to enhance the imprint.
- Students express and share a representation of the Cree language; e.g., what it means to them and what animal they see as representing the Cree culture. Allow students to create their own interpretations. Students use colours and other elements to share their meaning.
- Students can create a chart using a circular, holistic approach to express their connection to the Cree language and culture; e.g., in written or picture form.



<b>Strand</b>	LC-3.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- express meaning through the use of visual elements in a variety of media, in guided and unguided situations?

### Journal

Students fill in a self-reflection about their visual representations in their journals. Sentence starters may be used for their reflections; e.g.,

- *Nimiywehten tân'si kê isi* \_\_\_\_\_. (I like how I \_\_\_\_\_.)
- *Nimiyomahcihon ohci* \_\_\_\_\_. (I feel good about \_\_\_\_\_.)
- \_\_\_\_\_ *nitamahcihon ohci ninekihikwak ekwa nît'sânak*. (This made me feel \_\_\_\_\_ about my family.)
- *Nikamîskotastân/ni ka meskotastân ahpô nawac nikamiyosîhtân* \_\_\_\_\_. (I could have changed or improved \_\_\_\_\_.)



<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>6</b> 
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<b>Strand</b>	LC-4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify socially appropriate language in specific situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model the greeting *Tawâw!* (Welcome!) to students, explaining its meaning and that, in some Alberta regions, this would be used to welcome people into your home. Students explore other types of greetings used in other regions or territories.
- Students are given role-playing activities where their role is specific to either appropriate or inappropriate behaviour when interacting with others. Students act out their roles and receive feedback on whether the behaviour is appropriate or inappropriate; e.g.:
  - A student hollers *Ceskwa!* (Wait!), *Nikan'taw'nâten.* (I will go fetch it.) Explain that this is taking place in a gathering. Someone asks this young person to go and get something and the student hollers.
  - A student says *Tan'si.* (Hello.) and shakes another student's hand in appreciation for helping to clean up an accidental spill of water.
  - A student says *Tanihki nîya?* (Why me?). Explain that this is taking place in a gathering. Someone asks this young person to go and get something and the young person replies in an upset tone.
  - A student says *ehâ* (yes) politely and with warmth in a gathering when asked to do something.
  - A student says *namôya* (no) in a mean tone in a gathering when asked to do something.
  - A student comes into a gathering, smiles and introduces himself or herself before taking a seat.
  - A student walks into or out of a room and slams the door.

<b>Strand</b>	LC-4.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify socially appropriate language in specific situations

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- identify socially appropriate language in specific 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 identify socially appropriate language in specific 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-4</b> apply knowledge of the sociocultural context	<b>6</b> 

<b>Strand</b>	LC-4.2 expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use learned idiomatic expressions correctly

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create role-plays by making use of a variety of Cree expressions and using charts or personal dictionaries for reference.
- Students create a collage of Cree expressions used by themselves or their family members.
- A *Kihteyaya* (Elder) or a guest speaker gives a talk. Students listen for unfamiliar or new expressions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:  
– use learned idiomatic expressions correctly?

#### Checklists

Create a checklist of learned idiomatic expressions. Observe and record the use of these expressions in new situations.

#### Journals

At the end of the day, students line up at the door and are required to say a specific expression before they are allowed to leave the classroom. Target 5–10 students a day. Record the expressions students use and offer feedback. Students record these expressions in their journals and reflect on how these expressions can be used in other 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-4</b> apply knowledge of the sociocultural context	<b>6</b> 

<b>Strand</b>	LC-4.3 variations in language
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize some common regional variations in language

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm a class list of regional variations in language as they listen to native speakers, radio programs and television stations, and view videos and documentaries. For example, common ways of speaking in the \_\_\_\_\_ region are \_\_\_\_\_.
- Students investigate the sound variations and noun and verb expressions used by *Sakâwiyiniwak* (the Woodland Cree) and *Paskwâwiyiniwak* (the Plains Cree). They identify similarities and differences and may use a Venn diagram to record their findings.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- recognize some common regional variations in language?

#### Conferences

Discuss with students their experiences when listening to regional variations in language. Ask students what was challenging and what was interesting. In the future, what might they do to help them better understand speakers from different regions?

#### Learning Log

The students reflect on their experience of listening to Cree videos, television and radio, in particular the regional variations that exist in the language. They make entries in their learning logs on what they have learned.

<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>6</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. recognize important social conventions in everyday interactions; e.g., shaking hands

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write a list of do's and don'ts for behaviour in a variety of contexts to accompany a list of situations provided. For example, students examine ways to greet their *mosômiwâwa/ohkomiwâwa* (grandfathers/grandmothers).
- In groups, students prepare for an upcoming field trip by drafting a list of rules that are acceptable; e.g.,
  - *koskwâwâtapi* (sit still)
  - *papeyâtik* (be quiet)
  - *kayapâpîkiskwe* (do not talk)
  - *nitohta* (listen).

Students make a poster of the rules.

- In small groups, students role-play scenarios such as greeting or saying farewell to people, in a variety of situations; e.g.,
  - *Tân'si?* (Hello, how are you?)
  - *Tâwâw.* (Welcome.)
  - *Ekosi pita.* (Goodbye for now.)
  - *Kîhtwâm kawâpamitin.* (I'll see you next time.)
  - *Kîhtwâm mina kapîkiskwâtitin.* (I'll talk to you again.)
  - *Ekosi mâka.* (Goodbye then.)
  - *Kîhtwâm wâpahtoyâhki.* (Until we see each other again.)
  - *Kîhtwâm pîkiskwâtitoyahki.* (Until we talk to each other again.)
- Introduce the proper way of speaking hypothetically, predicting, explaining and discussing long-range planning.
- Students review the concept that there are different etiquettes for different situations; e.g., during a powwow, one does not walk in front of a drum. Students are then asked to research different Cree etiquettes of the past and find out whether or not they are still followed today. The class works together to create a display of Cree rules of etiquette.

<b>Strand</b>	LC–4.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize important social conventions in everyday interactions; e.g., shaking hands

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- recognize important social conventions in everyday interactions?


### 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 recognize important social conventions in everyday interactions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

### Learning Log

Observe students as they prepare and participate in role-play situations. Use the following criteria to assess the role-play:

- language is understandable
- interaction is sustained
- pronunciation is accurate
- grammar is correct
- message is comprehensible
- language is appropriate to the context.

<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>6</b> 

<b>Strand</b>	LC-4.5 nonverbal communication
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use appropriate nonverbal behaviours in a variety of familiar contexts

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After learning how young girls should sit appropriately at gatherings, either from a female Elder or a culturally knowledgeable teacher, students are asked to sit in a circle. If any *iskwesis* (girl) is not sitting appropriately, look at her, shake your head, then use arm and hand movements to correct her. The boys will remove their hats.
- After learning vocabulary for *up the hill*, *around the corner* and *straight down*, demonstrate hand movements and ask students to interpret what was said.
- Model hand motions for *come*, *go*, *be still*, *listen* and other nonverbal directions. You may also refer to a relevant Web site.

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

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- use appropriate nonverbal behaviours in a variety of familiar contexts?

#### 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 appropriate nonverbal behaviours in a variety of familiar contexts (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 kâ nihtâ nehiya wewak.</i> )	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of how the language is organized, structured and sequenced	<b>6</b> 

<b>Strand</b>	LC-5.1 cohesion/coherence
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. organize texts, using common patterns b. interpret simple references within texts

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Discuss common patterns in organizing texts, then allow students to skim over a short story to find and select common patterns that they are familiar with. Read the story aloud. Next, students create their own story using the same model and changing the action words or time. For example:
  - *Nikînestosin tipiskohk ekwa nikîn'taw'pimisinin.* (I was tired last night and I went to lay down.)
  - *Wahwâ!* (Good golly!)
  - *Sôskwâc ekînohtekwâsiyân nân'taw etokwe kekamitâtaht tipahikan.* (I was so sleepy by about 9:00 o'clock.)
  - *Nikawisimon.* (I went to bed.)
- Provide students with short sentences. They then use simple sentence connectors, such as *eyoko ohci* (because) and *ekwa* (and), to string the sentences together in a logical sequence to explain something.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- organize texts, using common patterns?
- interpret simple references within texts?

#### 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 organize texts, using common patterns, and interpret simple references within texts (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> LC-5 apply knowledge of how the language is organized, structured and sequenced	<b>6</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 a variety of text forms delivered through a variety of media

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students watch a community member make bannock or view a video of bannock-making with instructions in Cree. Then use the overhead or a digital slide show to explain the process of bannock-making. The students may also check for bannock-making instructions on a Web site. Ask students:
  - which method made more sense to them?
  - which text helped them to understand what was going on?
 Students record their ideas on a chart:

Demonstration	Video	Overhead transparency/Digital slide show	Web site

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

- After viewing the process of bannock-making, students are asked to work in groups to present the ideas in different text forms; e.g., the instructions can be written or presented orally. Students present the instructions for making bannock as a poem, news report, song, rhyme, drawing or role-play.
- Students review a variety of oral texts, such as legends, creation myths and stories, and the various features of different texts (structural, thematic). They identify the different features of various texts that they listen to in class. As an extension, students could create their own legend or story, using other examples as models.
- Students fill out graphic organizers based on stories presented in class; e.g.,

	Description of Action
<b>Beginning</b>	
<b>Middle</b>	
<b>End</b>	
<b>Characters</b>	
<b>Message or Moral</b>	

<b>Strand</b>	LC–5.2 text forms
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize a variety of text forms delivered through a variety of media

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- recognize a variety of text forms delivered through a variety of media?

### Learning Log

Students reflect in their learning logs on their use of text forms.

*Nitâpacihâtan* \_\_\_\_\_ *isi masinahikewin ta* \_\_\_\_\_ *ekwa niteyihten* \_\_\_\_\_.

(I used \_\_\_\_\_ text form to \_\_\_\_\_ and I think \_\_\_\_\_.)


(I like how I \_\_\_\_\_.)

(I could have improved \_\_\_\_\_.)

(I learned \_\_\_\_\_.)

### Portfolios

Collect samples of students' work to put in their portfolios. Assess the work and focus instruction on areas where students need more information or review.

<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>6</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 a variety of social interaction patterns

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are always encouraged to use the following questions:
  - *Kinohtewîtataskeminân cî?*  
(Do you want to work with us?)—when working in groups
  - *Kîkwây ewîhitôtamahk?*  
(What are we doing?)
  - *Tân’si ewîhitôtamahk?*  
(And how are we doing it?)—to initiate acceptance and conversation.

Students may tally the number of times they used these questions while participating in various activities.

- Students participate in an inside–outside circle activity to share books they have read or activities they enjoyed. They carry on the conversation in Cree.
- Different community members can be invited weekly to the classroom so that students can be exposed to different social interactions; e.g., chief, another teacher, principal, *Kihteyaya* (Elder), parents, plumber, carpenter, nurse, doctor, younger children, baby. After each visit, students discuss the differences and similarities in social interactions with various people.

<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 a variety of social interaction patterns

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- initiate interactions, and respond using a variety of social interaction patterns?


### Learning Log

After doing an inside–outside circle activity, students reflect on what they heard or have learned in their learning logs. The logs can be used during student–teacher conferences. Look for evidence of students’ ability to use Cree.

### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to initiate interactions, and respond using a variety of 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>6</b> 
<b>Strand</b>	CM-1.1 relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. demonstrate leadership in caring for and respecting Mother Earth*		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in a brainstorming activity to generate ways to care for Mother Earth.\* They create posters that reflect aspects of energy conservation and caring for Mother Earth.\*
- Students learn that recycling is a way of showing respect for Mother Earth.\* In groups, they organize a school-wide recycling program. They prepare posters and make presentations to the school community. Throughout the year, students maintain recycling and composting stations.
- Students can begin their own recycling activities at home and initiate or participate in a community recycling program.
- Students can do bottle drives for a class project to help fund their year-end celebration or to contribute funds toward a need in the community. Students can brainstorm for a worthwhile cause to contribute to.

\*discretionary (see further details on p. 221)

<b>Strand</b>	CM–1.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. demonstrate leadership in caring for and respecting Mother Earth*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- demonstrate leadership in caring for and respecting Mother Earth?\*

### Checklists

Students, with teacher guidance, create checklists about ways to conserve energy and protect Mother Earth.\* Checklists are taken home and reviewed and checked periodically.

A home checklist might include:

- turning off the lights
- recycling organic and inorganic garbage wherever possible
- conserving hot water.

A community checklist might include:


- leaving a campsite clean
- always putting garbage into the appropriate receptacles.

### 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 demonstrate leadership in caring for and respecting Mother Earth\* (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

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\*discretionary (see further details on p. 221)

<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*	<b>6</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. identify and describe basic, key facts about some Cree geographical regions or communities

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, working in groups, prepare questions and research a Cree historical figure and/or event; e.g., treaty areas, Louis Riel, fur trade. They gather information from interviews with grandparents and *Kihteyayak* (Elders), research on the Internet and in books. Each group shares its findings and together they create a class time line of events that reflect the history of Alberta’s Cree people.

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

- Students prepare questions to interview grandparents or *Kihteyayak* (Elders) about land use in the past that reflected living peacefully with Mother Earth.\* Using a T-chart, they compare the past with how land is used today; e.g., clear cutting.

### Land Use Practices

<i>Kayâs</i> (Past)	<i>Anohc</i> (Present)

- In small groups, students create short presentations on the lifestyle of the Cree people. Each group identifies and researches five Cree dialects in Canada and where they are spoken, and presents the findings to the class.
- Students can study *wâhkôhtowin* (family systems) within their community or a nearby community. This allows students to study their own history.
- Students create questions to find information about the history of their community; e.g.,
  - What did the community look like in the past?
  - How did people live in the past?
  - Where did people live in the past?

Then students interview *Kihteyayak* (Elders) and collect their responses. Ensure that students show respect in their words and actions. Students create a class booklet entitled “Looking at the Past,” in which they write the information they collected and draw pictures.

<sup>★</sup>discretionary (see further details on p. 221)

<b>Strand</b>	CM–1.2 knowledge of past and present
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and describe basic, key facts about some Cree geographical regions or communities

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify and describe basic, key facts about some Cree geographical regions or communities?


### 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 identify and describe basic, key facts about some Cree geographical regions or communities (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 identify and describe basic, key facts about some Cree geographical regions or communities (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-1 Mother Earth*	<b>6</b> 
	<b>Strand</b>	CM-1.3 practices and products	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and describe basic, key practices and products related to Mother Earth*		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead students in a discussion about the term *Nehiyaw*/Cree person/four bodied person and the *Nehiyaw* connection or relationship to Mother Earth.\* Share the four aspects—Spiritual, Emotional, Physical and Mental (SEPM)—and the connection to directions, colours, seasons, stages of life, animal spirits, elements.

As a follow-up activity, students can create a poster or model, illustrating the various components involved with each aspect of SEPM.

- Students learn about the significance of the 15 poles used in a tipi. Involve students/parents in finding and preparing the poles as part of the construction of an actual tipi.
- Invite *Kihteyayak* (Elders) into the classroom to teach students about cultural practices related to Mother Earth;\* e.g., four directions, medicine wheel. Students reflect on the visit and discuss how these practices apply to their own lives.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment


Do the students:

- identify and describe basic, key practices and products related to Mother Earth?\*

### 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 identify and describe basic, key practices and products related to Mother Earth\* (see sample blackline master in Appendix E: Self-assessment Rating Scale).

\*discretionary (see further details on p. 221)

<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-1 Mother Earth*	<b>6</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. identify and examine traditional Cree perspectives and values related to Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using magazine clippings, drawings or pictures, students create a collage of how they view Mother Earth.\*
- Students choose a topic of interest with respect to traditional Cree values and practices related to Mother Earth;\* e.g., hunting practices, timber-cutting practices, berry picking, food preparation, preparing for winter. Students interview family members and members of the community to find out how these practices were once carried out. Using a Venn diagram, students compare past and present practices.
- Through a *Kihteyaya* (Elder), students listen to information on global and environmental changes. They discuss some possible causes.
- Through a *Kihteyaya* (Elder), students listen to stories about changes in animal behaviours.

\*discretionary (see further details on p. 221)

<b>Strand</b>	CM–1.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and examine traditional Cree perspectives and values related to Mother Earth*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify and examine traditional Cree perspectives and values 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 identify and examine traditional Cree perspectives and values related to Mother Earth\* (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 identify and examine traditional Cree perspectives and values related to Mother Earth\* (see sample blackline master in Appendix E: Self-assessment Rating Scale).

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\*discretionary (see further details on p. 221)

<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>6</b> 
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<b>Strand</b>	CM–1.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and examine diverse Cree perspectives and values related to Mother Earth*

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are made aware of regional differences for dancing, drumming, singing, food types, drying techniques, clothing and beading among various Cree groups, First Nations and Métis.
- The class works together to prepare a survey about a current issue of interest involving Mother Earth\* and the environment; e.g., construction of an oil or gas pipeline. Using the survey, students interview peers, parents, grandparents, teachers, *Kihteyayak* (Elders) and people in their communities. The results of the survey are shared in class.
- Students identify and examine differences; e.g., traditional way of life and education compared with modern city life and education. They may develop a T-chart or Venn diagram to show the differences.
- Students explore responsibilities toward Mother Earth\* within their families and communities.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:


- identify and examine diverse Cree perspectives and values related to Mother Earth?\*

#### Journals

Students write a double entry in their journals, using two columns. They write quotes from a person they interviewed in one column and their personal response or reaction to the quotes in the other column.

Evaluate these entries to determine if students demonstrate understanding of diverse Cree perspectives and values related to Mother Earth.\*

\*discretionary (see further details on p. 221)

<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>6</b> 
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<b>Strand</b>	CM–2.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. form meaningful/special relationships with others; e.g., girl–aunt relationships, joking relationships, same name

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Ask students to search for people in the community who have the same name relationship, then make a booklet called *Nikwemîs/Nikwemiy* (Someone with Same Name as You).
- Students research and prepare a biography of a cousin or relative of their choice and present it to the class. Afterward, they can acknowledge that person with a presentation at a school or community event.
- Students in Grade 6 buddy up with students in a younger grade. The Grade 6 buddies read stories to and assist their younger buddies in projects related to their study of Cree language and culture.
- Students create and present speeches in which they thank their families for their help and support.

★discretionary (see further details on p. 221)

<b>Strand</b>	CM–2.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. form meaningful/special relationships with others; e.g., girl–aunt relationships, joking relationships, same name

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- form meaningful/special relationships with others?


### Conferences

Discuss with students the biographies of their relatives. Look for evidence that students understand the meaningful and special relationships that they are developing.

### Journals

Students reflect on their experiences interviewing a family member or working with a younger student and complete an entry in their learning logs or journals. Provide the following prompts:

- *Anohc niwâcihiwân kê* ... (Today, I participated in ...)
- *Nikakwe* ... (I tried to ...)
- *Nimisken* ... (I found out ...)
- *Kîspin esa ta ayâyân* ... (I wish I had ...)
- *Nikîkawkewihkemon* ... (I asked ...)
- *Peyak kakwecihkemowin ayiwâk enohte kiskeyihtamân* ... (One question I would like to think more about is ...)
- *Peyak nitâyamihikon* ... (One problem I encountered ...)
- *Peyak kihcihtâkwak* ... (One highlight ...)

<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>6</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 key Cree historical and contemporary events, figures and developments; e.g., treaties, Big Bear

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students research a chief (past or present) from their community and, using a poster, highlight his or her personal contributions to the community. They present the poster to the class orally.
- Invite students to research community events and celebrations and create a class calendar. Students mark these events on the calendar; e.g., Aboriginal Awareness Day, June 21, Treaty Day, memorial feasts, powwows. Using the class calendar as a guide, students plan and organize a field trip to one of these events.
- Students can do research on any prominent past leader, councilor or administrative personnel of any organization or department and then make a class presentation. Through this activity, students can begin to explore, discover, learn, understand and know their own community.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- explore key Cree historical and contemporary events, figures and developments?

#### 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 key Cree historical and contemporary events, figures and developments (see sample blackline master in Appendix E: Self-assessment Checklist).

★discretionary (see further details on p. 221)

<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>6</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. identify and describe key Cree cultural practices and products

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students complete a poster describing a cultural practice; e.g., drumming. The poster can be used to recruit students to join the drum group.
- Students participate in making a basket or a dream catcher.
- Students choose from a list of activities to create their own traditional crafts, games, toys, dance clothing or necklaces. They discuss and exchange vocabulary, obtain natural materials, and show respect and appreciation of their own creativity.
- Students research what responsibilities they have now compared with the responsibilities they would have had at their age in the past.
- Students make arrangements with teacher and community assistance to attend a cultural camp. This would be a camp where Cree is spoken and traditional practices are encouraged. These cultural camps can be very simple, such as a canoe trip, berry picking, survival skills, tracking and orienteering, a pipe ceremony or traditional dancing.

<sup>★</sup>discretionary (see further details on p. 221)



<b>Strand</b>	CM–2.3 practices and products
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and describe key Cree cultural practices and products

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify and describe key Cree cultural practices and products?

### Journals


Students reflect in their journals about cultural practices or products they were involved in or experienced.

Provide prompts for students, such as:

- *mîyahkasikewin* (smudging)
- *Kîkway nawac ekihcihtâkwak ...* (The thing I found most meaningful was ...)
- *Ayiwâk kîkway enohte kiskeyihtamân ...* (I would like to find out more about ...)
- *Kîkway mâmawaci emiywehtamân otôcikewin ...* (What I enjoyed the most about this activity was ...)

### 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 identify and describe key Cree cultural practices and products (see sample blackline master in Appendix E: Rubric or Rubric and 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>6</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. identify and explore past and present perspectives and values, and celebrate change

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use Venn diagrams and T-charts to identify and explore past and present perspectives and values.
- Students plan a celebration for National Aboriginal Day or create a representation for that day; e.g., displays, posters, performances.
- Students plan to display creations from previous activities at a Cree fair day. Each display should include the following information:  
 Name of game/craft/ \_\_\_\_\_ / \_\_\_\_\_  
 Purpose  
 How materials are obtained  
 Steps/process in making it  
 Respect in obtaining materials and knowledge  
 Sources of information.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and explore past and present perspectives and values, and celebrate change?


#### Work Samples

Collect samples of student work, such as T-charts and Venn diagrams. Note evidence of students' abilities to use a variety of methods for organizing information.

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to identify and explore past and present perspectives and values, and celebrate change (see sample blackline master in Appendix E: Anecdotal Notes).

★discretionary (see further details on p. 221)

<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>6</b> 
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<b>Strand</b>	CM–2.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore Cree-speaking cultural groups as part of larger Aboriginal communities

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using a map of Canada, introduce students to where the largest Aboriginal communities are located, including Cree communities. Students graph the population of each surrounding community.
- Lead a discussion about some of the common core values held by many Aboriginal communities. Using this information, students, working in pairs, compare similarities and differences among Aboriginal communities using a Venn diagram.
- Students learn about Cree people living in urban and rural areas and the differences and changes that take place. They make a list of activities in urban and rural locales; e.g.,

*Otenâhk* (urban—city)  
*nanâtohk isîhcikewina*  
 (various organizations)

*Nôhcimihk* (rural)  
*pâhkwesimôwina* (sundances)  
*isihâtwin kapesowina* (cultural camps)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- explore Cree-speaking cultural groups as part of larger Aboriginal communities?

#### Work Samples

Collect work samples, such as Venn diagrams, to find evidence that students are able to distinguish similarities and differences among Aboriginal communities with respect to cultural practices and values.

\*discretionary (see further details on p. 221)

<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>6</b> 
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<b>Strand</b>	CM–3.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. reflect on various facets of self-identity

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a bulletin board display entitled “Their World in Their Hands.” They trace their own hands, then draw pictures and write words of things that are important to them or matters they have control over, such as their culture, family and animals.
- Students draw their own hands and the globe around their hands. They write words or draw pictures of what they do not have control over. Students look to see what connections or relationships exist between their hands and the globe and what they might contribute to either as individuals or as a family.
- Students complete a Venn diagram showing areas where they have control, where they do not and where responsibilities are shared.
- Students can make a mural of the pictures from the first two bullet points.
- Ask students to think about the following question: How would a toxic waste spill in a nearby lake or river affect their community and what should they (students and the community) do about it? Students discuss the issue in groups and then present their findings to the class. Write the major findings on a wall chart.
- Students trace their own bodies or create miniatures of their bodies. Then they write key words that represent areas of their identity on the parts of the body to which they are related; e.g., heart—family.
- Each student chooses an animal that best represents his or her personal characteristics. He or she then cuts out a poster in the shape of that animal and glues pictures from magazines or cards to create a collage representing his or her interests.
- Students create their own small tipis and decorate them with words and symbols that represent their individual identities.
- Students draw pictures or make dioramas of what they would like to be when they grow up. As a follow-up activity, students find Cree role models in magazines, newspapers or on the Internet and make posters using the terms:
 

– <i>okimâhkân</i> (boss, chief)	– <i>simâkanis</i> (police)
– <i>okiskinohamâkew</i> (teacher)	– <i>oyasowewiyiniw /owîyasowew</i> (lawyer).

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

\*discretionary (see further details on p. 221)

<b>Strand</b>	CM–3.1 relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. reflect on various facets of self-identity

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- reflect on various facets of self-identity?

### 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 reflect on various facets of self-identity (see sample blackline master in Appendix E: Observation Checklist).

### 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 reflect on various facets of self-identity (see sample blackline master in Appendix E: Rubric or Rubric and 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	<b>6</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 Cree peoples in Canada

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students gather information about their cultural heritage by asking their own family members, caregivers and community members for information.
- Students create family trees using kinship terms learned in class and by asking parents or grandparents. They share their family trees with classmates.

**Note:** This is a sensitive issue as some students may not have or be able to access this kind of information.

- Students, with teacher assistance, develop a Web site, in Cree, about Cree peoples in Canada.
- Students contact students in another Cree community by e-mail.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment


Do the students:

- explore Cree peoples in Canada?

#### 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 explore Cree peoples in Canada (see sample blackline master in Appendix E: Observation Checklist).

\*discretionary (see further details on p. 221)

<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>6</b> 
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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. explore and identify Cree cultural experiences, practices and products

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students collect, label and display a variety of Cree items for a school multicultural celebration.
- Lead students in a discussion about reciprocity:
  - *mîskwac miyotôtâkewin* (reciprocity)
  - *miyohtwâwin* (kindness)
  - *kisîwâtisiwin* (compassion)
  - *peyahtikweyimowin* (peacefulness).

Ask students how they demonstrate these in their daily lives. Students create a poster on one of the Cree words, depicting its meaning. Then invite a *Kihteyaya* (Elder) or a respected community member to the class to model how students should approach *Kihteyayak* (Elders) or respected community members when asking for guidance or help. Students practise *nanahitamowin* (obedience) when being helped by *Kihteyayak*.

- Students create dioramas, labelling traditional Cree items that they have at home or in their community.

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

- Do the students:
- explore and identify Cree cultural experiences, practices and products?

### 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 explore and identify Cree cultural experiences, practices and products (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

\*discretionary (see further details on p. 221)

<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>6</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. recognize the effects of positive and negative treatment on themselves; i.e., stereotyping

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students keep track of the food they eat, activities they do and interactions with others. They reflect on the positive and negative effects of these on themselves, then complete a T-chart; e.g.,

<b>Positive</b>	<b>Negative</b>
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Students discuss and understand that some effects they identified as being negative are not necessarily negative. They look for ways to shift the negative to positive.

- Students examine stereotypes and how they originated; e.g., Indian, good hunters, environmentalists. They reflect on how certain stereotypes may affect them.
- With teacher guidance, students discuss how education can be used to address stereotyping and discrimination.

\*discretionary (see further details on p. 221)



<b>Strand</b>	CM–3.4 past and present perspectives
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize the effects of positive and negative treatment on themselves; i.e., stereotyping

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:


- recognize the effects of positive and negative treatment on themselves?

### 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 recognize the effects of positive and negative treatment on themselves (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

### Journals

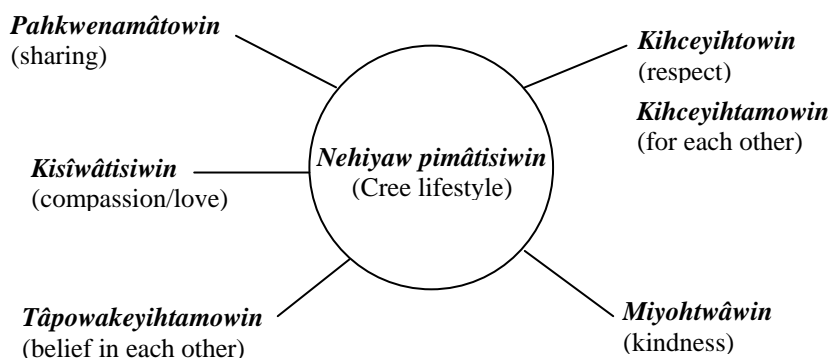
Students write or e-mail their buddies about the positive and negative effects of how one is treated. One student writes his or her own thoughts. The other student writes back. This writing back and forth can go on for awhile.

<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>6</b> 
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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 unique cultural heritage

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Have students make a web or mind map about their own unique heritage. Provide guides and models of vocabulary.



- Students design a poster for Aboriginal Awareness Day, highlighting contributions made by Aboriginal peoples. They celebrate their success.
- The teacher or an invited *Kihteyaya* (Elder) discusses with students traditional, formal ceremonies and family practices of the Cree people; e.g.,
  - rites of passage
  - for young girls (*iskwesis*), the ceremony guided by *nohtikwew* (older lady)
  - *apowin* (vision quest by young men)
  - hunting practices.

★discretionary (see further details on p. 221)

<b>Strand</b>	CM–3.5 diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore and celebrate their own unique cultural heritage

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore and celebrate their own unique cultural heritage?


### Work Samples

Use work samples, such as student posters and webs, to look for evidence that students understand the uniqueness of their cultural heritage.

### 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 and celebrate their own unique cultural heritage (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

## 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>6</b> 
	<b>Strand</b>	S–1.1 language learning	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of strategies to enhance language learning		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- When studying animate and inanimate nouns in Cree, students look for patterns to help them understand and generate rules for use.
- Students identify patterns for action words and descriptive words. They use these words when interacting with others. After providing the base forms of words such as *nipâ* (sleep) and *mîciso* (eat), ask students how to say, “I sleep.” Students reply by using the pattern for action words *ni-nipâ-n*. Then say, “I sleep,” and students reply *e-nipâ-yân* (I am sleeping). Say, “My shoes are black.” Students use possessive nouns and descriptor to reply *ni-maskisin-a e-kâskitewâki/kwâw*. Students record the information in a learning log.
- Students look for key endings on nouns when changing them into a smaller size form.
- Students look for key endings on nouns when adding a locative suffix.
- Students sit on the floor, back to back. Each student has four identical blocks. One student makes a pattern with the blocks. Then he or she gives verbal directions to the other student who will try to duplicate the pattern by listening carefully to the directions. When the second student has finished, they check to see how well they did in giving and receiving directions.

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- identify and use a variety of strategies to enhance language learning?

#### Journals

The students reflect on what they have learned about patterns used for animate and inanimate nouns, verbs and descriptive words. They write about what they have learned in their journals.

<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>6</b> 
	<b>Strand</b>	S-2.1 language use	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of strategies to enhance language use		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use Cree words and phrases visible in the classroom to assist them when playing a game or doing an interactive activity; e.g., role-play, dialogue.
- When working on using simple sentences, students use the various verb patterns posted in the classroom to assist in formulating sentences. They use visuals to illustrate the meaning of their sentences. They also revise and correct the final version of the sentences. Students can connect the sentences to create a short story.
- Students label classroom objects. They leave the labels on the objects so that they can use them for future reference.
- Students make labels or charts to use at home.
- Each student attempts to describe a place in 10 words so that others will know what it is; e.g.,
  - grocery store
  - skating rink
  - rodeo arena
  - powwow
  - local lake.

After the 10 words have been said, the listeners can ask one question for more information and then make a guess.

- One student begins to tell or retell a story in Cree. After a few sentences, give a signal and the next person picks up the story and continues. The break in the story can come in the middle of a sentence, which requires students to pay close attention. The story continues until all students have had a chance to participate.

<b>Strand</b>	S–2.1 language use
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of strategies to enhance language use

## SAMPLE ASSESSMENT STRATEGIES


### Focus for Assessment

Do the students:

- identify and use a variety of strategies 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 identify and use a variety of strategies to enhance language use (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-3 cultural learning	<b>6</b> 
	<b>Strand</b>	S-3.1 cultural learning	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of strategies to enhance cultural learning		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- When researching the Cree way of life, students use different people to gather information. They then seek the assistance of the community, a parent or a *Kihteyaya* (Elder) to confirm the accuracy and reliability of that information.
- To enhance their classroom learning, encourage students to first use listening and observing strategies. These should be followed by using participating, imitating and performing strategies. Explain how these strategies are traditional ways of learning and should be used and practised every day both in class and outside.
- Students sit quietly for one minute and listen to the sounds around them. When the minute is up, they comment on the sounds they heard. Make a list of the sounds on the board and the class discusses them. Were the sounds loud? Were they soft? Were they pleasant?

### SAMPLE ASSESSMENT STRATEGIES


#### Focus for Assessment

Do the students:

- identify and use a variety of strategies to enhance cultural learning?

#### Checklists

Students and teacher generate a list of strategies to use for cultural learning. As strategies are used, they are checked off on the list. The students review, over time, the success they are experiencing in learning by using various 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-4 general learning	<b>6</b> 
	<b>Strand</b>	S-4.1 general learning	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of strategies to enhance general learning		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, with teacher guidance, develop criteria for an oral presentation. The presentation should have:
  1. an opening/greeting
  2. a body (whatever they are sharing)
  3. a closing (ending).

For example:

- *Tân'si nitôtem'tik!* (Greetings, my friends!)
  - *Nimiyweyihten ôta enipawiyân.* (I am happy to be standing here.)
  - *Kiwîpîkiskwâtînâwâw kahkiyaw ap'sis.* (I want to speak to all of you for awhile.)
  - *Ekosi.* (That's it.)
- Students are encouraged to use and apply traditional values in their daily lives outside the classroom so that their learning will be enhanced in all areas.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a variety of strategies to enhance general learning?

#### 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 identify and use a variety of strategies to enhance general learning (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).



# Appendices

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## Appendix A: Specific Outcomes Chart

### GRADE 4

<b>A-1 to share information</b>		<b>GRADE 4</b>
<b>A-1.1</b> share factual information	a. ask for and provide information on a range of familiar topics	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 4</b>
<b>A-2.1</b> share ideas, thoughts, preferences	a. inquire about and express likes and dislikes	<b>NOTES:</b>
<b>A-2.2</b> share emotions, feelings	a. inquire about and express emotions and feelings	
<b>A-3 to get things done</b>		<b>GRADE 4</b>
<b>A-3.1</b> guide actions of others	a. relay simple messages, and encourage or discourage others from a course of action	<b>NOTES:</b>
<b>A-3.2</b> state personal actions	a. make and respond to offers or invitations	
<b>A-3.3</b> manage group actions	a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 4</b>
<b>A-4.1</b> manage personal relationships	a. talk about themselves, their family and their community; and respond to the talk of others by showing attention and interest	<b>NOTES:</b>
<b>A-5 to enhance their knowledge of the world</b>		<b>GRADE 4</b>
<b>A-5.1</b> discover and explore	a. discover relationships and patterns in the environment	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	a. compare and contrast items in simple ways	
<b>A-5.3</b> solve problems	a. experience and reflect upon problem-solving stories	
<b>A-5.4</b> explore perspectives and values	a. explore Cree values on a variety of topics within their own experience	

<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 4</b>
<b>A-6.1</b> humour/fun	a. use the language for fun and to interpret humour	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively; e.g., employ models to create cumulative or predictable stories	
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment; e.g., play games in Cree with friends	
<b>LC-1 attend to the form of the language</b>		<b>GRADE 4</b>
<b>LC-1.1</b> phonology	a. recognize and pronounce basic sounds consistently b. recognize the effects of sounds, i.e., elision; long vowels	<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>• community roles and occupations</li> <li>• activities</li> <li>• nutrition</li> <li>• modes of travel</li> <li>• dance</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>• demonstrative pronouns <i>ôki, aniki, neki ôhi, anihi, nehi</i> to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns</li> <li>• big/large affixes to indicate noun size—<i>misti, misi, mahki</i>; small suffix <i>-sis</i></li> <li>• indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak, pikwâwiyak, namâwiyak, kahkiyaw, awiyak, kikway, pikokîkway, namakîkway, kahkiyaw, kîkway</i></li> <li>• noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): (NA) <i>niminôsiminânak, kiminôsiminawak, kiminôsimiwâwak, ominôsimiwâwa, otehtapiwiniwâwa</i>; (NI) <i>nitehtapiwininâna, kitehtapiwininawa, kitehtapiwiniwâwa</i></li> <li>• simple sentences we, all of us, all of you, using they, subject markers and action words in declarative statement form <i>nitapinân (1P), kitapinaw (2I), kitapinâwâw (2P), apiwak (2P)</i> and progressive action form <i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ehapitwâw</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>	<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>• preverbal particles attach commands/requests to subject, action simple sentence: <i>pehapi, ninohtehapin, enohtehapin, kahkîhapin cî</i></li> <li>• simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form <i>niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin</i> and progressive form <i>ewâpahtayân tehtapiwin, ewâpahtayan tehtapiwin, ewâpahtahk tehtapiwin</i></li> <li>• colour descriptors for plural animate (VAI) <i>wâpiskisiwak ewâpiskisicik/ewâpiskisit wâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa/ewâpiskâki tehtapiwina</i></li> </ul>	<p>NOTES:</p>
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<p>LC-1.4 grammatical elements</p>	<p>a. use, in structured situations,<sup>2</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronoun plural</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>nitehtapiwininân, kitehtapiwininaw, kitehtapiwiniwâw, otehtapiwiniwâw</i></li> <li>• (VAI) in 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, ehapit</i></li> <li>• locative noun simple sentence action only form 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 only 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 ewâpiskisicik ewâpiskisitwâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa ewâpiskâki tehtapiwina</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 4</b>
<b>LC-1.4</b> grammatical elements	<p>a. use, independently and consistently,<sup>3</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronoun singular emphatic “too” form <i>nīsta, kīsta, wīsta</i></li> <li>• noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S): (NA) <i>niminōsimak, kitehtapiwina, ominōsima</i>; (NI) <i>nitehtapiwina, kiminōsimak, otehtapiwina</i></li> <li>• commands or requests using (VAI) plural action words for you, all of you and all of us; e.g., <i>api, apik, apitân</i></li> <li>• demonstrative pronouns <i>ana, naha, anima, nema</i> to distinguish and refer to that animate (NA) or inanimate (NI) specific noun</li> </ul>	<b>NOTES:</b>

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 4</b>
<b>LC-2.1</b> listening	a. understand a variety of short, simple oral texts in guided situations	<b>NOTES:</b>
<b>LC-2.2</b> speaking	a. produce a series of simple spoken sentences in guided situations	
<b>LC-2.3</b> interactive fluency	a. engage in simple, structured interactions	

<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 4</b>
<b>LC-3.1</b> reading	a. understand a variety of 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 the visual elements of a variety of media, in guided situations	
<b>LC-3.4</b> representing	a. express meaning through the use of visual elements in a variety of media, in guided situations	
<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 4</b>
<b>LC-4.1</b> register	a. experiment with and use informal language in familiar contexts	<b>NOTES:</b>
<b>LC-4.2</b> expressions	a. use learned expressions in new contexts	
<b>LC-4.3</b> variations in language	a. experience a variety of accents and variations in speech	
<b>LC-4.4</b> social conventions	a. recognize verbal behaviours that are considered impolite	
<b>LC-4.5</b> nonverbal communication	a. recognize appropriate nonverbal behaviours to use with people frequently encountered	

<b>LC-5 apply knowledge of how the language is organized, structured and sequenced</b>		<b>GRADE 4</b>
<b>LC-5.1</b> cohesion/ coherence	a. link several sentences coherently	<b>NOTES:</b>
<b>LC-5.2</b> text forms	a. recognize a variety of oral and print text forms	
<b>LC-5.3</b> patterns of social interaction	a. use simple conventions to open and close conversations and manage turn taking	
<b>CM-1 Mother Earth★</b>		<b>GRADE 4</b>
<b>CM-1.1</b> relationships	a. identify concrete ways in which to show respect for Mother Earth★	<b>NOTES:</b>
<b>CM-1.2</b> knowledge of past and present	a. explore past and present Cree regions in Alberta	
<b>CM-1.3</b> practices and products	a. identify and describe some practices and products related to Mother Earth★ of specific regions and communities	
<b>CM-1.4</b> past and present perspectives	a. compare past and present Cree perspectives about Mother Earth★	
<b>CM-1.5</b> diversity	a. compare diverse Cree perspectives about 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 4</b>
<b>CM-2.1</b> relationships	a. respect others (e.g., property, thoughts), and practise humility	<b>NOTES:</b>
<b>CM-2.2</b> knowledge of past and present	a. explore past and present Cree people, practices, products and beliefs in Alberta; e.g., tribes, individuals	
<b>GC-2.3</b> practices and products	a. explore tribal or regional Cree cultural practices and products	
<b>CM-2.4</b> past and present perspectives	a. examine past and present perspectives and values, and examine change	
<b>CM-2.5</b> diversity	a. explore characteristics of different Cree-speaking peoples in Canada	

<b>CM-3 themselves</b>		<b>GRADE 4</b>
<b>CM-3.1</b> relationships	a. explore various sources of information for development of their own self-concept, and learn and understand the importance of respect for themselves	<b>NOTES:</b>
<b>CM-3.2</b> knowledge of past and present	a. explore their family/community background—tribal affiliation/heritage, kinship	
<b>CM-3.3</b> practices and products	a. explore Cree cultural experiences, practices and products	
<b>CM-3.4</b> past and present perspectives	a. explore others' perceptions of them	
<b>CM-3.5</b> diversity	a. explore, identify and celebrate the unique characteristics of their own family and community	

<b>S-1 language learning</b>		<b>GRADE 4</b>
<b>S-1.1</b> language learning	a. identify and use a variety of strategies to enhance language learning	<b>NOTES:</b>
<b>S-2 language use</b>		<b>GRADE 4</b>
<b>S-2.1</b> language use	a. identify and use a variety of strategies to enhance language use	<b>NOTES:</b>
<b>S-3 cultural learning</b>		<b>GRADE 4</b>
<b>S-3.1</b> cultural learning	a. identify and use a variety of strategies to enhance cultural learning	<b>NOTES:</b>
<b>S-4 general learning</b>		<b>GRADE 4</b>
<b>S-4.1</b> general learning	a. identify and use a variety of strategies to enhance general learning	<b>NOTES:</b>

## GRADE 5

<b>A-1 to share information</b>		<b>GRADE 5</b>
A-1.1 share factual information	a. describe series or sequences of events or actions	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 5</b>
A-2.1 share ideas, thoughts, preferences	a. record and share thoughts and ideas with others	<b>NOTES:</b>
A-2.2 share emotions, feelings	a. record and share personal experiences involving an emotion or feeling	
<b>A-3 to get things done</b>		<b>GRADE 5</b>
A-3.1 guide actions of others	a. give and follow a simple sequence of instructions	<b>NOTES:</b>
A-3.2 state personal actions	a. express appropriate and inappropriate actions	
A-3.3 manage group actions	a. negotiate in a simple way with peers in small-group tasks b. offer to explain or clarify	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 5</b>
<b>A-4.1</b> manage personal relationships	a. initiate and participate in casual and friendly exchanges with classmates	<b>NOTES:</b>
<b>A-5 to enhance their knowledge of the world</b>		<b>GRADE 5</b>
<b>A-5.1</b> discover and explore	a. ask questions to gain knowledge and clarify understanding	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	a. gather information from a variety of resources	
<b>A-5.3</b> solve problems	a. experience, reflect upon and discuss problem-solving stories, legends and situations	
<b>A-5.4</b> explore perspectives and values	a. explore how the Cree worldview influences values and behaviour	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 5</b>
<b>A-6.1</b> humour/ fun	a. use the language for fun and to interpret humour	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., experiment with 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 songs in Cree	



<b>LC-1 attend to the form of the language</b>		<b>GRADE 5</b>
<b>LC-1.1</b> phonology	a. recognize the rhythmic flow of sounds	<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>• health</li> <li>• leisure</li> <li>• places/locations</li> <li>• wild animals</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>• big/large affixes to indicate noun size— <i>misti, misi, mahki</i>; small suffix <i>-sis</i></li> <li>• indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak, pikwâwiyak, namâwiyak, kahkiyaw, awiyak, kîkway, pikokîkway, namakîkway, kahkiyaw, kîkway</i></li> <li>• preverbal particles attach commands/requests to subject, action simple sentence: <i>pehapi, ninohtehapin, enohtehapin, nikahihapin cî</i></li> <li>• tense markers <i>kî</i>-past tense, <i>nikîhapin</i>; <i>ka</i>-future definite (will), <i>nikahapin</i>; <i>wî</i>-future intentional marker (going to), <i>niwîhapin</i></li> <li>• (VTI) in declarative simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object <i>niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin</i> and progressive form <i>ewâpahtamân tehtapiwin, ewâpahtaman tehtapiwin, ewâpahtahk 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.

<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>ôki, aniki, neki, ôhi, anihi, nehi</i> to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns</li> <li>• noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P) <i>niminôsiminân, nitehtapiwiniinân, kiminôsiminaw, kitehtapiwiniinaw, kiminôsimiwâw, kitehtapiwiniwâw, ominôsimiwâwa, otehtapiwiniwâw</i></li> <li>• noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), and theirs (3P): (NA) <i>niminôsiminânak, kiminôsiminawak, kiminôsimiwâwak, ominôsimiwâwa</i>; (NI) <i>nitehtapiwiniinâna, kitehtapiwiniinawa, kitehtapiwiniwâwa, otehtapiwiniwâwa</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 (and progressive action form)</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.

<p>LC-1.4 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>• simple sentence using locative noun suffix 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 only (VAI) to an inanimate (NI) noun adding suffix <i>-win</i> to the verb: <i>mîcisowin</i></li> <li>• colour descriptors for plural (VAI) animate <i>wâpiskisiwak ewâpiskisicik ewâpiskisitwâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa ewâpiskâki tehtapiwina</i></li> </ul> <p>c. use, independently and consistently,<sup>3</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• personal pronoun plural <i>niyânân, kîyânaw, kîyawâw, wîyawâw</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> </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 5</b>
<b>LC-2.1</b> listening	a. understand short, simple oral texts in guided and unguided situations	<b>NOTES:</b>
<b>LC-2.2</b> speaking	a. produce short, simple oral texts in guided situations	
<b>LC-2.3</b> interactive fluency	a. engage in simple interactions, using simple sentences and/or phrases	
<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 5</b>
<b>LC-3.1</b> reading	a. understand short, simple written texts in guided and unguided situations	<b>NOTES:</b>
<b>LC-3.2</b> writing	a. produce short, simple written texts in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from the visual elements of a variety of media, in guided and unguided situations	
<b>LC-3.4</b> representing	a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations	

<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 5</b>
<b>LC-4.1</b> register	a. use formal and informal language in familiar situations	<b>NOTES:</b>
<b>LC-4.2</b> expressions	a. use learned expressions to enhance communication	
<b>LC-4.3</b> variations in language	a. experience regional variations in language	
<b>LC-4.4</b> social conventions	a. recognize simple social conventions in informal conversations	
<b>LC-4.5</b> nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact	
<b>LC-5 apply knowledge of how the language is organized, structured and sequenced</b>		<b>GRADE 5</b>
<b>LC-5.1</b> cohesion/ coherence	a. recognize common conventions to structure texts	<b>NOTES:</b>
<b>LC-5.2</b> text forms	a. use some simple text forms in their own productions	
<b>LC-5.3</b> patterns of social interaction	a. initiate interactions, and respond using a variety of social interaction patterns	

<b>CM-1 Mother Earth★</b>		<b>GRADE 5</b>
<b>CM-1.1</b> relationships	a. participate in activities that show care and respect for Mother Earth★	<b>NOTES:</b>
<b>CM-1.2</b> knowledge of past and present	a. explore past and present Cree regions in Canada	
<b>CM-1.3</b> practices and products	a. explore basic, key practices and products related to Mother Earth★	
<b>CM-1.4</b> past and present perspectives	a. explore past and present Cree values related to Mother Earth★	
<b>CM-1.5</b> diversity	a. explore diverse Cree values 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 5</b>
<b>CM-2.1</b> relationships	a. form positive relationships with others; e.g., peers, family, Elders	<b>NOTES:</b>
<b>CM-2.2</b> knowledge of past and present	a. explore past and present Cree people, practices, products and beliefs in Canada	
<b>CM-2.3</b> practices and products	a. explore cultural practices and products of Cree peoples in Canada	
<b>CM-2.4</b> past and present perspectives	a. examine past and present perspectives and values, and examine change	
<b>CM-2.5</b> diversity	a. compare characteristics of Cree-speaking peoples in Canada	
<b>CM-3 themselves</b>		<b>GRADE 5</b>
<b>CM-3.1</b> relationships	a. identify influences on the development of their own self-concept and self-identity	<b>NOTES:</b>
<b>CM-3.2</b> knowledge of past and present	a. explore Cree peoples in Canada	



<b>CM-3 themselves (continued)</b>		<b>GRADE 5</b>
<b>CM-3.3</b> practices and products	a. explore Cree cultural experiences, practices and products	<b>NOTES:</b>
<b>CM-3.4</b> past and present perspectives	a. recognize that individuals change and that the way they see themselves changes	
<b>CM-3.5</b> diversity	a. explore, identify and celebrate the unique characteristics of Cree peoples in Canada	
<b>S-1 language learning</b>		<b>GRADE 5</b>
<b>S-1.1</b> language learning	a. identify and use a variety of strategies to enhance language learning	<b>NOTES:</b>
<b>S-2 language use</b>		<b>GRADE 5</b>
<b>S-2.1</b> language use	a. identify and use a variety of strategies to enhance language use	<b>NOTES:</b>
<b>S-3 cultural learning</b>		<b>GRADE 5</b>
<b>S-3.1</b> cultural learning	a. identify and use a variety of strategies to enhance cultural learning	<b>NOTES:</b>
<b>S-4 general learning</b>		<b>GRADE 5</b>
<b>S-4.1</b> general learning	a. identify and use a variety of strategies to enhance general learning	<b>NOTES:</b>



## GRADE 6

<b>A-1 to share information</b>		<b>GRADE 6</b>
A-1.1 share factual information	a. provide information on several aspects of a topic	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 6</b>
A-2.1 share ideas, thoughts, preferences	a. inquire about and express agreement and disagreement, approval and disapproval	<b>NOTES:</b>
A-2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar situations	
<b>A-3 to get things done</b>		<b>GRADE 6</b>
A-3.1 guide actions of others	a. make and respond to suggestions in a variety of situations	<b>NOTES:</b>
A-3.2 state personal actions	a. state personal actions in the past, present or future	
A-3.3 manage group actions	a. check for agreement and understanding b. express disagreement in an appropriate way	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 6</b>
<b>A-4.1</b> manage personal relationships	a. make and break social engagements	<b>NOTES:</b>
<b>A-5 to enhance their knowledge of the world</b>		<b>GRADE 6</b>
<b>A-5.1</b> discover and explore	a. explore classification systems and criteria for categories	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	a. compose questions to guide research b. identify sources of information, and record observations	
<b>A-5.3</b> solve problems	a. experience, reflect upon and discuss problem-solving stories, legends and situations	
<b>A-5.4</b> explore perspectives and values	a. gather thoughts, ideas and opinions on a topic within their own experience	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 6</b>
<b>A-6.1</b> humour/ fun	a. use the language for fun and to interpret humour in a variety of activities	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language	
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment; e.g., learn a craft or a dance	

<b>LC-1 attend to the form of the language</b>		<b>GRADE 6</b>
<b>LC-1.1</b> phonology	a. try to enunciate unfamiliar words independently and confidently	<b>NOTES:</b>
<b>LC-1.2</b> orthography	a. recognize and use some basic writing conventions	
<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>• relationships</li> <li>• plants and seasons</li> <li>• entertainment</li> <li>• shopping</li> <li>• other Aboriginal communities</li> <li>• world of work</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>• (VTI) in declarative simple sentences involving a direct object using we (1P), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object  <i>niwâpahtenân</i>  <i>tehtapiwin,</i>  <i>kiwâpahtenaw</i>  <i>tehtapiwin,</i>  <i>kiwâpahtenâwâw</i>  <i>tehtapiwin,</i>  <i>wâpahtamwak</i>  <i>tehtapiwin</i> and progressive form  <i>ewâpahtamâhk</i>  <i>tehtapiwin,</i>  <i>ewâpahtamahk</i>  <i>tehtapiwin,ewâpahtame</i>  <i>k tehtapiwin,</i>  <i>ewâpahtahkik</i>  <i>tehtapiwin</i></li> <li>• (VTI) nominalizer changing an action word involving an inanimate to a noun by adding suffix <i>-mowin</i> to the base form:  <i>iteyih tamowin</i></li> <li>• compounding a verb and noun together to form a new action word:  <i>nipostayiwinisân,</i>  <i>niteyistikwânân,</i>  <i>niketasâkân,</i>  <i>niwâpiminosim</i></li> <li>• commands or requests (Imperatives VTI) for an action word involving an inanimate (NI) object for you (2S), all of you (2P), all of us (2I): <i>kitâpahta,</i>  <i>kitâpahtamok,</i>  <i>kitâpahtetân</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>• noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), and theirs (3P): (NA) <i>niminôsiminânak, kiminôsiminawak, kiminôsimiwâwak, ominôsimiwâwa;</i> (NI) <i>nitehtapiwininâna, kitehtapiwininawa, kitehtapiwiniwâwa, otehtapiwiniwâwa</i></li> <li>• (VTI) declarative simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object <i>niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin</i> and progressive form <i>ewâpahtamân tehtapiwin, ewâpahtaman tehtapiwin, ewâpahtahk tehtapiwin</i></li> <li>• affixes to indicate noun size: big/large (<i>misti-, misi-, mahki-</i>); small suffix (<i>-sis</i>)</li> <li>• indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak, pikwâwiyak, namâwîyak, kahkiyaw, awiyak, kîkway, pikokîkway, namakîkway, kahkiyaw, kîkway</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.

<p>LC-1.4 grammatical elements</p>	<ul style="list-style-type: none"> <li>• preverbal particles attach commands/requests to subject, action (VAI) simple sentence: <i>pehapi</i></li> <li>• tense markers <i>kî</i>-past tense, <i>nikîhapin</i>; <i>ka</i>-future definite (will), <i>nikâpin</i>; <i>wî</i>-future intentional marker (going to), <i>niwîhapin</i></li> </ul> <p>c. use, independently and consistently,<sup>3</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• demonstrative pronouns <i>ôki, aniki, neki, ôhi, anihi, nehi</i> to distinguish and refer to these and those specific animate (NA) and inanimate (NI) nouns</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>nitehtapiwininân, 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> </ul>	
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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.



LC-1 attend to the form of the language (continued)		GRADE 6
LC-1.4 grammatical elements	<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>• simple sentence using locative noun suffix 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 only (VAI) to an inanimate (NI) noun adding suffix <i>-win</i> to the verb: <i>mîcisowin</i></li> <li>• colour descriptors for plural animate (VAI) <i>wâpiskisiwak ewâpiskisicik ewâpiskisitwâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa ewâpiskâki tehtapiwina</i></li> </ul>	NOTES:
LC-2 interpret and produce oral texts		GRADE 6
LC-2.1 listening	a. understand a variety of short, simple oral texts in guided and unguided situations	NOTES:
LC-2.2 speaking	a. produce a variety of short, simple oral texts in guided situations	
LC-2.3 interactive fluency	a. engage in short, spontaneous exchanges, with pauses to formulate oral text and self-correct	

<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 6</b>
<b>LC-3.1</b> reading	a. understand a variety of short, simple written texts in guided and unguided situations	<b>NOTES:</b>
<b>LC-3.2</b> writing	a. produce a variety of short, simple written texts in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from the visual elements of a variety of media, in guided and unguided situations	
<b>LC-3.4</b> representing	a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations	
<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 6</b>
<b>LC-4.1</b> register	a. identify socially appropriate language in specific situations	<b>NOTES:</b>
<b>LC-4.2</b> expressions	a. use learned idiomatic expressions correctly	
<b>LC-4.3</b> variations in language	a. recognize some common regional variations in language	
<b>LC-4.4</b> social conventions	a. recognize important social conventions in everyday interactions; e.g., shaking hands	
<b>LC-4.5</b> nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	

<b>LC-5 apply knowledge of how the language is organized, structured and sequenced</b>		<b>GRADE 6</b>
<b>LC-5.1</b> cohesion/ coherence	a. organize texts, using common patterns b. interpret simple references within texts	<b>NOTES:</b>
<b>LC-5.2</b> text forms	a. recognize a variety of text forms delivered through a variety of media	
<b>LC-5.3</b> patterns of social interaction	a. initiate interactions, and respond using a variety of social interaction patterns	
<b>CM-1 Mother Earth★</b>		<b>GRADE 6</b>
<b>CM-1.1</b> relationships	a. demonstrate leadership in caring for and respecting Mother Earth★	<b>NOTES:</b>
<b>CM-1.2</b> knowledge of past and present	a. identify and describe basic, key facts about some Cree geographical regions or communities	
<b>CM-1.3</b> practices and products	a. identify and describe basic, key practices and products related to Mother Earth★	
<b>CM-1.4</b> past and present perspectives	a. identify and examine traditional Cree perspectives and values related to Mother Earth★	
<b>CM-1.5</b> diversity	a. identify and examine diverse Cree perspectives and values 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 6</b>
<b>CM-2.1</b> relationships	a. form meaningful/special relationships with others; e.g., girl-aunt relationships, joking relationships, same name	<b>NOTES:</b>
<b>CM-2.2</b> knowledge of past and present	a. explore key Cree historical and contemporary events, figures and developments; e.g., treaties, Big Bear	
<b>CM-2.3</b> practices and products	a. identify and describe key Cree cultural practices and products	
<b>CM-2.4</b> past and present perspectives	a. identify and explore past and present perspectives and values, and celebrate change	
<b>CM-2.5</b> diversity	a. explore Cree-speaking cultural groups as part of larger Aboriginal communities	
<b>CM-3 themselves</b>		<b>GRADE 6</b>
<b>CM-3.1</b> relationships	a. reflect on various facets of self-identity	<b>NOTES:</b>
<b>CM-3.2</b> knowledge of past and present	a. explore Cree peoples in Canada	

<b>CM-3 themselves (continued)</b>		<b>GRADE 6</b>
<b>CM-3.3</b> practices and products	a. explore and identify Cree cultural experiences, practices and products	<b>NOTES:</b>
<b>CM-3.4</b> past and present perspectives	a. recognize the effects of positive and negative treatment on themselves; i.e., stereotyping	
<b>CM-3.5</b> diversity	a. explore and celebrate their own unique cultural heritage	
<b>S-1 language learning</b>		<b>GRADE 6</b>
<b>S-1.1</b> language learning	a. identify and use a variety of strategies to enhance language learning	<b>NOTES:</b>
<b>S-2 language use</b>		<b>GRADE 6</b>
<b>S-2.1</b> language use	a. identify and use a variety of strategies to enhance language use	<b>NOTES:</b>
<b>S-3 cultural learning</b>		<b>GRADE 6</b>
<b>S-3.1</b> cultural learning	a. identify and use a variety of strategies to enhance cultural learning	<b>NOTES:</b>
<b>S-4 general learning</b>		<b>GRADE 6</b>
<b>S-4.1</b> general learning	a. identify and use a variety of strategies 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>Êsinâkwawwa</b>	<b>Adjectives</b>
Misikitiw/Misâw (prefix-misi)	Big
Cimisisew/Cimâsisin	Short
Apisiw/Apacîw	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
Wacy 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/Kiskinwahamâtowi 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
Nohtâwi	My father
Nimosôm	My grandfather
Nôhkom	My grandmother
Nikâwi	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
Mînisâ	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
Kâsihkewiyâkan	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
Sâkîtowin	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.
Tastakiskwêyihhtë.	(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.
Ispihci 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.

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: GRADE 4

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> Topics/Themes</b>	<ul style="list-style-type: none"> <li>– Routines</li> <li>– Introduction</li> <li>– Cree prayer and smudging</li> <li>– Respect</li> </ul>	<ul style="list-style-type: none"> <li>– Protocol</li> <li>– Tipi teaching</li> </ul>	<ul style="list-style-type: none"> <li>– Animals</li> <li>– Past and present practices</li> </ul>	<ul style="list-style-type: none"> <li>– Directions</li> <li>– <i>Âcimowina</i> (stories)</li> </ul>	<ul style="list-style-type: none"> <li>– Turn-taking</li> <li>– Clothing</li> <li>– Hunting</li> </ul>
<b><i>Kaskihtâwina</i> Specific Outcomes</b>	A-3.2 LC-1.3 CM-1.5 A-4.1 LC-1.4 CM-2.1 A-5.2 LC-2.2 S-1.1 A-6.3 LC-3.1 S-3.4 LC-1.1 LC-3.2 LC-1.2 LC-5.1	A-5.4 LC-3.3 CM-1.1 A-6.1 LC-4.1 CM-1.3 A-6.2 LC-4.4 CM-1.4 LC-1.1 LC-4.5 CM-2.4 LC-3.2 LC-5.2	A-3.3 LC-3.4 CM-2.4 A-5.1 LC-5.2 CM-2.5 A-5.2 CM-1.2 CM-3.3 A-6.3 CM-1.3 S-3.1 LC-1.3 CM-1.4 LC-1.4 CM-2.2	A-1.1 LC-2.3 LC-5.2 A-5.3 LC-3.1 LC-5.3 A-6.2 LC-3.2 CM-2.2 LC-1.4 LC-3.3 S-2.1 LC-2.1 LC-4.1	A-3.3 LC-2.3 CM-2.1 A-5.2 LC-3.3 S-1.1 A-6.3 LC-4.5 S-3.1 LC-1.4 LC-5.3 LC-2.2 CM-1.1
<b><i>Kiskeyhtamowina</i> <i>Itôtamowina</i> Learning Activities</b>	<ul style="list-style-type: none"> <li>– Assigned classroom chores list</li> <li>– <i>Tân'si</i> log</li> <li>– Recording weekly weather conditions</li> <li>– Viewing of Cree community videos and listening to Cree music</li> <li>– Student-made respect posters, brochures</li> <li>– Writing in syllabics</li> <li>– Student-created syllabic chart</li> <li>– Student word books and classroom word charts</li> <li>– Personal dictionaries, class charts and class dictionaries</li> <li>– Activities theme word list</li> <li>– Paraphrasing other student's show and tell presentations</li> <li>– Language experience charts</li> <li>– Taking turns saying the daily prayer</li> <li>– Presentation of daily routine picture</li> </ul>	<ul style="list-style-type: none"> <li>– Tipi teachings represented by each tipi pole</li> <li>– <i>Kihteyaya Circle of Life</i> presentation</li> <li>– Student sharing of Cree way of life photographs, illustrations and artifacts</li> <li>– Humorous comic strips</li> <li>– Story main ideas presentation</li> <li>– Long and short vowel sounds practice</li> <li>– Notes to friends</li> <li>– Describing paintings, drawings and handicrafts</li> <li>– Cree computer presentation</li> <li>– Greeting <i>Kihteyaya</i> role-play and hello song</li> <li>– Formal and information greeting role-plays</li> <li>– Gender cultural teachings</li> <li>– Noting impolite behaviours in student vocabulary books</li> <li>– Biweekly activities that reflect each gender</li> <li>– Syllabics code activity</li> <li>– Messages to classmates</li> </ul>	<ul style="list-style-type: none"> <li>– Wild animal mobile</li> <li>– Animal pictures</li> <li>– Animal stories</li> <li>– Shoe box object activity</li> <li>– Vocabulary relating to size</li> <li>– Game to practise Cree vocabulary and phrases</li> <li>– Words and phrases related to animals</li> <li>– Modelling of specific grammatical elements, such as indefinite pronouns and noun possessive forms for animate and inanimate</li> <li>– Colour descriptors for plural animate</li> <li>– Games to practise vocabulary related to current themes</li> <li>– Concrete poems</li> <li>– Preparing practice interview questions for <i>Kihteyaya's</i> presentation about community long ago and today</li> <li>– Sharing circle to reflect on video viewing</li> </ul>	<ul style="list-style-type: none"> <li>– Basic questions relating to familiar topics</li> <li>– Retelling of Cree <i>âtayohkewin</i></li> <li>– Story sentence starters</li> <li>– Simple <i>Wesahkecâhk</i> legends</li> <li>– Student-led commands</li> <li>– Grammatical elements practice of declarative statements</li> <li>– Grammatical practice for demonstrative nouns</li> <li>– Grammatical practice for commands or requests</li> <li>– Grammatical practice for commands and requests using plural action words</li> <li>– Following directions for making crafts</li> <li>– Listening to an audiotape of a story or song</li> <li>– Group work to develop direction-giving dialogue</li> <li>– Story posters</li> <li>– Text story booklets with pictures</li> </ul>	<ul style="list-style-type: none"> <li>– Practising encouraging vocabulary by planning a group event</li> <li>– Practising group encouraging vocabulary</li> <li>– Musical chairs activity to practise colour</li> <li>– Playing games to learn and review Cree vocabulary on clothing</li> <li>– Grammatical practice on personal pronouns and demonstrative pronouns</li> <li>– Discussion on the importance of both sides of a conversation</li> <li>– Hunting or camping sentence game</li> <li>– Practise turn-taking phrases while playing games</li> <li>– Classroom visit by a hunter or trapper</li> <li>– Role-playing what a hunter does</li> <li>– Dressing up with different types of hats</li> </ul>

**SAMPLE YEAR PLAN: GRADE 4 (continued)**

	<i>Nôcihitowipîsim</i> September	<i>Kaskatinowipîsim</i> October	<i>Yîkopewipîsim</i> November	<i>Pawâhcakinasîs</i> December	<i>Kisepîsim</i> January
<b><i>Kiskeyitamowin</i> a <i>Itôtamowina</i> Learning Activities (continued)</b>	<ul style="list-style-type: none"> <li>- Teacher-guided discussion on smudging and prayer</li> <li>- Classroom list of rules relating to respecting others' property</li> <li>- Appropriate classroom behaviours and polite phrases to use when a substitute teacher takes over</li> <li>- Students encouraged to use songs, rhymes and other mnemonics to remember vocabulary</li> <li>- Students participate in <i>mîyahkasikewin</i> and <i>pwâtsimowin</i></li> <li>- Student demonstration of respect by encouraging, greeting or thanking others</li> </ul>	<ul style="list-style-type: none"> <li>- Elder teaching about reciprocity</li> <li>- Regular classroom environmentally friendly activities</li> <li>- <i>Keepers of the Earth</i> bulletin board display</li> <li>- <i>Kihtheyaya</i> teachings on the pipe</li> <li>- Four directions teachings booklet</li> <li>- Tipi teachings and paper tipi models</li> </ul>	<ul style="list-style-type: none"> <li>- Traditional Cree practices pictures</li> <li>- KWL chart on traditional practices</li> <li>- Elder stories of long ago</li> <li>- Venn diagram to compare and contrast Cree perspectives and beliefs of the past and present</li> <li>- Comparison of artifacts of the past and present</li> <li>- Comparison of traditional and modern dolls or toys</li> <li>- T-chart about past and present practices of Cree people</li> <li>- Long ago and today photographs, videos</li> <li>- Factory or naturally smoked hide pouch</li> <li>- Textures experience with miniature gloves or moccasins</li> <li>- Student-recorded audiotapes</li> </ul>	<ul style="list-style-type: none"> <li>- Shadow puppets or other puppets</li> <li>- Play about a familiar story</li> <li>- Puppet play about a story</li> <li>- Write/orally share student stories</li> <li>- Pen pal letters</li> <li>- Practising beginning and ending conversational phrases</li> <li>- Following a rabbit or duck soup recipe</li> <li>- Listening for vocabulary in <i>âcimowina</i> (stories)</li> </ul>	
<b><i>Âpacihtâwina</i> Resources</b>	<ul style="list-style-type: none"> <li>- Classroom chore display</li> <li>- <i>Tân'si</i> log</li> <li>- Materials for posters</li> <li>- Painting materials</li> <li>- Cree video and music</li> <li>- Syllabics Chart</li> <li>- Chart paper</li> <li>- Personal dictionaries</li> <li>- Cree language experience charts</li> <li>- Materials for drawing pictures</li> <li>- Classroom rules display</li> </ul>	<ul style="list-style-type: none"> <li>- Tipi teaching activities from Saskatchewan Indian Cultural Centre</li> <li>- <i>Pisim</i> Series</li> <li>- Hodgins, Ken. <i>The Art of the Nehiyawak</i>. Plains Publishing Inc., Edmonton, AB, 1988.</li> <li>- Brian MacDonald's greeting song</li> <li>- Materials for making a tipi model</li> <li>- Materials for making posters and comic strips</li> <li>- <i>Kihtheyaya</i> guest speaker</li> <li>- Picture of a pipe</li> <li>- Cultural items</li> </ul>	<ul style="list-style-type: none"> <li>- Materials for creating a mobile</li> <li>- Animal pictures</li> <li>- Animal stories</li> <li>- Shoe box</li> <li>- Simple objects</li> <li>- <i>Kihtheyaya</i> guest speaker</li> <li>- Artifacts such as clothing, beadwork, foods from their community</li> <li>- Modern doll or toy</li> <li>- Naturally and factory-tanned hide</li> <li>- Fur</li> <li>- Miniature gloves</li> <li>- Moccasins</li> </ul>	<ul style="list-style-type: none"> <li>- Cree legends and stories</li> <li>- <i>Wesahkecâhk</i> legends</li> <li>- Task sheets</li> <li>- Guest</li> <li>- Materials for making posters</li> <li>- Internet</li> <li>- Magazines</li> <li>- Recipes for rabbit and duck soup</li> <li>- Puppets</li> </ul>	<ul style="list-style-type: none"> <li>- Chairs</li> <li>- Blackline master for Venn diagram</li> <li>- Hunters</li> </ul>

**SAMPLE YEAR PLAN: GRADE 4 (continued)**

	<i>Nôcihitowipîsim</i> <b>September</b>	<i>Kaskatinowipîsim</i> <b>October</b>	<i>Yîkopezipîsim</i> <b>November</b>	<i>Pawâhcakinasîs</i> <b>December</b>	<i>Kisepîsim</i> <b>January</b>
<b><i>Kotasinahikewina</i> <i>Ekwa</i> <i>Oyehamâwina</i> Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Learning Logs</li> <li>- Observations</li> <li>- Quizzes and tests</li> <li>- Conferences</li> <li>- Work samples</li> <li>- Self-assessment</li> <li>- Anecdotal notes</li> <li>- Reflections</li> </ul>	<ul style="list-style-type: none"> <li>- Learning Logs</li> <li>- Work samples</li> <li>- Observations</li> <li>- Portfolios</li> <li>- Anecdotal Notes</li> <li>- Checklists</li> <li>- Conferences</li> <li>- Reflections</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Observations</li> <li>- Self-assessment</li> <li>- Quizzes and tests</li> <li>- Reflections</li> <li>- Portfolios</li> <li>- Learning Logs</li> <li>- Journals</li> </ul>	<ul style="list-style-type: none"> <li>- Anecdotal notes</li> <li>- Learning Logs</li> <li>- Self-assessment checklist</li> <li>- Reflections</li> <li>- Quizzes and tests</li> <li>- Work samples</li> <li>- Checklists</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Group assessment</li> <li>- Student reflection</li> <li>- Portfolios</li> <li>- Checklists</li> <li>- Quizzes and tests</li> <li>- Self-assessment</li> <li>- Observations</li> </ul>



**SAMPLE YEAR PLAN: GRADE 4 (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></b> <b>Topics/Themes</b>	<ul style="list-style-type: none"> <li>- Mother Earth</li> <li>- Songs</li> <li>- Nonverbal communication</li> <li>- Dance</li> </ul>	<ul style="list-style-type: none"> <li>- Emotions</li> <li>- Self-esteem</li> <li>- Expressions</li> </ul>	<ul style="list-style-type: none"> <li>- My family (extended family)</li> </ul>	<ul style="list-style-type: none"> <li>- Community: roles and occupations</li> <li>- Place names</li> <li>- Food</li> </ul>	<ul style="list-style-type: none"> <li>- Celebrations</li> <li>- Riddles and humour</li> </ul>
<b><i>Kaskihtâwina</i></b> <b>Specific Outcomes</b>	A-2.1 LC-1.1 LC-5.2 A-3.1 LC-1.2 CM-1.4 A-3.3 LC-1.3 CM-2.3 A-4.1 LC-1.4 S-1.1 A-6.1 LC-3.2 S-2.1 A-6.2 LC-4.5	A-1.1 LC-3.4 CM-3.1 A-2.2 LC-4.2 CM-3.4 LC-1.3 LC-4.3 S-2.1 LC-2.1 CM-2.1	A-1.1 LC-4.5 CM-3.2 A-3.2 LC-5.2 S-1.1 A-5.1 CM-1.3 S-2.1 LC-1.3 CM-1.5 S-4.1 LC-1.4 CM-2.2 LC-2.2 CM-2.5	A-3.2 LC-3.1 CM-1.5 A-3.3 LC-3.3 CM-3.2 A-6.2 LC-4.1 CM-3.3 A-6.3 CM-1.1 CM-3.5 LC-1.3 CM-1.2 S-1.1 LC-1.4 CM-1.3 S-2.1 LC-2.3 CM-1.4	A-4.1 CM-1.2 CM-3.5 A-5.1 CM-1.5 S-3.1 A-6.1 CM-2.3 S-4.1 LC-1.1 CM-2.5
<b><i>Kiskeyhtamowina</i></b> <b><i>Itôtamowina</i></b> <b>Learning Activities</b>	<ul style="list-style-type: none"> <li>- Verb charades</li> <li>- Review of imperative forms of verbs and teacher encouragement vocabulary</li> <li>- Student-led total physical response (TPR)</li> <li>- Role-playing appropriate language and body language</li> <li>- Role-playing situations relating to critical sound distinctions</li> <li>- Review of the Syllabics Chart and comparing/contrasting Standard Roman Orthography with Cree syllabics</li> <li>- List of different types of dances</li> <li>- Students model actions with words</li> <li>- Student presentation on Cree music</li> <li>- Interviewing family members on right and wrong nonverbal behaviours</li> </ul>	<ul style="list-style-type: none"> <li>- Presentation on the day of the week</li> <li>- Expressive faces chart and acting out emotions</li> <li>- Emotion sentence starters</li> <li>- List of words relating to needs and interests</li> <li>- Student drawings of emotions evoked from listening to recorded drum songs</li> <li>- Favourite activity posters</li> <li>- Class expressions scrapbook</li> <li>- Idiomatic expressions display</li> <li>- Student-presented recognition speeches</li> <li>- Listening to stories dealing with respecting oneself</li> <li>- Self-respect posters</li> <li>- Student drawing of daily hygiene routines</li> <li>- Posters depicting “<i>I will respect myself, other people and our Earth</i>”</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing circle on family members and roles</li> <li>- Upcoming school event invitation for grandparents</li> <li>- Student modelling of a home conversation regarding an invitation to a school event or party</li> <li>- Student sharing of kinship charts</li> <li>- Introducing classmates</li> <li>- Student discussion on ways of being helpful to relatives</li> <li>- Kinship storybook</li> <li>- Traditional foods and feasts word list</li> <li>- Role-play simple conversations</li> <li>- Grammatical practice for personal pronoun singular emphatic</li> <li>- Food presentation Cree speech contest</li> </ul>	<ul style="list-style-type: none"> <li>- Review of various phrases</li> <li>- Supporting sentence for an object or picture</li> <li>- List of words on community roles and occupations plus nutrition</li> <li>- Students describe their school or community</li> <li>- Language experience charts</li> <li>- Student-generated questions on upcoming Cree community events</li> <li>- Students prepare and present a short oral presentation to the class on the community</li> <li>- Students participate in a community or school litter clean up</li> <li>- Large Alberta map display</li> <li>- Place name research and presentations</li> <li>- <i>Kihtheyaya</i> interviews about their community long ago and today</li> </ul>	<ul style="list-style-type: none"> <li>- Inside-outside circle activity to practise basic information on celebrations</li> <li>- Leaf-biting activity</li> <li>- Solving riddles as a group</li> <li>- Comic strip interpretations</li> <li>- Translating into Cree and performing jokes and funny skits</li> <li>- Listening to a Don Burnstick CD</li> <li>- Word search puzzles</li> <li>- Syllabic Chart reference for sound identification</li> <li>- Fort Edmonton field trip</li> <li>- Métis dances</li> <li>- Elder interviews and video viewing of cultural practices</li> <li>- Map representation of regional Cree celebrations</li> <li>- Student participation in local festival or celebration and making flyers</li> </ul>

**SAMPLE YEAR PLAN: GRADE 4 (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>
<p align="center"><b><i>Kiskeyihtamowina</i></b> <b><i>Itôtamowina</i></b> <b>Learning Activities</b> (continued)</p>	<ul style="list-style-type: none"> <li>- Ways of honouring Mother</li> <li>- Earth discussion and diorama</li> <li>- Grammatical practice for simple sentences we, all of us, all of you simple sentences involving a direct object colour descriptor for plural animate locative nouns</li> <li>- Students write short messages to friends</li> <li>- Role-plays on correct and incorrect nonverbal behaviours</li> <li>- Action songs</li> <li>- Mother Earth songs with instrument accompaniment and dance</li> <li>- Students explore regional dances</li> <li>- Community interviews about traditional <i>pwâtsimowin</i> and <i>mâsk' simowin</i>, <i>picîcîwin/pîcîwin</i></li> <li>- Role-plays and miming nonverbal cues and gestures</li> </ul>	<ul style="list-style-type: none"> <li>- Looking at qualities possessed by an Aboriginal role model</li> <li>- Providing positive feedback activity</li> <li>- Fellow classmate positive qualities booklet</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom event invitation and tobacco protocol discussion</li> <li>- Presentation of a poster on the way of life in the past</li> <li>- Protocol relating to <i>wâhkohtôwin</i></li> <li>- Discussion on family garbage disposal practices</li> <li>- Student exploration of traditional ways of making bannock</li> <li>- Family member guest to demonstrate hand or card games</li> <li>- Survey or interview various Cree speakers</li> <li>- Interview questions for family members about family heritage</li> <li>- Student presentation of <i>Wâhkôhtowin</i> trees</li> <li>- Common activities done at home translated into Cree</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion on the various roles of women</li> <li>- Student presentation on Métis Cree-speaking communities</li> <li>- Laying of spruce boughs to cover the floor of a tipi</li> <li>- Community facts bulletin board display</li> <li>- Special events and celebrations research</li> <li>- Foods eaten at home and at a feast</li> <li>- Working in groups to follow a bannock recipe</li> <li>- Community field trip</li> <li>- Class feast</li> <li>- Vocabulary Bingo</li> </ul>	<ul style="list-style-type: none"> <li>- Participating in daily <i>mîyahkasikewin</i> and <i>pwâtsimowin</i></li> <li>- Student demonstration of several key Cree traditions</li> <li>- Students prepare for year end activities and a demonstration of Cree traditional teachings</li> <li>- Students change the verses of the song <i>Nimiskawâw pakân</i></li> </ul>
<p align="center"><b><i>Âpacihtâwina</i></b> <b>Resources</b></p>	<ul style="list-style-type: none"> <li>- <i>Pisim</i> series</li> <li>- Videos: <i>Dances of the Northern Plains, Cree Hunters</i></li> <li>- Syllabics Chart</li> <li>- Cards</li> <li>- Popsicle sticks</li> <li>- Mother Earth songs</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Pakan</i> Series</li> <li>- Self-esteem manual</li> <li>- Tribes</li> <li>- Stories, magazines, Web sites, TV shows</li> <li>- Various audiotapes, videos and radio stations</li> <li>- Chart of expressive faces</li> <li>- Learning Logs</li> <li>- List of vocabulary or sentence starters</li> <li>- Drumming music</li> <li>- Materials for creating posters and drawing pictures</li> </ul>	<ul style="list-style-type: none"> <li>- Kinship chart samples</li> <li>- Invitation sample</li> <li>- Materials for making kinship storybooks and posters</li> <li>- Guest speaker to demonstrate contemporary games</li> </ul>	<ul style="list-style-type: none"> <li>- Cree language experience charts</li> <li>- Vocabulary Bingo game</li> <li>- Ingredients and materials for making bannock</li> <li>- Pictures of food</li> <li>- Bannock recipe</li> <li>- Materials for making dioramas and drawing pictures</li> <li>- Large map of Alberta</li> <li>- Community clean-up posters</li> <li>- Phone</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>- Don Burnstick CDs</li> <li>- <i>Pisim</i> series</li> </ul>

**SAMPLE YEAR PLAN: GRADE 4 (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</b> <b>Resources</b> (continued)				<ul style="list-style-type: none"> <li>- School or public library, asking locals and Elders, visiting the town hall or band office, asking their family or caregivers</li> <li>- Books, maps and community members</li> <li>- Posters, advertisements or announcements of upcoming Cree events</li> <li>- Nature walk agenda</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>- Checklists</li> <li>- Observations</li> <li>- Self-assessment</li> <li>- Learning Logs</li> <li>- Quizzes and tests</li> <li>- Conferences</li> <li>- Reflections</li> </ul>	<ul style="list-style-type: none"> <li>- Anecdotal notes</li> <li>- Checklists</li> <li>- Self-assessment</li> <li>- Observations</li> <li>- Work samples</li> <li>- Journals</li> <li>- Reflections</li> <li>- Poster rubrics</li> <li>- Conferences</li> <li>- Learning Logs</li> </ul>	<ul style="list-style-type: none"> <li>- Conferences</li> <li>- Anecdotal notes</li> <li>- Learning Logs</li> <li>- Self-assessment</li> <li>- Checklists</li> <li>- Self-reflection</li> <li>- Quizzes and tests</li> <li>- Observations</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Learning Logs</li> <li>- Checklists</li> <li>- Self-evaluation checklist</li> <li>- Quizzes and tests</li> <li>- Observations</li> <li>- Self-reflection</li> <li>- Anecdotal notes</li> <li>- Oral presentation rubric</li> <li>- Poster/diorama checklist</li> <li>- Conferences</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Learning Logs</li> <li>- Conferences</li> <li>- Self-assessment</li> <li>- Self-reflection</li> <li>- Checklists</li> </ul>

## SAMPLE YEAR PLAN: GRADE 5

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</li> <li>- Mother Earth</li> </ul>	<ul style="list-style-type: none"> <li>- Review of daily routine</li> <li>- Dialogue practice</li> </ul>	<ul style="list-style-type: none"> <li>- Clothing</li> <li>- Steps for making items</li> </ul>	<ul style="list-style-type: none"> <li>- Directions</li> <li>- <i>Âcimowina</i></li> </ul>	<ul style="list-style-type: none"> <li>- Games/turn-taking</li> <li>- <i>Âcimowina</i></li> <li>- Cree culture</li> </ul>
<b><i>Kaskihtâwina</i></b> Specific Outcomes	A-1.1 LC-4.1 CM-3.4 A-2.1 LC-4.4 CM-3.5 A-2.2 CM-1.1 S-2.1 A-5.1 CM-1.3 S-4.1 A-5.2 CM-1.5 LC-1.3 CM-3.2	A-1.1 LC-1.4 CM-1.3 A-2.1 LC-4.1 CM-2.3 A-3.3 LC-4.3 S-1.1 A-5.2 LC-4.4 S-2.1 LC-1.2 LC-5.1	A-1.1 LC-1.4 S-1.1 A-3.1 LC-2.2 S-4.1 A-5.1 LC-2.3 LC-1.3 CM-2.2	A-1.1 LC-2.3 LC-5.2 A-3.1 LC-3.1 CM-3.2 A-5.3 LC-3.2 S-1.1 LC-1.2 LC-3.4 S-2.1 LC-1.4 LC-4.2 S-3.1 LC-2.1 LC-5.1	A-3.3 LC-1.4 CM-1.5 A-6.1 LC-2.2 CM-2.4 A-6.3 LC-3.1 S-3.1 LC-1.3 CM-1.4
<b><i>Kiskeyihtamowina</i></b> <b><i>Itôtamowina</i></b> Learning Activities	<ul style="list-style-type: none"> <li>- Steps of preparing chokecherries</li> <li>- Weekly journal entry</li> <li>- Sharing of weekend activities</li> <li>- Preparing for a guest speaker with knowledge on preserving food</li> <li>- Preparing questions for a class activity</li> <li>- Recording daily weather conditions</li> <li>- Classroom routine words and phrases</li> <li>- Role-play and practise a basic conversation in both formal and informal situations</li> <li>- Social conventions and expected behaviours for classroom guests</li> <li>- Protocol relating to picking berries, herbs, sage and sweetgrass</li> <li>- List of expressing thankfulness to Mother Earth</li> <li>- Mother Earth songs</li> <li>- Giving thanks for things offered by Mother Earth</li> </ul>	<ul style="list-style-type: none"> <li>- Daily routine presentations</li> <li>- Student-created guest biography</li> <li>- Object descriptions</li> <li>- Student's choice of one of three activities</li> <li>- Monthly traditional activities</li> <li>- Student-written connected sentences</li> <li>- Simple sentences using locative noun suffix</li> <li>- Simple sentences involving direct objects</li> <li>- Affixes to indicate noun size</li> <li>- Use of indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns</li> <li>- Terms used to distinguish and refer to these and those animate (NA) and inanimate</li> <li>- (NI) specific nouns</li> <li>- Colour descriptors</li> <li>- Role-play formal and informal dialogues</li> <li>- Student use of Elder Cree dictionary</li> </ul>	<ul style="list-style-type: none"> <li>- Favourite catalogue of outfits</li> <li>- Steps for beading</li> <li>- Instructions for making paper models</li> <li>- Role-play of an invitation to an Elder</li> <li>- Group skit on aspects of an oral presentation or telephone conversation</li> <li>- Noun possessive form for animate (NA) and inanimate</li> <li>- (NI) singular nouns indicating ours (1P)</li> <li>- Noun possessive form for animate (NA) and inanimate</li> <li>- (NI) plural nouns</li> <li>- Combining words to create sentences</li> <li>- Description of clothes worn in a magazine or catalogue</li> <li>- Career dress-up activity</li> <li>- Regalia or other costumes</li> <li>- Role-play actions</li> <li>- Research on how clothes were traditionally sewn</li> </ul>	<ul style="list-style-type: none"> <li>- Student-made directions</li> <li>- Follow the leader</li> <li>- Sequence of actions relay</li> <li>- Student feelings response to a legend</li> <li>- Separating ideas and steps of writing</li> <li>- Attaching commands to subject</li> <li>- Commands using action words</li> <li>- Changing an action word to a noun</li> <li>- Total physical response (TPR)</li> <li>- Subject markers and action words</li> <li>- Declarative statement and progressive action</li> <li>- Following simple instructions</li> <li>- Reading stories with emphasis and intonation</li> <li>- Describing action pictures</li> <li>- Cree legend play</li> <li>- Retelling stories with expression</li> <li>- Sentence starters for <i>âtayohkewina</i> and <i>âcimowina</i></li> </ul>	<ul style="list-style-type: none"> <li>- Negotiation strategies and taking turns</li> <li>- Story sentence starters</li> <li>- Go fishing card game</li> <li>- Cree card games and bingo</li> <li>- Recorded student-created stories</li> <li>- Turn-taking vocabulary</li> <li>- Personal pronouns</li> <li>- Listen and sharing a story</li> <li>- Student-created booklets</li> <li>- Traditional tipi values</li> <li>- Venn diagram</li> <li>- Protocol for hair</li> <li>- Alternative to the offering of tobacco</li> <li>- Tipi teaching relating to poles</li> <li>- Practising tipi teachings</li> <li>- Cree culture posters</li> <li>- Similarities and differences of key elements of the cultures of Native people</li> </ul>

**SAMPLE YEAR PLAN: GRADE 5 (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>- Student-created Mother Earth poems</li> <li>- Interview questions for relations on berry picking</li> <li>- Exchanging e-mail with a different Treaty area</li> <li>- Personal dictionaries, journals and personal portfolios</li> <li>- Pen pals</li> <li>- Students encouraged to use expressions</li> </ul>	<ul style="list-style-type: none"> <li>- Students practise social conventions with classroom visitors</li> <li>- Different prayers and prayer structures for being thankful daily</li> <li>- Regional protocol of smudging plus simple words and phrases or sentence starters relating to smudging</li> <li>- Daily routine cartoon</li> </ul>		<ul style="list-style-type: none"> <li>- Review of beginning and end dialogue</li> <li>- Cree description of route to school</li> <li>- Story retrieval chart</li> <li>- Reading to younger students</li> <li>- Strategies to use when learning cultural elements</li> </ul>	
<b><i>Âpacihtâwina</i> Resources</b>	<ul style="list-style-type: none"> <li>- <i>Nehiyawewin</i> 10 (berry picking unit, Chapter 3)</li> <li>- Cree dictionaries</li> <li>- Chokecherries</li> <li>- Weather wall display</li> <li>- Contact person from another Treaty area</li> <li>- Students' personal portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Videotape, pictures or drawings of student's daily routine</li> <li>- A variety of objects</li> <li>- List of monthly traditional activities</li> <li>- List of formal and informal dialogue</li> <li>- Cree dictionaries</li> <li>- Student dictionary</li> </ul>	<ul style="list-style-type: none"> <li>- Video: <i>Christmas in James Bay</i></li> <li>- Video: Mistassini Cree</li> <li>- Magazines</li> <li>- Catalogues</li> <li>- Materials for beading</li> <li>- Blackline master for making paper models</li> <li>- Dress-up items</li> <li>- Samples of regalia and other costumes</li> </ul>	<ul style="list-style-type: none"> <li>- Various objects</li> <li>- Legends</li> <li>- Simple stories</li> <li>- Six action pictures</li> <li>- Sample community map</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Pisim</i> series</li> <li>- Cards</li> <li>- Cree bingo</li> <li>- Tape recorder</li> <li>- Materials for creating small booklets</li> <li>- Sample Venn diagram</li> <li>- Artistic and literary works</li> <li>- Kihtheyaya</li> <li>- Materials for making Cree culture posters</li> </ul>
<b><i>Kotasinahikewina</i> <i>Ekwa</i> <i>Oyehtamâwina</i> Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Learning Logs</li> <li>- Conferences</li> <li>- Work samples</li> <li>- Self-assessment checklist</li> <li>- Journals</li> <li>- Small-group work checklist</li> <li>- Checklists</li> <li>- Self-assessment presentation checklist</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Checklists</li> <li>- Anecdotal notes</li> <li>- Learning Logs</li> <li>- Self-assessment</li> <li>- Journals</li> <li>- Tests and quizzes</li> <li>- Small-group work checklist</li> <li>- Role-plays</li> <li>- Report writing checklist</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Learning Logs</li> <li>- Self-assessment</li> <li>- Checklists</li> <li>- Tests and quizzes</li> <li>- Gallery walk/reflections</li> <li>- Conferences</li> <li>- Journals</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Learning Logs</li> <li>- Self-assessment</li> <li>- Checklists</li> <li>- Conferences</li> <li>- Tests and quizzes</li> <li>- Work samples</li> <li>- Play checklist</li> <li>- Rubric</li> <li>- Community map checklist</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Self-assessment</li> <li>- Conferences</li> <li>- Student reflection/ checklists</li> <li>- Quick check</li> <li>- Tests and quizzes</li> <li>- Learning Logs</li> <li>- KWL charts</li> <li>- Observations</li> <li>- Rubrics</li> </ul>

**SAMPLE YEAR PLAN: GRADE 5 (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></b> <b>Topics/Themes</b>	<ul style="list-style-type: none"> <li>- Family and friends</li> <li>- Music</li> <li>- Art</li> <li>- Nonverbal communication and expressions</li> </ul>	<ul style="list-style-type: none"> <li>- Feelings</li> <li>- Self: likes</li> </ul>	<ul style="list-style-type: none"> <li>- My community in the past</li> </ul>	<ul style="list-style-type: none"> <li>- Other communities</li> <li>- Animals</li> <li>- Foods</li> </ul>	<ul style="list-style-type: none"> <li>- Keepers of the land</li> <li>- Review</li> </ul>
<b><i>Kaskihtâwina</i></b> <b>Specific Outcomes</b>	A-1.1 LC-3.3 CM-2.2 A-2.1 LC-3.4 CM-3.3 A-4.1 LC-4.2 CM-3.4 A-6.1 LC-4.4 S-1.1 A-6.2 LC-4.5 S-4.2 LC-3.1 CM-2.1	A-2.1 A-4.3 CM-3.2 A-6.1 A-4.4 CM-3.3 A-2.2 LC-1.2 CM-3.5 A-2.3 LC-1.3 S-3.1 A-3.2 LC-2.1 A-4.1 LC-2.2	A-1.1 LC-5.2 CM-2.4 A-6.2 CM-1.2 CM-3.5 LC-1.4 CM-1.4 S-3.1 LC-2.2 CM-2.2	A-1.1 LC-3.2 CM-3.2 A-3.1 LC-5.3 CM-3.3 A-5.2 CM-1.2 CM-3.5 LC-1.3 CM-2.2 S-4.1 LC-1.4 CM-2.5	A-3.1 LC-1.1 LC-5.3 A-5.4 LC-2.1 CM-1.1 A-6.1 LC-2.3 CM-2.4 A-6.2 LC-3.1 S-3.1
<b><i>Kiskeyihtamowina</i></b> <b><i>Itôtamowina</i></b> <b>Learning Activities</b>	<ul style="list-style-type: none"> <li>- Presentation about a friend</li> <li>- Favourite music graphic organizer</li> <li>- One minute casual conversation practice</li> <li>- Practising casual dialogues</li> <li>- Tân'si log</li> <li>- "Found a Peanut" song</li> <li>- Exploring local translations of more Cree songs</li> <li>- Matching descriptions with works of art</li> <li>- Analyzing art for themes</li> <li>- Family shields</li> <li>- Dream catchers</li> <li>- Students encouraged to use expressions daily</li> <li>- Viewing of a video for body language</li> <li>- Community nonverbal behaviour cards</li> <li>- Use of nonverbal expressions during presentations</li> <li>- Charades</li> </ul>	<ul style="list-style-type: none"> <li>- Student sharing of pictures depicting their favourite event</li> <li>- Share and tell</li> <li>- Student sharing of feelings</li> <li>- Student sharing of thoughts</li> <li>- Discussion on different emotions</li> <li>- Talking circle</li> <li>- Creating like and dislike sentences, focusing on preferences</li> <li>- Reflecting on a personal item</li> <li>- Journal entry about feelings</li> <li>- Partner survey and interviews</li> <li>- Things I would like to do or learn to do list</li> <li>- Survey questions about favourite weekend activities</li> <li>- Group problem-solving activity</li> </ul>	<ul style="list-style-type: none"> <li>- Group brochures on local community resources</li> <li>- Simple poetry about a Cree community in the past and present</li> <li>- Applying tense markers</li> <li>- Future tense</li> <li>- Cartoon strip</li> <li>- Cree community diorama</li> <li>- Community services map and report</li> <li>- Classroom and community tour</li> <li>- List of research sources</li> <li>- Kihteyaya interviews</li> <li>- Discussion on peace</li> <li>- Student-made crafts</li> <li>- Past and present T-chart</li> <li>- Community characteristics research</li> <li>- Chart on the key elements of Native culture</li> </ul>	<ul style="list-style-type: none"> <li>- Hunting skits</li> <li>- Using questions to guide research</li> <li>- Wild animal words and phrases</li> <li>- Food sentences</li> <li>- Identifying posters through descriptions</li> <li>- Food survey in Cree</li> <li>- Research on the background of clan information</li> <li>- Elder stories of food gathering in the past</li> <li>- Language variation awareness related to cultural activities</li> <li>- Traditional places where Cree lived and still live</li> <li>- Sentences describing six food or animal posters</li> <li>- Cree community presentation</li> <li>- Making a variety of traditional Cree articles</li> </ul>	<ul style="list-style-type: none"> <li>- Giving directions to an obstacle course</li> <li>- Keepers of the land do's and don'ts list</li> <li>- Group respect posters</li> <li>- Defining words literally</li> <li>- Word plays</li> <li>- Intonation practice using at least a pair of students</li> <li>- Listening to audiotaped recordings to check for correctness</li> <li>- Intonation reference chart</li> <li>- Object cards</li> <li>- Ball throw activity to practise vocabulary</li> <li>- Matching items with descriptions</li> <li>- Matching card game</li> <li>- Community home gardens field trip and composting brainstorming activity</li> <li>- Mother Earth virtue poster/collage</li> </ul>

**SAMPLE YEAR PLAN: GRADE 5 (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>- Demonstration of nonverbal cues</li> <li>- Vocabulary relating to the qualities of a friend</li> <li>- Student reflections about songs</li> <li>- Friendship circle</li> <li>- Family photograph collage</li> <li>- Students encouraged to highlight root words when reading text</li> <li>- Different approaches to use when engaged in tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Student reflections on their use of Cree or personal enjoyment in their class</li> <li>- Journals or Learning Logs</li> <li>- Words and phrases relating to leisure, interest and favourite activities</li> <li>- Viewing of the video <i>Why the Rabbit Turns White</i></li> <li>- Feelings paintings</li> <li>- Important people in my life web</li> <li>- Action word album</li> <li>- Personal time lines</li> <li>- “Celebrating who you are” posters</li> </ul>		<ul style="list-style-type: none"> <li>- Cree communities of Canada presentation</li> <li>- Group animal presentations</li> <li>- Difference of Cree communities T-chart or</li> <li>- Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>- The effect of waste byproducts on Mother Earth</li> <li>- Mother Earth posters</li> </ul>
<b><i>Âpacihtâwina</i> Resources</b>	<ul style="list-style-type: none"> <li>- Hodgins, Ken. <i>The Art of the Nehiyawak</i>. Plains Publishing Inc., Edmonton, AB. 1988.</li> <li>- Sample graphic organizers</li> <li>- “Found a Peanut” song</li> <li>- Six pictures of artworks</li> <li>- Cree songs</li> <li>- Video</li> <li>- Teacher-made community nonverbal behaviour cards</li> <li>- List of charade actions</li> <li>- Native drum songs</li> <li>- Materials for making family photograph collages</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Why the Rabbit Turns White</i>,</li> <li>- Stories from the Seventh Fire</li> <li>- Series</li> <li>- Emotion verbs as they happen (teachable moments)</li> <li>- Student photographs or drawings of an important event</li> <li>- Game, object, toy or personal item</li> <li>- Journals</li> <li>- Sample surveys</li> <li>- List of problem-solving situations</li> <li>- Materials for making personal time lines posters</li> </ul>	<ul style="list-style-type: none"> <li>- Maps of Canada, past and present</li> <li>- Treaty area maps</li> <li>- The Syncrude Gallery of Aboriginal Culture, Provincial Museum of Alberta, Edmonton, Alberta</li> <li>- Head-Smashed-In-Buffalo-Jump, Alberta.</li> <li>- Books, magazines, videos, brochures, CD-ROMs, encyclopedias, Internet</li> <li>- Materials for making community brochures, cartoon strips, dioramas, crafts</li> <li>- Community maps</li> <li>- Sample T-chart</li> <li>- Sample elements of Native culture chart</li> </ul>	<ul style="list-style-type: none"> <li>- Videos: <i>Jason Visits the Reserve Mistassini Cree Little Trapper</i></li> <li>- Six posters of food or animals</li> <li>- Kihtheyaya guest speaker</li> <li>- Books, maps, photographs, videos, Internet Web sites</li> <li>- Materials for making a variety of traditional Cree articles</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Pisim</i> series</li> <li>- Obstacle course set up</li> <li>- Materials for making posters and collages</li> <li>- Tape recorder</li> <li>- Student-made intonation reference chart</li> <li>- Ball</li> </ul>

**SAMPLE YEAR PLAN: GRADE 5 (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 Ekwa Oyehtamâwina Assessment and Evaluation</i></b>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Learning Logs</li> <li>- Work samples</li> <li>- Checklists</li> <li>- Conferences</li> <li>- Reading comprehension checklist</li> <li>- Journals</li> <li>- Portfolios</li> <li>- Reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Checklists</li> <li>- Work samples</li> <li>- Journals</li> <li>- Learning Logs</li> <li>- Conferences</li> <li>- Student reflections</li> <li>- Tests and quizzes</li> <li>- Reflections</li> <li>- Poster rubrics</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Learning Logs</li> <li>- Student reflections</li> <li>- Tests and quizzes</li> <li>- Checklists</li> <li>- Presentations</li> <li>- Rubrics</li> <li>- Community map checklist</li> <li>- Work samples</li> <li>- KWL chart</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Anecdotal notes</li> <li>- Learning Logs</li> <li>- Self-assessment</li> <li>- Tests and quizzes</li> <li>- Checklists</li> <li>- Work samples</li> <li>- Role-plays</li> <li>- Rubrics</li> <li>- Presentations checklist</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Self-assessments</li> <li>- Poster rubric</li> <li>- Checklists</li> <li>- Conferences</li> <li>- Quick checks</li> <li>- Reading comprehension checklist</li> <li>- Learning Logs</li> <li>- Work samples</li> </ul>



## SAMPLE YEAR PLAN: GRADE 6

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>– Weather</li> <li>– Local community</li> </ul>	<ul style="list-style-type: none"> <li>– Expressions</li> <li>– Mother Earth</li> </ul>	<ul style="list-style-type: none"> <li>– Nouns</li> <li>– Student-selected topics</li> </ul>	<ul style="list-style-type: none"> <li>– Problem solving</li> <li>– Stories</li> </ul>	<ul style="list-style-type: none"> <li>– Games</li> <li>– Clothing</li> <li>– Art</li> </ul>
<b><i>Kaskihtâwina</i></b> Specific Outcomes	A–2.1 LC–1.1 CM–1.3 A–4.1 LC–1.2 CM–2.1 A–5.2 LC–1.3 CM–3.2 A–5.4 LC–2.3 S–2.1 A–6.3 LC–5.3 S–3.1	A–2.2 LC–1.3 CM–1.3 A–3.2 LC–4.2 CM–1.5 A–4.1 LC–5.1 S–2.1 LC–1.1 CM–1.1 S–3.1	A–3.3 LC–3.4 CM–2.4 A–5.1 LC–5.2 S–2.5 A–5.4 LC–1.2 S–3.3 A–6.2 CM–1.3 A–6.3 CM–1.4	A–2.1 LC–3.1 CM–2.3 A–5.3 LC–3.2 S–1.1 A–6.2 LC–3.3 S–2.1 LC–1.3 LC–5.3 LC–1.4 CM–1.5	A–5.2 LC–1.4 S–1.1 A–5.4 LC–2.3 S–2.1 A–6.1 LC–3.2 A–6.3 CM–3.2
<b><i>Kiskeyihtamowina</i></b> <b><i>Itôtamowina</i></b> Learning Activities	<ul style="list-style-type: none"> <li>– Land usage comparison</li> <li>– T-Chart</li> <li>– Practising the consensus model</li> <li>– Sharing circle</li> <li>– Class calendar</li> <li>– Weather logbook</li> <li>– Community newsletter statements or sentences</li> <li>– Brainstorming activity to select a topic relevant to students' Cree language experience and community member interviews</li> <li>– Monthly progressive theme bulletin boards</li> <li>– Oral spelling activity</li> <li>– Basic spelling rules for syllabic sounds</li> <li>– Preparing for a weekly spelling bee</li> <li>– Student weather reports</li> <li>– Protocol for greeting classroom guests</li> <li>– Teacher-repeated daily questions</li> <li>– Different occasion cards</li> </ul>	<ul style="list-style-type: none"> <li>– Feelings vocabulary brainstorming activity</li> <li>– Expression of feelings about respect for Mother Earth</li> <li>– Seven-day agenda with modelled invitation to different events</li> <li>– Accepting and rejecting dialogue practice for inviting partners to a special event</li> <li>– Sound distinctions chart</li> <li>– Rhythm poem activity</li> <li>– Plants and seasons words and phrases</li> <li>– Expressions role–plays</li> <li>– Listening for new expressions during an Elder classroom presentation</li> <li>– Student-created stories about activities he or she did the night before</li> <li>– School-wide recycling program</li> <li>– Energy conservation posters</li> <li>– Community recycling program</li> <li>– Elder teachings on cultural practices relating to Mother Earth</li> </ul>	<ul style="list-style-type: none"> <li>– Categorizing brainstormed topic items</li> <li>– Classification of nouns</li> <li>– Community newsletter statements or sentences</li> <li>– Take home Cree noun cue cards</li> <li>– Picture noun book</li> <li>– Monthly progressive theme bulletin boards</li> <li>– Entertainment words and phrases</li> <li>– Regular to diminutive form nouns</li> <li>– Helper-specific questions and answers in Cree when handing back student books</li> <li>– Noun possessive form for animate and inanimate plural nouns</li> <li>– Affixes for indicating size</li> <li>– Referring to these and those specific animate and inanimate nouns</li> <li>– Noun possessive form for animate and inanimate singular nouns</li> </ul>	<ul style="list-style-type: none"> <li>– Student feedback on a story or scenario and making choice on its outcome</li> <li>– Brainstorming the solution of a story problem</li> <li>– Student-created problem-solving experience</li> <li>– Student-created story picture book</li> <li>– Presentation of a paragraph about part of an <i>âcimowin</i></li> <li>– Preverbal particle attached to commands</li> <li>– Simple sentences using we, all of us, all of you, they</li> <li>– Patterns found in different text types</li> <li>– Short sentence writing prompt index cards</li> <li>– Deriving meaning from viewing a story video</li> <li>– Inside–outside circle to share books</li> <li>– Cultural practices posters</li> <li>– Connecting sentences to create a short story</li> <li>– Encouragement for students to use traditional values outside of class</li> </ul>	<ul style="list-style-type: none"> <li>– Take home verbs cue cards</li> <li>– Game-playing vocabulary</li> <li>– Group painting mural or hide painting</li> <li>– Applying tense markers</li> <li>– Changing an action word to a noun with the suffix, <i>mowin</i></li> <li>– Compounding a verb and a noun together to form a new action word</li> <li>– Changing an action word to an inanimate noun by adding the suffix, <i>mîcisowin</i></li> <li>– Indefinite pronouns to indicate non-specific or non-specified animate and inanimate nouns</li> <li>– Reviewing clothing vocabulary with a descriptive activity</li> <li>– Describing a picture of Wesahkecâhk legends or other legends in three sentences</li> <li>– Discussion on the significance of Native art</li> </ul>

**SAMPLE YEAR PLAN: GRADE 6 (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 encouraged to use acceptance and conversation phrases</li> <li>- Weekly social interactions with different community members</li> <li>- Lower grade buddies</li> <li>- E-mail chat partners</li> <li>- Take home labels and charts</li> <li>- Teacher encouragement of traditional ways of learning</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion and poster on the four aspects of SEPM (Spiritual, Emotional, Physical, Mental)</li> <li>- Mother Earth collages</li> <li>- Class survey of a current environmental issue</li> <li>- Their World in Their Hands bulletin display</li> <li>- Students refer to classroom visuals when necessary</li> <li>- Encouragement for students to use traditional values outside of class</li> </ul>	<ul style="list-style-type: none"> <li>- Colour descriptors for plural animate</li> <li>- Student-created questions and answers</li> <li>- Lower grade buddies</li> <li>- Animate and inanimate noun pattern rules</li> <li>- Key noun ending for smaller size form</li> <li>- Key noun ending for a locative suffix</li> <li>- Labelled classroom objects</li> <li>- Cree words and visuals</li> </ul>		<ul style="list-style-type: none"> <li>- Student-prepared questions for community guest demonstration</li> <li>- Common hand motions</li> <li>- Hand movement interpretation vocabulary</li> <li>- Student-created traditional games, toys, dance, clothing</li> <li>- Identifying patterns for action words and using the words in dialogue practice</li> </ul>
<b><i>Âpacihtâwina</i> Resources</b>	<ul style="list-style-type: none"> <li>- Materials for making a classroom calendar display</li> <li>- Weather logbook and display</li> <li>- Materials for making monthly theme bulletin boards, occasion cards, energy conservation posters, SEPM posters</li> <li>- Pre- and post-spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>- Seven-day agenda</li> <li>- Kihteyaya presentation</li> <li>- Classroom poster materials for creating a mural dealing with expressions or feelings of respect for Mother Earth</li> <li>- Tobacco offering</li> <li>- Materials for making Their World in Their Hands bulletin display</li> <li>- Materials for making Mother Earth collages</li> </ul>	<ul style="list-style-type: none"> <li>- Cree phrases, noun and verb cue cards</li> <li>- Materials for making labels for classroom objects</li> <li>- Picture noun book</li> <li>- Materials for making monthly theme bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Pisim</i> series</li> <li>- <i>Seventh Fire</i> videos</li> <li>- Shadow puppets</li> <li>- Three different text forms</li> <li>- Chart paper</li> <li>- Index cards</li> <li>- Materials for making cultural posters</li> <li>- Story sample</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Christmas at Wapos Bay</i>, Film</li> <li>- West Association. 2002. <a href="http://www.filmwest.com">www.filmwest.com</a></li> <li>- Resources for hand motions</li> <li>- Materials for making story picture books</li> <li>- Legend pictures</li> <li>- Traditional crafts</li> <li>- Games</li> <li>- Dance clothing</li> <li>- Mural materials</li> <li>- Various samples of Native art</li> </ul>
<b><i>Kotasinahikewina</i> <i>Ekwa</i> <i>Oyehamâwina</i> Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Work samples</li> <li>- Observations</li> <li>- Checklists</li> <li>- Presentation rubric</li> <li>- Self-assessments</li> <li>- Journal reflections</li> <li>- Pre- and post-spelling tests</li> <li>- Anecdotal notes</li> <li>- Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Checklists</li> <li>- Journals</li> <li>- Self-assessments</li> <li>- Anecdotal notes</li> <li>- Poster rubrics</li> <li>- Self-assessment for active listening</li> </ul>	<ul style="list-style-type: none"> <li>- Anecdotal notes</li> <li>- Work samples</li> <li>- Observations</li> <li>- Checklists</li> <li>- Tests and quizzes</li> <li>- Self-assessments</li> <li>- Journal reflections</li> <li>- Learning Logs</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Self-assessments</li> <li>- Learning Logs</li> <li>- Anecdotal notes</li> <li>- Observations</li> <li>- Journals</li> <li>- Poster rubrics</li> <li>- Writing rubrics</li> <li>- Work samples</li> <li>- Tests and quizzes</li> </ul>	<ul style="list-style-type: none"> <li>- Anecdotal notes</li> <li>- Work samples</li> <li>- Tests and quizzes</li> <li>- Learning Logs</li> <li>- Checklists</li> <li>- Self-assessments</li> <li>- Observations</li> <li>- Writing rubrics</li> <li>- Journals</li> </ul>

**SAMPLE YEAR PLAN: GRADE 6 (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></b> <b>Topics/Themes</b>	– Family	– Feelings – Commands – Protocol	– Foods – Animals	– Other Cree communities – Culture	– Celebration/humour – Review
<b><i>Kaskihtâwina</i></b> <b>Specific Outcomes</b>	A-1.1 LC-3.4 CM-1.4 A-2.2 LC-4.2 CM-2.1 A-1.3 LC-4.4 CM-2.3 LC-1.4 LC-5.1 CM-3.5 LC-2.2 CM-1.2 S-4.1	A-1.1 LC-2.1 CM-3.1 A-2.1 LC-4.1 CM-3.2 A-4.1 LC-4.5 CM-3.4 LC-1.3 CM-1.3 CM-3.5 LC-1.4 CM-2.4 S-2.1	A-2.1 LC-5.2 CM-3.1 A-3.1 CM-1.4 CM-3.4 A-6.2 CM-2.2 S-1.1 A-6.3 CM-2.3 S-4.1 LC-1.4 CM-2.4	A-3.2 LC-4.3 CM-2.3 A-6.3 LC-4.4 CM-2.4 LC-1.3 CM-1.2 CM-2.5 LC-2.1 CM-1.5 CM-3.2 LC-3.4 CM-2.1 S-3.1 LC-4.1 CM-2.2 S-4.1	A-3.3 LC-4.4 CM-3.5 A-5.1 CM-1.4 S-1.1 A-6.1 CM-2.4 S-2.1 LC-1.3 CM-2.5 LC-3.4 CM-3.2
<b><i>Kiskeyitamowina</i></b> <b><i>Itôtamowina</i></b> <b>Learning Activities</b>	<ul style="list-style-type: none"> <li>– Family album</li> <li>– Family feelings poetry</li> <li>– Role-playing a visit to the doctor with a Cree-speaking grandparent</li> <li>– Group work to write up dialogues for various family situations and share them with classmates</li> <li>– Relationship words and phrases</li> <li>– Adding locative nouns to phrases and sentences</li> <li>– Simple sentences involving a direct object using we, all of us, all of you, they</li> <li>– Simple sentences involving a direct object using I, you, he or she</li> <li>– Gallery walk of family portraits</li> <li>– Family roots hand symbol activity</li> <li>– Family Cree expressions collage</li> <li>– List of behaviour do’s and don’ts</li> <li>– Simple sentence connectors</li> </ul>	<ul style="list-style-type: none"> <li>– Oral autobiography presentation</li> <li>– Cree descriptions of a variety of pictures depicting different culturally relevant activities</li> <li>– Role-plays on making and breaking social engagements in a culturally-appropriate way</li> <li>– Commands for an action word involving an inanimate object</li> <li>– Commands using action words between two people</li> <li>– Tape-recorded basic Cree conversations</li> <li>– Role-plays of appropriate and inappropriate behaviour when interacting with others</li> <li>– Protocol for sitting properly at gatherings</li> <li>– Tipi teachings</li> <li>– Cree fair day</li> <li>– Identity body tracings posters</li> <li>– Student-decorated tipi model</li> </ul>	<ul style="list-style-type: none"> <li>– Planning a school picnic menu</li> <li>– Role-play situations</li> <li>– Wild animal picture book with descriptions</li> <li>– Wild animal picture cinquain poems</li> <li>– Duck, Duck, Goose – <i>sîpîp</i>, <i>sîpîp</i> game</li> <li>– Using phrases and descriptive verb forms</li> <li>– Bannock directions chart</li> <li>– Bannock-making presentations</li> <li>– Elder presentation on global change</li> <li>– Elder presentation on changes in animal behaviours</li> <li>– Student choice of creating own traditional foods, games, toys</li> <li>– Students plan an Aboriginal day performance or celebration</li> <li>– Animal collage depicting a student’s personal characteristics</li> </ul>	<ul style="list-style-type: none"> <li>– Awareness of regional Cree differences in dance, drumming, singing, food types, drying techniques, clothing and beading</li> <li>– Paragraphs on past, present and future activity pictures</li> <li>– Learning community dances</li> <li>– Other Aboriginal communities words and phrases</li> <li>– Teacher-formulated questions for a tape recording of a guest autobiography</li> <li>– Cree language and culture holistic connection chart</li> <li>– Exploring regional greetings</li> <li>– Brainstormed class list of regional language variations</li> <li>– Woodland and Plains Cree</li> <li>– Venn diagram</li> <li>– Group research on a Cree historical figure</li> <li>– Cree lifestyle presentations</li> <li>– Student awareness to the adaptation of change in the traditional way of life</li> <li>– Same name booklet</li> </ul>	<ul style="list-style-type: none"> <li>– Student-created Cree games</li> <li>– Game of <i>Awîna Nîya/Kîkwây Nîya</i> – Who Am I/What Am I</li> <li>– Presentation of student-created cartoons</li> <li>– Shopping words and phrases</li> <li>– Student interpretation of Cree culture</li> <li>– Cree fair day items described in detail for display</li> <li>– Changes in the way Cree people live</li> <li>– Gathering information on own cultural background</li> <li>– Aboriginal Awareness Day posters</li> <li>– Recording patterns for actions and descriptive words in reading logs</li> <li>– Referring to Cree words and phrases visuals</li> <li>– Plans for attending community events</li> </ul>

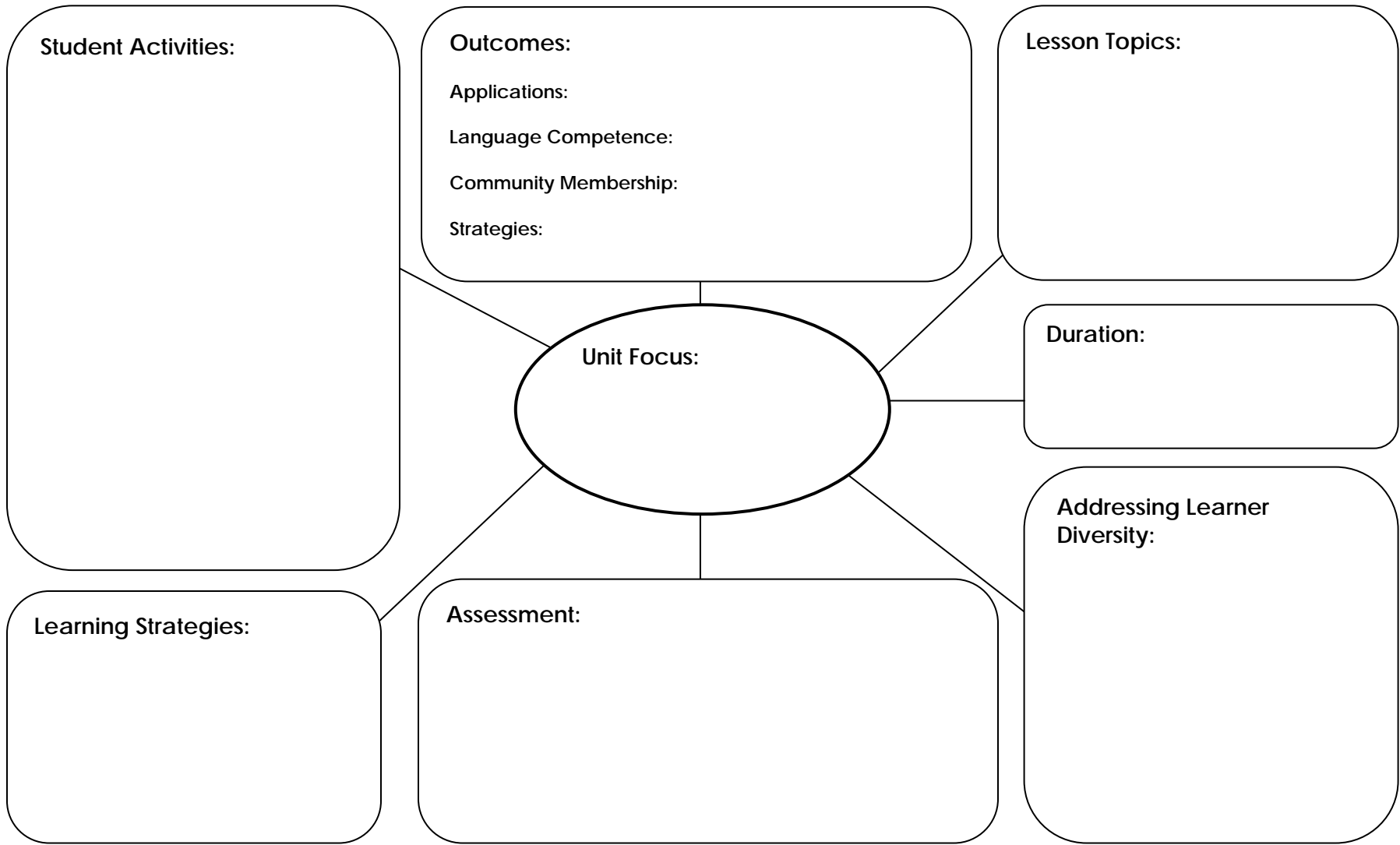
**SAMPLE YEAR PLAN: GRADE 6 (continued)**

	<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>- Community family systems (<i>wâhkôhtowin</i>) study</li> <li>- Past and present traditional Cree values Venn diagram</li> <li>- Relative biography presentation</li> <li>- Discussion on age-related family responsibilities</li> <li>- Gathering information on own cultural background</li> <li>- Family tree</li> <li>- Heritage web</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion on reciprocity</li> <li>- Examining how stereotypes affect them</li> <li>- Discussion on how education can be used to address stereotyping and discrimination</li> <li>- Gender-specific protocol relating to rites of passage</li> <li>- Cree words and phrases wall charts</li> </ul>	<ul style="list-style-type: none"> <li>- Student depiction of what they do not have control over in the environment</li> <li>- Animate and inanimate patterns</li> <li>- Encouragement for students to use traditional values outside of class</li> </ul>	<ul style="list-style-type: none"> <li>- Community member biography presentation</li> <li>- Poster depicting contributions made by past and present chiefs</li> <li>- Community event class calendar</li> <li>- Past and present Venn diagrams and T-charts</li> <li>- Aboriginal communities map and population graph</li> <li>- Discussion on the similarities and differences of Aboriginal core values using a Venn diagram</li> <li>- Comparing cultural activities in urban and rural communities</li> <li>- Exploring Cree peoples in Canada through different forms of technology</li> <li>- Traditional Cree items diorama</li> <li>- Using community resources</li> <li>- Encouragement for students to use traditional values outside of class</li> </ul>	
<b><i>Âpacihtâwina</i> Resources</b>	<ul style="list-style-type: none"> <li>- Oral presentation criteria</li> <li>- Pictures of family members</li> <li>- Pictures depicting different traditional activities</li> <li>- Materials for making expressions collage</li> <li>- Blackline master for a Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>- Materials for body tracing posters</li> <li>- Tape recorder</li> <li>- Student-created articles for Cree fair day</li> <li>- Blackline for a Venn diagram</li> <li>- Classroom words and phrases charts</li> <li>- Pictures of people engaging in different types of cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Pakwachi Pisiskow wak</i> by Dr. Anne Anderson</li> <li>- Access: The Education Station</li> <li>- Health careers</li> <li>- Indian Affairs: Teaching packages</li> <li>- Samples of cinquain poems</li> <li>- Chart paper</li> <li>- Elder guest speaker</li> <li>- Materials for making traditional crafts, games</li> <li>- Aboriginal Day Celebration agenda</li> </ul>	<ul style="list-style-type: none"> <li>- Access: The Education Station</li> <li>- Health careers</li> <li>- Indian Affairs: Teaching packages</li> <li>- WebQuest, Edulink, CD-ROM</li> <li>- Cree dictionaries</li> <li>- Tape recording of a guest autobiography</li> <li>- Blackline master for a Venn diagram</li> <li>- Community resources list</li> <li>- Materials for making:                             <ul style="list-style-type: none"> <li>- Family roots hand symbol activity</li> <li>- Cree holistic connection chart</li> <li>- Same name booklet</li> </ul> </li> <li>- Traditional Cree items diorama</li> </ul>	<ul style="list-style-type: none"> <li>- Cartoon without captions</li> <li>- Student-created Cree game</li> <li>- A variety of Cree items</li> <li>- Humour videos and CDs</li> </ul>

**SAMPLE YEAR PLAN: GRADE 6 (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>Oyehtamâwina</i> Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Rubrics for family album</li> <li>- Anecdotal notes</li> <li>- Rubrics for projects</li> <li>- Checklists</li> <li>- Journals</li> <li>- Writing self-assessment</li> <li>- Work samples</li> <li>- Tests and quizzes</li> <li>- Conferences</li> </ul>	<ul style="list-style-type: none"> <li>- Oral presentation assessment</li> <li>- Anecdotal notes</li> <li>- Work samples</li> <li>- Checklists</li> <li>- Observations</li> <li>- Role-playing checklist</li> <li>- Test and quizzes</li> </ul>	<ul style="list-style-type: none"> <li>- Anecdotal notes</li> <li>- Observations</li> <li>- Self-assessment for active listening</li> <li>- Self-reflections</li> <li>- Work samples</li> <li>- Journals</li> <li>- Learning Logs</li> <li>- Conferences</li> <li>- Checklists</li> <li>- Test and quizzes</li> </ul>	<ul style="list-style-type: none"> <li>- Listening checklist</li> <li>- Work samples</li> <li>- Self-assessments</li> <li>- Conferences</li> <li>- Learning Logs</li> <li>- Observations</li> <li>- Journal reflections</li> <li>- Diorama rubrics</li> </ul>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Anecdotal notes</li> <li>- Observations</li> <li>- Work samples</li> <li>- Journals</li> <li>- Role-play checklist</li> <li>- Collage rubrics</li> <li>- Learning Logs</li> <li>- Poster checklists</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>Resources</b>		<b>Enrichment strategies</b>	
<b>Home/school/community connections</b>		<b>Cross-curricular connections</b>	

## SAMPLE UNIT PLAN: GRADE 4

Duration: Two and a half weeks

Teacher(s): \_\_\_\_\_

Unit Focus: Verbs

<b>Rationale</b>	In this unit, students will be acquainted with their community.
<b>Lesson Topics</b>	<ol style="list-style-type: none"> <li>1. Planning a community field trip</li> <li>2. Parent invitations</li> <li>3. Community questions</li> <li>4. Field trip</li> <li>5. Community bulletin board</li> <li>6. Community map</li> <li>7. Landscape paintings</li> <li>8. Food chart</li> <li>9. Food language experience chart</li> <li>10. Phone invitations to grandparents</li> <li>11. Class feast and questions</li> <li>12. Sharing of Kihtheyayak’s teachings</li> <li>13. Review of unit lessons</li> </ol>
<b>General Outcomes</b>	<p>Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>Students will be effective, competent and comfortable as Cree Speakers. (<i>Okiskinamawâkanak kâ nihtâ nehiyawewak.</i>)</p>
<b>Specific Outcomes</b>	<p>A-3.2 Students will be able to make and respond to offers or invitations.</p> <p>A-3.3 Students will be able to assume a variety of roles and responsibilities as group members.</p> <p>A-6.2 Students will be able to use the language creatively.</p> <p>LC-3.1 Students will be able to understand a variety of short, simple written texts in guided situations.</p> <p>LC-3.3 Students will be able to derive meaning from the visual elements of a variety of media, in guided situations.</p> <p>CM-1.2 Students will be able to explore past and present Cree regions in Alberta.</p> <p>CM-3.2 Students will be able to explore their family/community background—tribal affiliation/heritage, kinship.</p> <p>CM-3.5 Students will be able to explore, identify and celebrate the unique characteristics of their own family and community.</p>
<b>Supporting Outcomes</b>	<p>A-6.3 Students will be able to use the language for personal enjoyment.</p> <p>LC-2.3 Students will be able to engage in simple, structured interactions.</p> <p>CM-1.1 Students will be able to identify concrete ways in which they can show respect for Mother Earth.</p>

<p style="text-align: center;"><b>Learning Activities</b></p>	<ul style="list-style-type: none"> <li>• Lead a planning session for a field trip in which students explore designated buildings around their community; e.g., band office, health centre, arena. (CM–3.5)</li> <li>• Students design and compose a parent invitation in Cree for the community field trip. Guide students as to the key ideas and phrases to use. Students then have a chance to look at the invitations made by their classmates. These invitations could be orally presented by students to a parent or guardian. (A–3.2)</li> <li>• Students use and study posters, advertisements or announcements of upcoming Cree events. They then ask and answer 5W questions (who, what, where, when, why) and how. Students design and compose possible questions relating to community facts. (LC–3.3)</li> <li>• Students gather information about their own community by interviewing locals, <i>Kihteyayak</i>, family or caregivers while on their field trip. (CM–3.2)</li> <li>• Students then share the information they collected with the class and post their community facts on a bulletin board display. (CM–3.2)</li> <li>• A community map can be posted for display with Cree names of buildings and surrounding towns, reserves. (CM–1.2)</li> <li>• Lead a brainstorming activity on the features of the landscape and its beauty. Students paint pictures of the landscape they saw. (CM–3.5)</li> <li>• After students have been introduced to food vocabulary, they identify foods used in a feast; e.g., <i>mîcimâpoy</i>, <i>pimîhkân</i>, <i>pahkwesikan</i> as well as food they eat at home. Students explore the different foods they eat at home. They chart the list of food and share their list orally. (CM–3.5)</li> <li>• Invite students to share personal experiences about community feasts and record them onto class language experience charts. The charts are posted in the classroom for the others to read. Use the language experience information as a basis for an invitation and request for parents to contribute traditional foods for the classroom feast. (LC–3.1)</li> <li>• Model a phone conversation in which a grandparent is invited to the class feast. Both I can/I cannot responses should be modelled. Students then pair up and practise the phone conversation. After practice and role-play, students make a real or staged phone call to their <i>ohkomiwâwa/ omosômiwâwa</i>. (A–3.2)</li> <li>• Students share and celebrate the unique characteristics of food. (CM–3.5) Prepare and practise interview questions to ask <i>nimosôm</i>, <i>nôhkom</i> and <i>Kihteyayak</i> when talking about the community long ago and today. (CM–1.2) Students listen to Cree music as a group during the class feast. (A–6)</li> <li>• Lead a review of all lessons covered in this unit. (A–3.3) Students work in pairs to write a short description of a specific part learned about their community. (LC–2.3) They draw a picture that tells about what they learned about their community. Students come up with three or four supporting sentences for the presentation. (A–6.2) They then share the information they collected with the class. (CM–3.2)</li> </ul>
<p style="text-align: center;"><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Materials for making dioramas and painting pictures</li> <li>• Community field trip and classroom agenda</li> <li>• Posters, advertisements or announcements of upcoming Cree events</li> <li>• Bulletin board space</li> <li>• Large community map</li> <li>• Taped Cree music</li> </ul>

<p style="text-align: center;"><b>Assessment And Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Conferences</li> <li>• Self-assessment</li> <li>• Learning Logs</li> <li>• Journals</li> <li>• Reflections</li> <li>• Painting rubrics</li> <li>• Bulletin board checklist</li> <li>• Observations</li> </ul>
<p style="text-align: center;"><b>Curriculum Integration</b></p>	<ul style="list-style-type: none"> <li>• Social studies</li> <li>• Health</li> </ul>
<p style="text-align: center;"><b>Alternative Performance Task</b></p>	<ul style="list-style-type: none"> <li>• Students are involved in a community or school litter clean-up to show respect to Mother Earth. (CM-1.1)</li> <li>• Students research the Cree names of communities in their region. They find out the significance of a name and its origin, and identify places in Alberta that have Cree names. Using resources such as books, maps and community members, students discover the meaning of these names. (CM-1.2)</li> </ul>

## SAMPLE UNIT PLAN: GRADE 5

Duration: Two and a half weeks

Teacher(s): \_\_\_\_\_

Unit Focus: Self

<b>Rationale</b>	In this unit, students will be provided with activities that will allow them to become aware of themselves and their surroundings
<b>Lesson Topics</b>	<ol style="list-style-type: none"> <li>1. Favourite activity or important event sharing</li> <li>2. Partner activity survey</li> <li>3. Problem-solving situations</li> <li>4. Daily routine cartoon and simple sentences</li> <li>5. Personal time lines</li> <li>6. Album or scrapbook</li> <li>7. Brainstorming class list of things students would like to do and try to do on the weekend</li> <li>8. Creating I like sentences and patterned poems</li> <li>9. Feeling paintings</li> <li>10. Important people in my life web</li> <li>11. Share and tell</li> <li>12. Celebrating who you are posters</li> </ol>
<b>General Outcomes</b>	<p>Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>Students will be effective, competent and comfortable as Cree Speakers. (<i>Okiskinamawâkanak kâ nihtâ nehiyawewak.</i>)</p> <p>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–2.1 Students will be able to record and share thoughts and ideas with others.</p> <p>A–2.2 Students will record and share personal experiences involving an emotion or feeling.</p> <p>A–5.3 Students will experience, reflect upon and discuss problem-solving situations.</p> <p>A–6.2 Students will use the language creatively and for aesthetic purposes; e.g., experiment with sounds and rhythms of the language.</p> <p>LC–3.3 Students can derive meaning from the visual elements of a variety of media in guided and unguided situations.</p> <p>CM–2.1 Students will form positive relationships with others; e.g., peers, family, Elders.</p> <p>CM–3.1 Students will identify influences on the development of their own self-concept and self-identity.</p> <p>CM–3.4 Students will recognize that individuals change and that the way they see themselves changes.</p> <p>S–3.1 Students will identify and use a variety of strategies to enhance cultural learning.</p>
<b>Supporting Outcomes</b>	<p>LC–1.3 Students will be able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including health, leisure, places/locations, wild animals, any other lexical fields that meet their needs and interests; i.e., people they believe have contributed to their lives and development.</p> <p>LC–1.4 Students will use, in structured situations, specific grammatical elements.</p>

**Learning Activities**

- Students bring in photographs or drawings showing themselves at a favourite or important event; e.g., sports contest, summer holiday event, birthday party. Students then share, orally and in writing, basic information about the event; e.g.,
  - *Tânispî ôma?* (When was it?)
  - *Tân'te ôma?* (Where was it?)
  - *Tân'tahto ehîtahtopiponeyan êkosipî?* (How old were you then?)
  - *Tânehki kâmiyweyîhtaman?* (Why was this a good day for you?)**Note:** Students may not be able to have their own photographs. Teacher can take pictures of the class on various occasions. (A–2.1)
- Students administer a partner survey about activities. Each student has a page that looks like this:

	Can you?	Would you like to learn?
Make bannock		
Whistle		
Start a fire		

Students then circulate and ask questions filling in the chart with the names of students they meet who can do these things. Students can reply with *Yes I can \_\_\_\_\_*, or *I would like to learn how to \_\_\_\_\_*. Group activities can be formed where some students can be leaders or instructors. (A–3.2)

- Students form into groups. Each group is given a number of scenarios involving a problem that needs a solution; e.g.,
  - You want to borrow a book from a library, but you don't have a library card.
  - You need to purchase an item, but you do not know its name.
  - You need to get to a sports game, but you cannot drive yourself there.
 The students must generate as many solutions as possible to the problem, then rate them on a scale from 1 to 10, 10 being the best.
 **Note:** Use relevant situations to meet their needs; e.g.,
  - I want to go on the field trip.
  - I want to buy a Christmas present for my mother or father.
  - How can I raise my own funds? (A–5.3)
- Students use a chart that lists routine activities/verbs to create a cartoon strip of My Day, combining pictures and simple sentences, such as:
  - Niwaniskan – I am waking up.
  - Nikasikwan – I am washing my face.
  - Nisekahon – I am combing my hair.
  - Nimicison – I am eating. (LC–1.4)
- Students create personal time lines, using photographs or artwork of themselves at different times in their lives; e.g., newborn, baby, toddler, Grade 2, Grade 4, Grade 5. Under each photograph, they write a few words related to that time frame. (CM–3.4)
- Students create an album or scrapbook of what they believe to be important events in their lives by writing their age in Cree and providing an action word in Cree. Provide sample Cree age and action words. (CM–3.1)
- After brainstorming a list of food, clothes, hobbies or favourite activities, students create their own list of things they can do and things they would like to do or learn to do. Students can then write a sentence about one thing they will do on the weekend and one thing they will try on the weekend. This is shared with the class. (A–3.2)

	<ul style="list-style-type: none"> <li>• After reviewing words for likes, as well as verbs and specific objects like food or other items, students then write sentences describing things they like, or prefer; e.g., <ul style="list-style-type: none"> <li>– Nimiyweyihten masinahikana. (I like books.)</li> <li>– Nimiyweyihten maskikîs. (I like candy.)</li> <li>– Namôya nimiyweyihten tôhtôsâpoy. (I like the taste of milk.) (A–2.2)</li> </ul> </li> <li>• Lead students in a discussion on different emotions. (A–2.2) Students can create their own paintings or drawings expressing their emotions or passions. (LC–3.3)</li> <li>• The students create a web with their own name in the centre. They add all the people they believe have contributed to their lives or development. Provide a sample web. (CM–3.1) Students discuss in a talking circle, a significant person in their life and the relationship they have with that person. (CM–2.1)</li> <li>• During share and tell, students reflect or comment on an object, toy or personal item that they have brought to school to share with classmates. (A–2.1) <ul style="list-style-type: none"> <li>– Nimiyweyihten ôma osâm _____</li> <li>– Nimeyimâw awa osâm _____ Reflecting on a personal item (A–2.2)</li> </ul> </li> <li>• Create posters that promote learning about Cree culture. Guide the students while they plan and develop their posters, suggesting encouraging messages, such as “celebrate who you are.” (S–3.1)</li> </ul>
<p style="text-align: center;"><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Photographs showing the students at favourite or important events</li> <li>• Activity survey sheet</li> <li>• List of scenarios involving a problem that needs a solution</li> <li>• Chart that lists routine activities/verbs</li> <li>• Materials for making cartoon strips, albums or scrapbooks</li> <li>• Materials for painting and drawing</li> <li>• Personal object, toy or item</li> <li>• Materials for making posters</li> </ul>
<p style="text-align: center;"><b>Assessment And Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Anecdotal notes</li> <li>• Tests and quizzes</li> <li>• Work samples</li> <li>• Learning Logs</li> <li>• Observations</li> <li>• Student reflections</li> <li>• Poster rubric</li> </ul>
<p style="text-align: center;"><b>Curriculum Integration</b></p>	<ul style="list-style-type: none"> <li>• Health</li> </ul>
<p style="text-align: center;"><b>Alternative Performance Task</b></p>	<ul style="list-style-type: none"> <li>• Students are challenged to use Cree for personal enjoyment once a week; e.g., <ul style="list-style-type: none"> <li>– watching a film or video</li> <li>– reading a magazine or book</li> <li>– sending e-mail messages to a friend or relative</li> <li>– looking at Cree Web sites</li> <li>– listening to a radio program, such as CFCW</li> <li>– watching a TV program, such as APTN</li> </ul> </li> <li>• The students reflect on and record their use of Cree for personal enjoyment in their journals or Learning Logs and submit them to the teacher on a weekly basis. (A–6.3)</li> </ul>

## SAMPLE UNIT PLAN: GRADE 6

Duration: Three weeks

Teacher(s): \_\_\_\_\_

Unit Focus: Nouns

<b>Rationale</b>	In this unit, students will increase their existing knowledge of nouns through a student-selected topic or theme. They will also be provided with opportunities to practise using nouns in different contexts.
<b>Lesson Topics</b>	<ol style="list-style-type: none"> <li>1. Group brainstorming activity</li> <li>2. Classification of nouns</li> <li>3. Noun bulletin board display</li> <li>4. Noun picture book</li> <li>5. Teacher and student helper specific questions and answers in Cree when handing back student books</li> <li>6. Labelled classroom objects</li> <li>7. Affixes for indicating small size</li> <li>8. Big/large prefixes</li> <li>9. Noun possessive form for animate and inanimate singular nouns</li> <li>10. Noun possessive form for animate and inanimate plural nouns</li> <li>11. Colour descriptors for plural animate</li> <li>12. Underlining pluralizer markers</li> <li>13. Referring to these and those specific animate and inanimate nouns</li> <li>14. Student personal dictionaries</li> <li>15. Noun statement/sentences for publishing in the community newsletter</li> </ol>
<b>General Outcomes</b>	<p>Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>Students will be effective, competent and comfortable as Cree Speakers. (<i>Okiskinamowâkanak kâ nihtâ nehiya wewak.</i>)</p> <p>Students will live <i>wâwetinahk</i> (peacefully) with Mother Earth, others and themselves, guided by <i>Mâmawi Ohtâwîmâw</i> (the Creator).</p> <p>Students will know and use various strategies to maximize the effectiveness of learning and communication.</p>
<b>Specific Outcomes</b>	<p>A-3.3 Students will be able to check for agreement and understanding.</p> <p>A-3.3 Students will be able to express disagreement in an appropriate way.</p> <p>A-5.1 Students will be able to explore classification systems and criteria for categories.</p> <p>A-5.4 Students will be able to gather thoughts, ideas and opinions on a topic within their own experience.</p> <p>A-6.2 Students will be able to use the language creatively and for aesthetic purposes.</p> <p>A-6.3 Students will be able to use the language for personal enjoyment.</p> <p>LC-1.4 Students will be able to use, in structured situations, the following grammatical elements:</p> <ul style="list-style-type: none"> <li>- Noun possessive form for animate and inanimate plural nouns.</li> <li>- independently and consistently</li> <li>- modelled situations.</li> </ul> <p>S-2.1 Students will be able to identify and use a variety of strategies to enhance language use.</p>



<p><b>Supporting Outcomes</b></p>	<p>S-1.1 Students will be able to identify and use a variety of strategies to enhance language learning.</p> <p>CM-2.1 Students will be able to form meaningful/special relationships with others; e.g., Grade 6 buddies.</p>
<p><b>Learning Activities</b></p>	<ul style="list-style-type: none"> <li>• Students participate in a group brainstorming activity. In groups, they think about themes and topics and record them on a chart. Compile one class list of themes and topics and lead a whole class discussion on selecting a theme. Students make a list of nouns that fit the theme.</li> <li>• Students classify nouns as living or non-living. Use <i>ôma</i> (this non-living thing or inanimate) and <i>awa</i> (this living thing or animate) when saying the nouns. Students echo the Cree terms and then chart the nouns on a T-chart under the correct noun category: (A-5.1)       <ul style="list-style-type: none"> <li>– animate (NI) <i>ôma tehtapiwin</i></li> <li>– inanimate (NA) <i>awa iskwesis</i></li> </ul> <p>When studying about animate and inanimate nouns in Cree, students look for patterns to help them understand and generate rules for use. (S-1.1) Students create a picture book on the theme, with minimal text for a younger audience. They identify ways to make their picture book interesting and appealing; e.g., large print, simple vocabulary, short sentences, colourful illustrations. They then present it to a younger Cree class. (A-6.2)</p> </li> <li>• Instruct students on questions and answers to practise when distributing students' books:       <ul style="list-style-type: none"> <li>– <i>Kimasinahikan ôma.</i> (This is your book.)</li> <li>– <i>Kimasinahikan cî ôma?</i> (Is this your book?)</li> <li>– <i>Tânima kimasinahikan?</i> (Which is your book?)</li> </ul> <p>Demonstrate the above phrases when handing back books or materials to students.</p> <p>Students respond by saying:</p> <ul style="list-style-type: none"> <li>– <i>Ehâ nimasinahikan anima.</i> (Yes, that is my book.)</li> <li>– <i>Namôya nimasinahikan anima.</i> (No, that is not my book.) (LC-1.4)</li> </ul> <p>Students use Cree words and phrases visible in the classroom to assist them when doing an interactive activity; e.g., role-plays, dialogue. (S-2.1)</p> </li> <li>• Students label classroom objects. They leave the labels on the objects so that they can use them for future reference. (S-2.1)</li> <li>• Students will use affixes to indicate noun size: small suffix <i>-sis, osis, isis</i>. Model how the small affix is used and the rules that apply. Say the word in Cree as a regular noun then say it in its diminutive (smaller) form.       <ul style="list-style-type: none"> <li>– <i>Tehtapiwin --&gt;cehcapiwinis</i></li> <li>– <i>minôs--&gt;minôsis</i></li> <li>– <i>atâwew'kamik--&gt;acâwew'kamikos</i></li> <li>– <i>ôtenaw--&gt;ôcenâs</i></li> </ul> <p>Students echo and pay attention to the changes. (LC-1.4) Students look for key endings on nouns when changed into a smaller size form. (S-1.1)</p> </li> <li>• Students will use affixes to indicate noun size: big/large prefixes <i>misti, misi, mahki</i> (LC-1.4). Model how the large affix is used and the rules that apply.</li> <li>• Model locative noun suffixes. Students record in their personal dictionaries simple sentences using locative nouns. The suffix acts as a</li> </ul>

	<p>preposition <i>-ohk, -hk, -ihk</i> in the; on the, to the, at the, from the, <i>atâwew'kamikohk, ôtenâhk, tehtapiwinihk</i>. Students look for key endings on nouns when adding a locative suffix. (S-1.1)</p> <ul style="list-style-type: none"> <li>Students can write statements or sentences highlighting noun usage on the theme to be published in the community or school newsletter. (A-5.4)</li> </ul>																																																								
<b>Resources</b>	<ul style="list-style-type: none"> <li>Chart paper</li> <li>Materials for making a noun bulletin board display on the theme</li> <li>Materials for making picture books</li> <li>Labels</li> <li>Student personal dictionaries</li> </ul>																																																								
<b>Assessment and Evaluation</b>	<p>Work samples Assess the T-chart to determine if students demonstrate understanding of living (animate) and non-living (inanimate) nouns.</p> <p>Observations Observe students in a variety of contexts to determine whether they use the language creatively and correctly. Date the observations and context to monitor student progress.</p> <p>Self-assessment Using a quality standard checklist, students share how they feel about the submission to the class noun bulletin board or the community newsletter.</p> <table border="1"> <thead> <tr> <th></th> <th>Excellent</th> <th>Average</th> <th>Needs Improvement</th> </tr> </thead> <tbody> <tr> <td>Worked my hardest</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Worked pretty hard. Could have worked harder</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>This is my best work</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Work is okay</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Work needs improvement</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Stayed on task at all times</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Stayed on task most of the time</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Did not stay focused</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Found ways to improve my work</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Made a few changes Work is incomplete, no revision done</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Finished work ahead of time</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Finished on time</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Not finished or incomplete</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Excellent	Average	Needs Improvement	Worked my hardest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Worked pretty hard. Could have worked harder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work is okay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work needs improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stayed on task at all times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stayed on task most of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did not stay focused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Found ways to improve my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Made a few changes Work is incomplete, no revision done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Finished work ahead of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Finished on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not finished or incomplete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Curriculum Integration</b>	<ul style="list-style-type: none"> <li>Language Arts</li> <li>Art</li> </ul>																																																								
<b>Alternative Performance Task</b>	<ul style="list-style-type: none"> <li>Students write nouns in cue cards to take home. They can also make posters, charts and labels to take home.</li> <li>Students can write statements or sentences to put into the community or school newsletter on why it is important to learn Cree. (A-5.4)</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: GRADE 4

Subject(s): Cree Language and Culture

Lesson plan made by: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

### Performance Task Description:

The students have been involved in a variety of activities relating to their community. In this lesson, the students review facts that they have learned about their community.

<b>General Outcomes</b>	<p>Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>Students will be effective, competent and comfortable as Cree speakers (<i>Okiskinohamawâkanak kâ nihtâ nehiya wewak</i>).</p> <p>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 Students will get things done.</p> <p>CM-3.2 Students will be able to explore their family/community background—tribal affiliation/heritage, kinship.</p> <p>A-3.3 Students will be able to assume a variety of roles and responsibilities as group members.</p> <p>A-6.2 Students will be able to use the language creatively.</p>
<b>Supporting Outcomes</b>	<p>LC-2 Students will interpret and produce oral texts.</p> <p>LC-2.3 Students will be able to engage in simple, structured interactions.</p>
<b>Learning Activities</b>	<p><b>Introduction Activity</b></p> <p>Lead a review of all the activities covered in this unit and list them on the board. Question students on details for each activity. (A–3.3)</p> <ul style="list-style-type: none"> <li>– Explain the activity.</li> <li>– Assign students into groups.</li> <li>– Before students begin their work, check student understanding of expectations.</li> <li>– Students help each other write three interesting facts about their community, using information collected throughout the unit. (LC–2.3)</li> </ul> <p>They draw a picture that tells what they learned about their community. The students come up with three or four supporting sentences ready for presentation. (A–6.2)</p> <ul style="list-style-type: none"> <li>– Student progress and provide guidance and assistance.</li> </ul> <p><b>Conclusion</b></p> <p>Students share, with their classmates, three interesting facts that they learned. (CM–3.2)</p> <p>Students submit their writing for evaluation.</p>

<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>- Materials for drawing pictures</li> <li>- Community bulletin board</li> <li>- Student work samples</li> </ul>
<p><b>Assessment and Evaluation</b></p>	<p>Assessment and Evaluation</p> <p>Focus for Assessment</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>- assume responsibilities as a group member?</li> <li>- use language creatively?</li> <li>- engage in simple, structured interactions?</li> <li>- explore his or her community?</li> </ul> <p>Observations</p> <p>Observe how students engage in activities. Make anecdotal notes to record student behaviour in pre- and post-understanding of community.</p> <p>Conferences</p> <p>Ask students to talk about the picture they have created. Note how well students identify the details covered. Ask students about their pictures and how well they worked as a group. The pictures may be put in students' portfolios.</p>

## SAMPLE LESSON PLAN: GRADE 5

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 themselves and their surroundings. In this lesson, students will create a web with their own name in the centre and add all the people they believe have contributed to their lives or development.

<b>General Outcomes</b>	<p>Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>Students will be effective, competent and comfortable as Cree speakers (<i>Okiskinohamawâkanak kâ nihtâ nehiya wewak</i>).</p> <p>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-2 Students will be able to express emotions and personal perspectives.</p> <p>CM-2 Students will be able to live peacefully with others.</p> <p>CM-3 Students will live peacefully with others.</p> <p>A-2.2 Students will be able to record and share personal experiences involving an emotion or feeling.</p> <p>CM-2.1 Students will be able to form positive relationships with others; e.g., peers, family, Elders.</p> <p>CM-3.1 Students will be able to identify influences on the development of their own self-concept and self-identify.</p>
<b>Supporting Outcomes</b>	<p>LC-1 Students will attend to the form of the language.</p> <p>S-4 Students will use various strategies for general learning.</p> <p>LC-1.3 Students will be able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including health, leisure, places/locations, wild animals, any other lexical fields that meet their needs and interests; e.g., people they believe have contributed to their lives and development.</p> <p>S-4.1 Students will be able to identify and use a variety of strategies to enhance general learning.</p>
<b>Learning Activities</b>	<p>Provide a model of a web outlining the people students believe have contributed to their lives and development. (S-4.1)</p> <p>Students create a web, with their own name in the centre, and add all the people they believe have contributed to their lives or development.</p> <p>Students discuss a significant person in their life and the relationship they have with that person. (CM-2.1)</p> <p>Conclusion</p> <p>Students share their webs with their classmates. (A-2.2)</p> <p>Students insert their webs into their album, scrapbook or portfolio. (CM-3.1)</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Materials for creating webs</li> <li>- Student work samples</li> <li>- Student album, scrapbook or portfolio</li> </ul>

<b>Assessment and Evaluation</b>	<p>Assessment and Evaluation</p> <p>Focus for Assessment</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>– Record personal experiences involving an emotion?</li> <li>– Record personal experiences involving a feeling?</li> <li>– Share personal experiences involving an emotion?</li> <li>– Share personal experiences involving a feeling?</li> <li>– Identify influences on development of one’s self-concept and self-identify?</li> <li>– Form positive relationships with others?</li> <li>– Experiment with a variety of words and expressions in familiar contexts?</li> </ul> <p>Observations</p> <p>Observes and record students’ skills in recording and sharing personal experiences that involve an emotion. The observations are dated and the context of the observations noted.</p> <p>Self-assessment presentation checklist</p> <p>Students use self-assessment checklists to monitor their work; e.g.,</p> <ul style="list-style-type: none"> <li>– I used my time well.</li> <li>– I was prepared for my presentation.</li> <li>– My work was neat and clean.</li> <li>– I did well on this assignment because ...</li> <li>– I would like to improve ...</li> </ul>
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## SAMPLE LESSON PLAN: GRADE 6

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 nouns. In this lesson, students will assist buddies with making pages of a class noun picture book.

<b>General Outcomes</b>	<p>Students will use Cree in a variety of community and school situations and for a variety of purposes.</p> <p>Students will be effective, competent and comfortable as Cree speakers (<i>Okiskinohamawâkanak kâ nihtâ nehiya wewak</i>).</p> <p>Students will live <i>wâwetinahk</i> (peacefully) with Mother Earth, others and themselves, guided by <i>Mâmawi Ohtâwimâw</i> (the Creator).</p> <p>Students will know and use various strategies to maximize the effectiveness of learning and communication.</p>
<b>Specific Outcomes</b>	<p>A-1 Students will share information.</p> <p>A-6.2 Students will be able to use the language for imaginative purposes and personal enjoyment.</p> <p>LC-1 Students will attend to the form of the language.</p> <p>A-6.2 Student will be able to use the language creatively and for aesthetic purposes.</p> <p>LC-1.4 Students will use affixes to indicate noun size: big/large <i>misti, misi, mahki</i>; small suffix <i>-sis</i></p> <p>CM-2.1 Students will be able to form meaningful/special relationships with others.</p> <p>S-1.1 Students will be able to identify and use a variety of strategies to enhance language learning.</p> <p>S-2.1 Students will be able to identify and use a variety of strategies to enhance language use.</p>
<b>Supporting Outcomes</b>	<p>A-5 Students will be able to enhance their knowledge of the world.</p> <p>A-5.1 Students will be able to explore classification systems and criteria for categories.</p> <p>A-5.4 Students will be able to gather thoughts on a topic of their own experience.</p>

<p><b>Learning Activities</b></p>	<p><b>Introduction Activity</b>  Students in Grade 6 buddy up with students in a younger grade. The Grade 6 buddies will be assisting their younger buddies in making a noun picture book. (CM-2.1) Students prepare for this lesson by:</p> <ul style="list-style-type: none"> <li>– selecting an animate and inanimate noun from the previously compiled T-chart of nouns (A-5.1)</li> <li>– using affixes to indicate noun size: big/large prefixes - <i>misti, misi, mahki</i>; small suffix -<i>sis, osis, isis</i> (LC-1.4)</li> <li>– writing nouns on cue cards (A-5.4)</li> </ul> <p>Students use previously selected Cree words and phrases visible in the classroom to assist them when making a page for the noun picture book. (S-2.1)</p> <p>Students assist buddies to create a picture of a noun with minimal text. They help their buddies make their pictures interesting and appealing. (A-6.2)</p> <p>On each page, a noun is described and a space left for pictures to be drawn by buddies. (A-1.1)</p> <p>Monitor students’ progress and provide guidance and assistance.</p> <p><b>Conclusion</b>  Each buddy group presents their completed pages.  Students, with teacher support, create <i>ôma masinahikan</i>. (A-1.1)  All pages will be compiled into a class noun booklet.  Students complete journal entries guided by prompts provided.</p>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>– Materials for drawing pictures</li> <li>– Noun T-chart</li> </ul>
<p><b>Assessment and Evaluation</b></p>	<p><b>Focus for Assessment</b>  Does the student:</p> <ul style="list-style-type: none"> <li>– use the language creatively and for aesthetic purposes?</li> <li>– identify a variety of basic grammatical structures with reasonable accuracy?</li> <li>– use a variety of basic grammatical forms with reasonable accuracy?</li> <li>– form meaningful/special relationships with others?</li> <li>– identify and use a variety of strategies to enhance language learning?</li> <li>– identify and use a variety of strategies to enhance language use?</li> </ul> <p><b>Observations</b>  Observe and record students’ skills in assisting buddies with their noun drawings and phrases. The observations are dated and the context of the observations noted.</p> <p><b>Journal reflection</b>  Students reflect on their experience of working with a younger buddy student and complete an entry in their Learning Logs or journals. Provide the following prompts:</p> <ul style="list-style-type: none"> <li>– When I worked with my buddy, I ...</li> <li>– I tried to ...</li> <li>– I found out ...</li> <li>– I wish I had ...</li> <li>– One question I would like to think more about is ...?</li> <li>– One problem I encountered ...</li> <li>– One highlight ...</li> </ul>

## 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

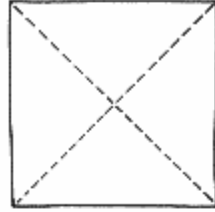
### Metacognitive General Learning Strategies

- ❑ 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

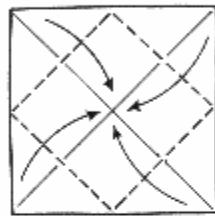
## Social/Affective General Learning Strategies

- ❑ 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

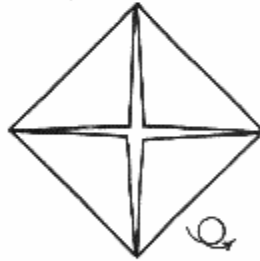
## Origami Finger Game Folding Directions



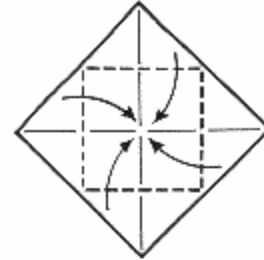
1. Fold color side down on both diagonals. Unfold



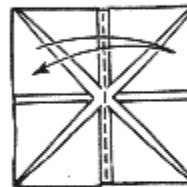
2. Fold all four corners to center



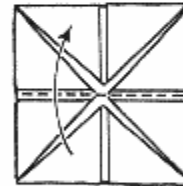
3. Turn paper over



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

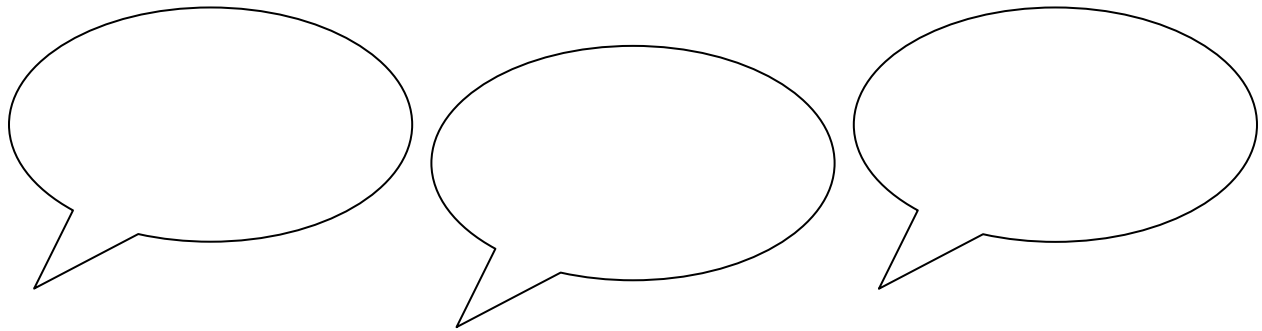


My role in this group is \_\_\_\_\_  
\_\_\_\_\_.

I do my job by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I say things like:



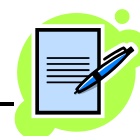
The most challenging part of this job is \_\_\_\_\_.

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: \_\_\_\_\_

---

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---

# 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

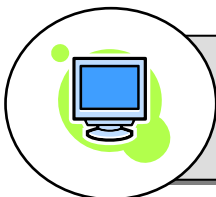
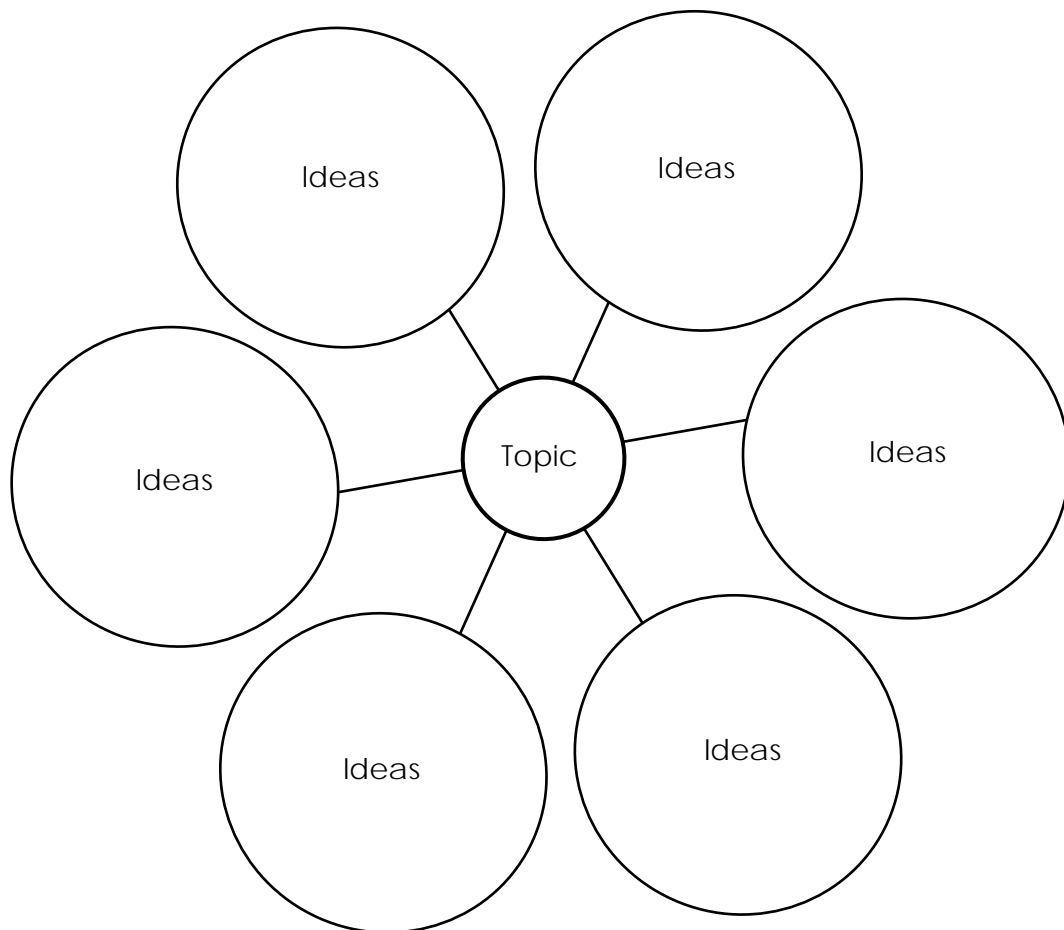
Identify your topic and use it as the title. Write it in the centre of your web.

## 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.

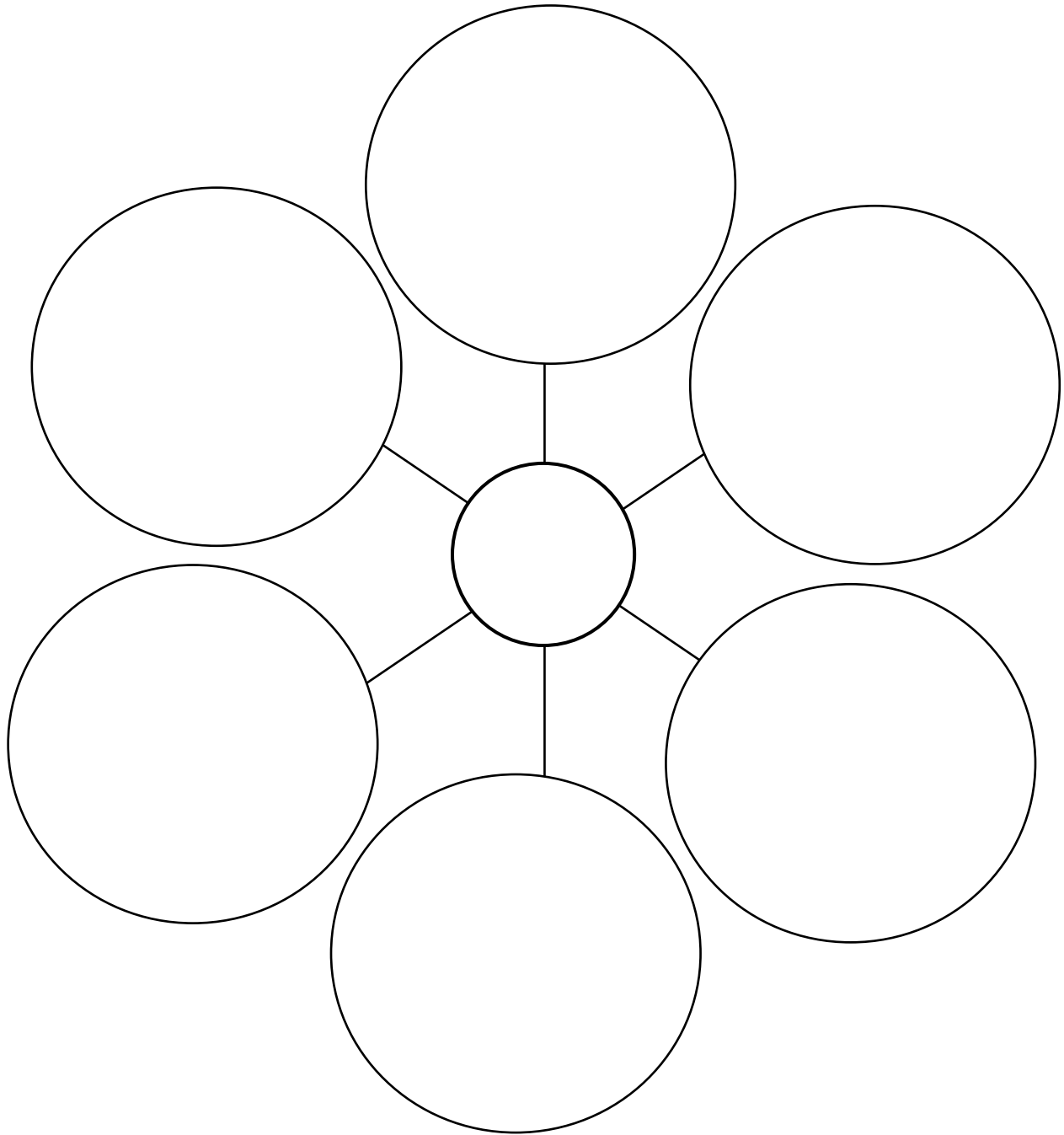


# Brainstorming Web



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Idea Builder



1. Key idea

---

2. Draw it

3. Facts

---

---

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---

4. Sample sentence

---

---

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---

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.

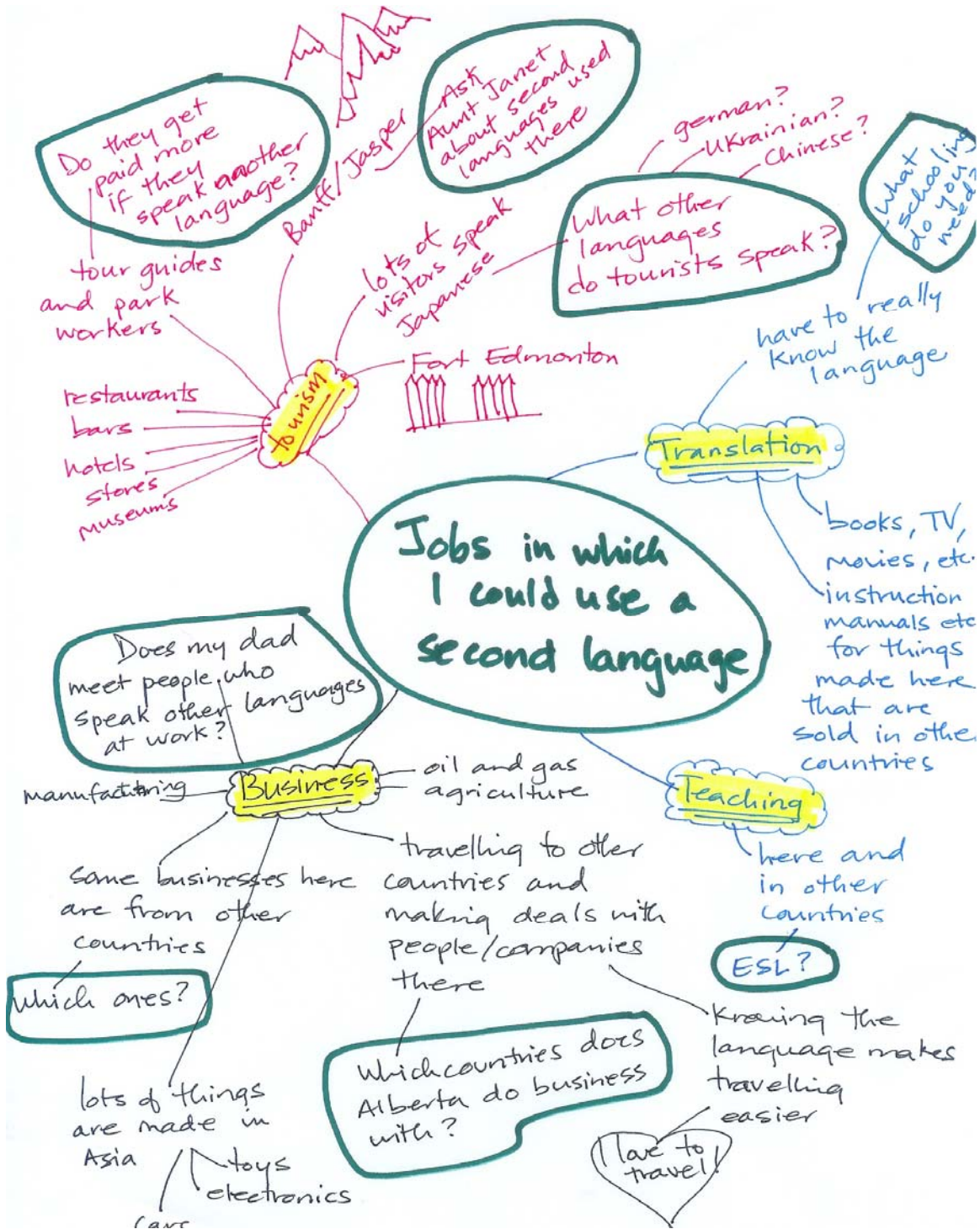
### Step 4

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:

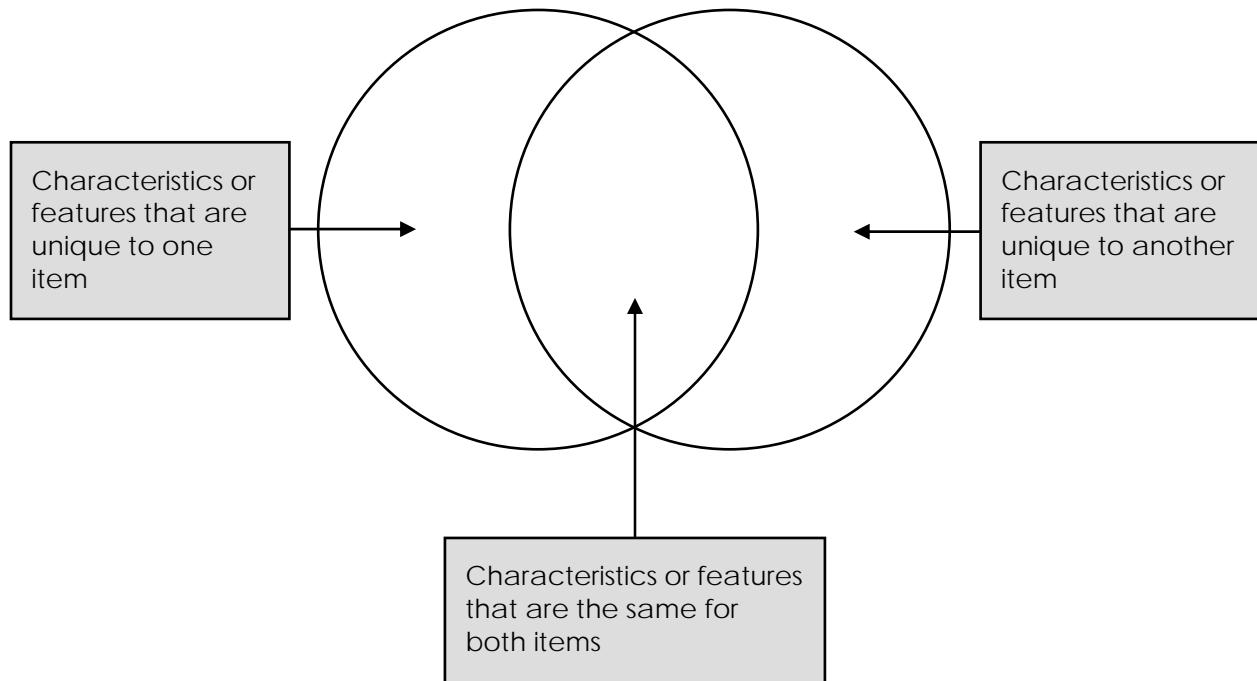
- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

# 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

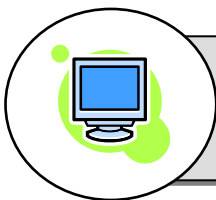


**Step 1** Label each side of the diagram with the name of each item you are comparing.

**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.

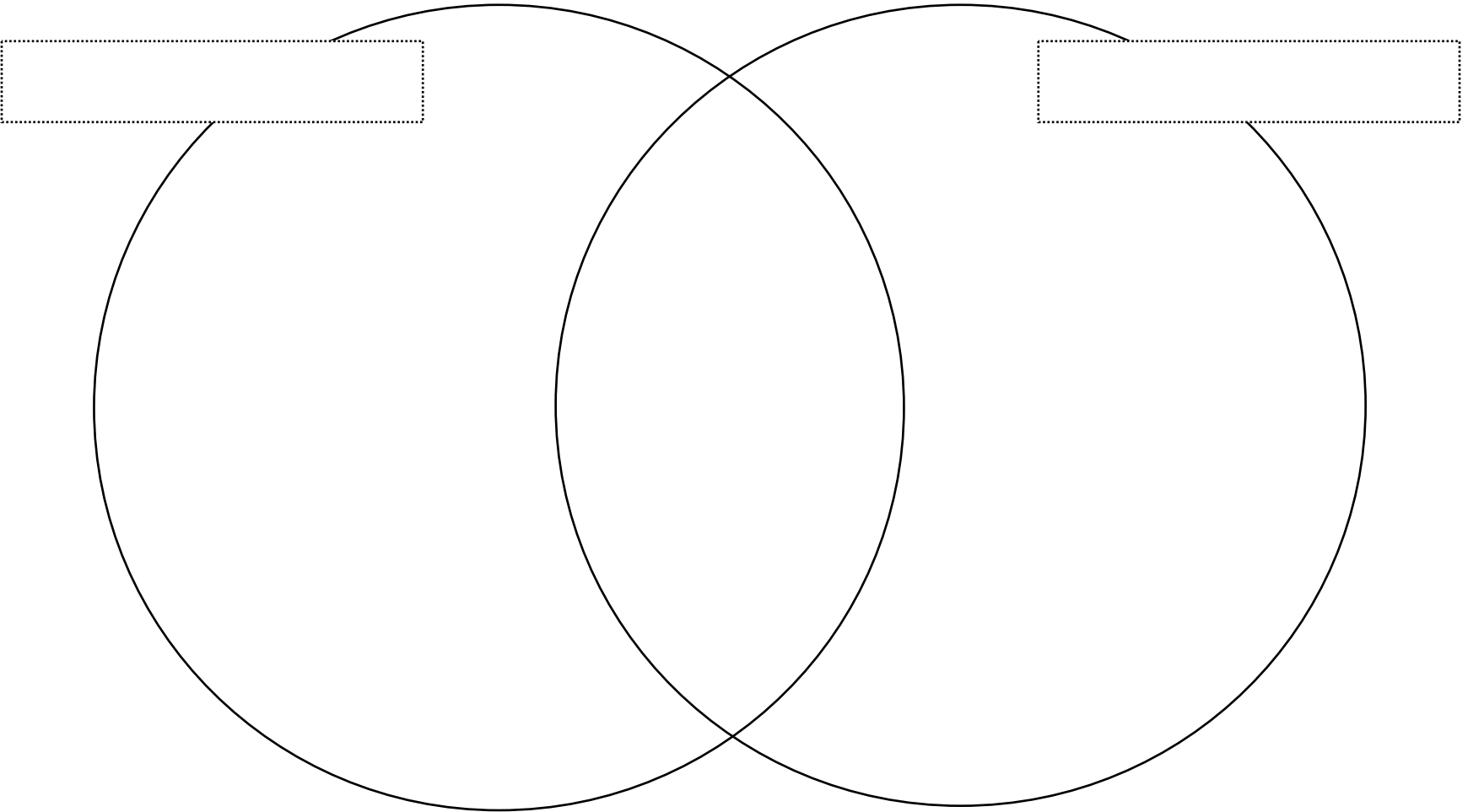


MS Word has a Venn diagram option that lets you build your own Venn diagram electronically.



# Venn Diagram

Name: \_\_\_\_\_ Date: \_\_\_\_\_

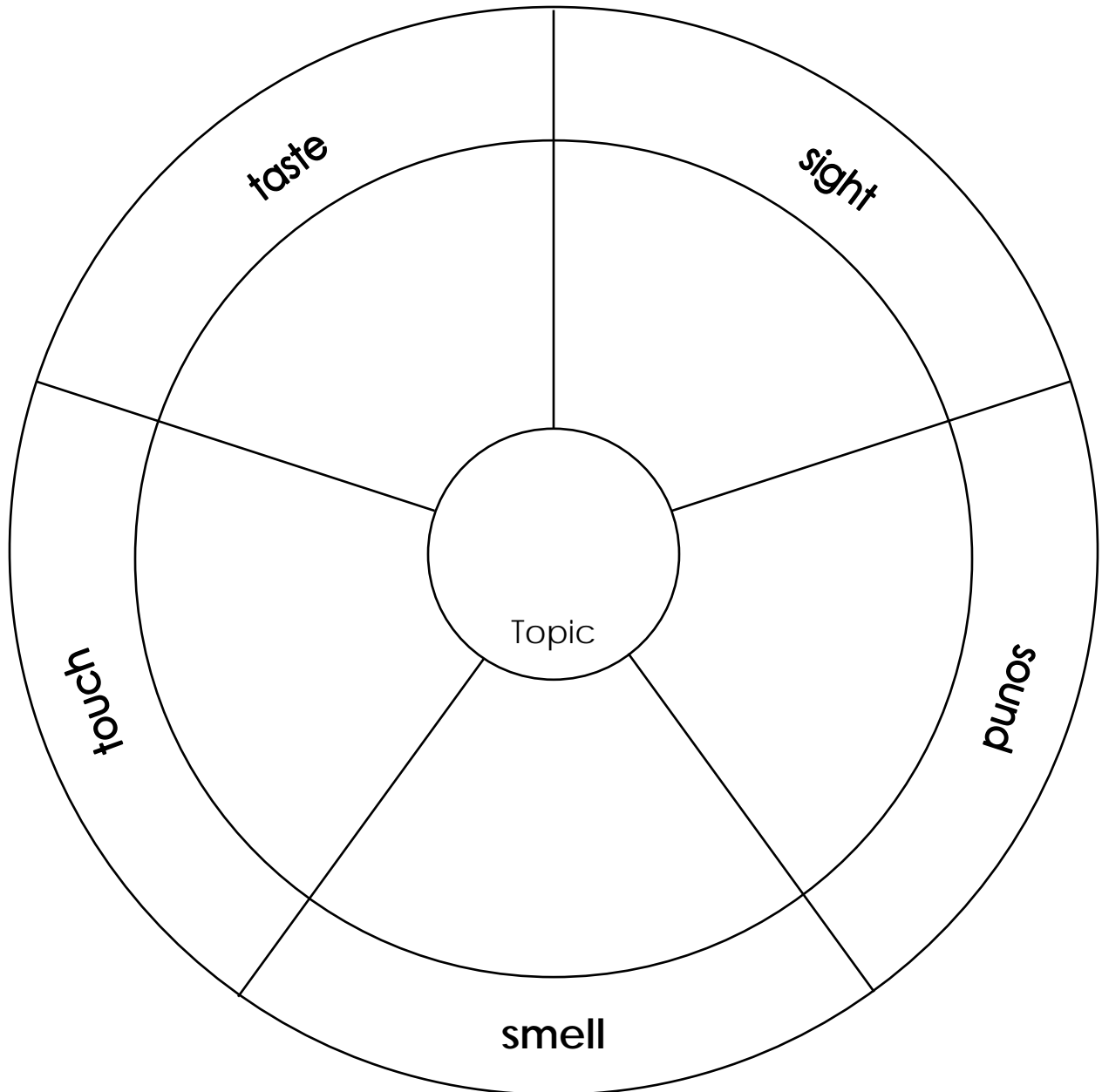


# Five Senses Wheel



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.

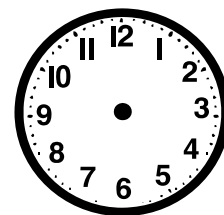
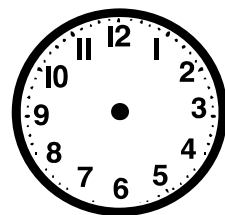
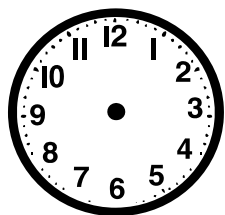
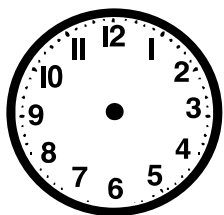
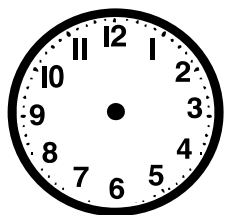
<b>Who?</b> List questions about <b>people</b> .	
<b>What?</b> List questions about <b>things</b> and <b>events</b> .	
<b>Where?</b> List questions about <b>places</b> .	
<b>When?</b> List questions about <b>times</b> and <b>dates</b> .	
<b>Why?</b> List questions about <b>reasons</b> , <b>causes</b> 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.

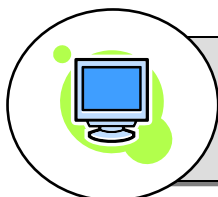
## Step 3

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

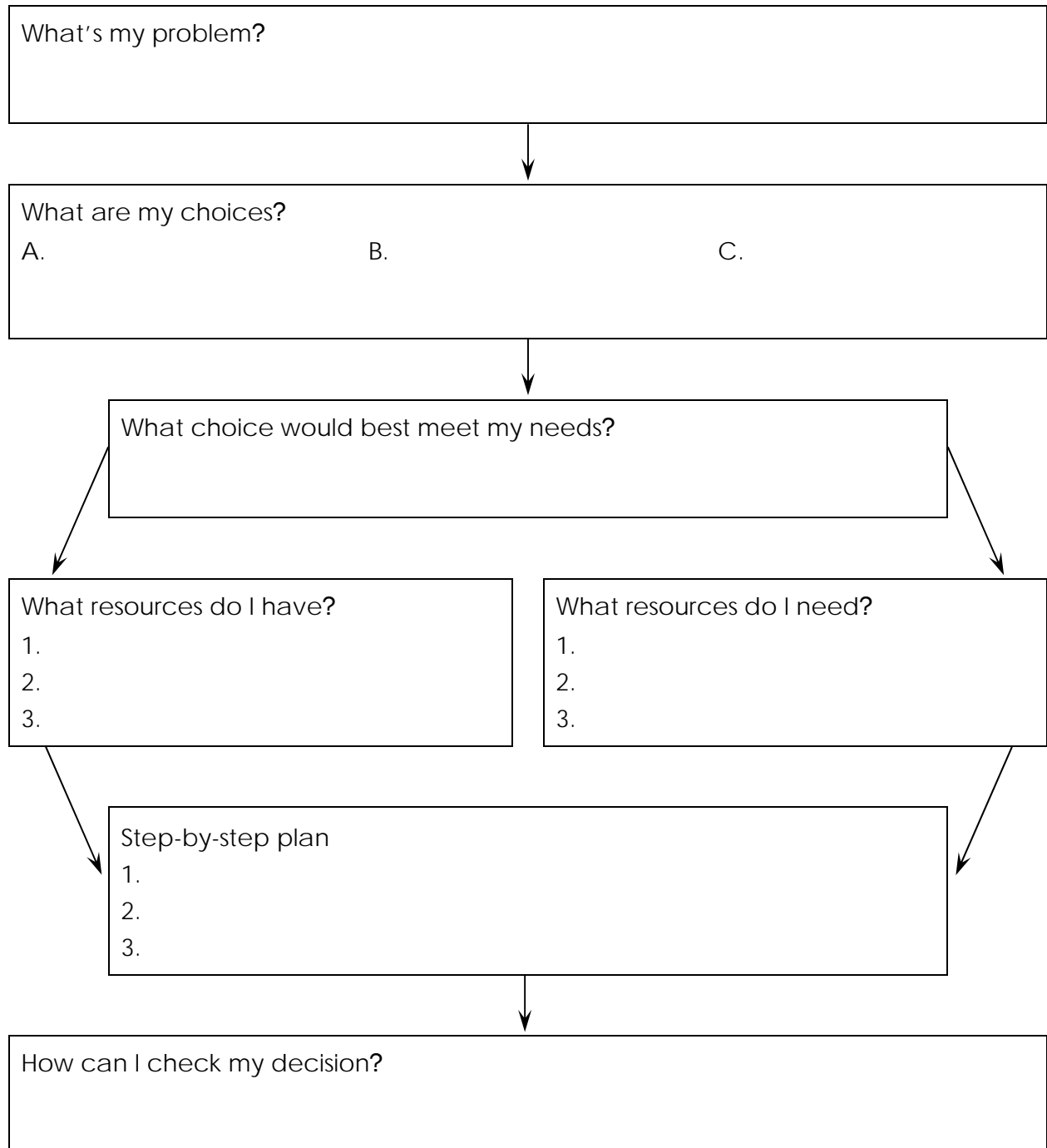


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

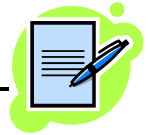
Plus	Minus	Interesting Information

# 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:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Feelings:	_____	_____
	_____	_____
	_____	_____
	_____	_____

My new ideas:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

My decision:	_____
	_____
	_____

My reasons for this decision:	_____
	_____

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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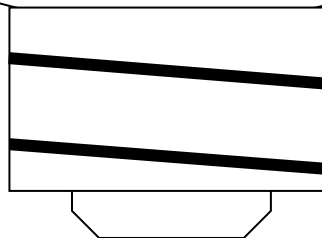
**A**ct on the best solution

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---

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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

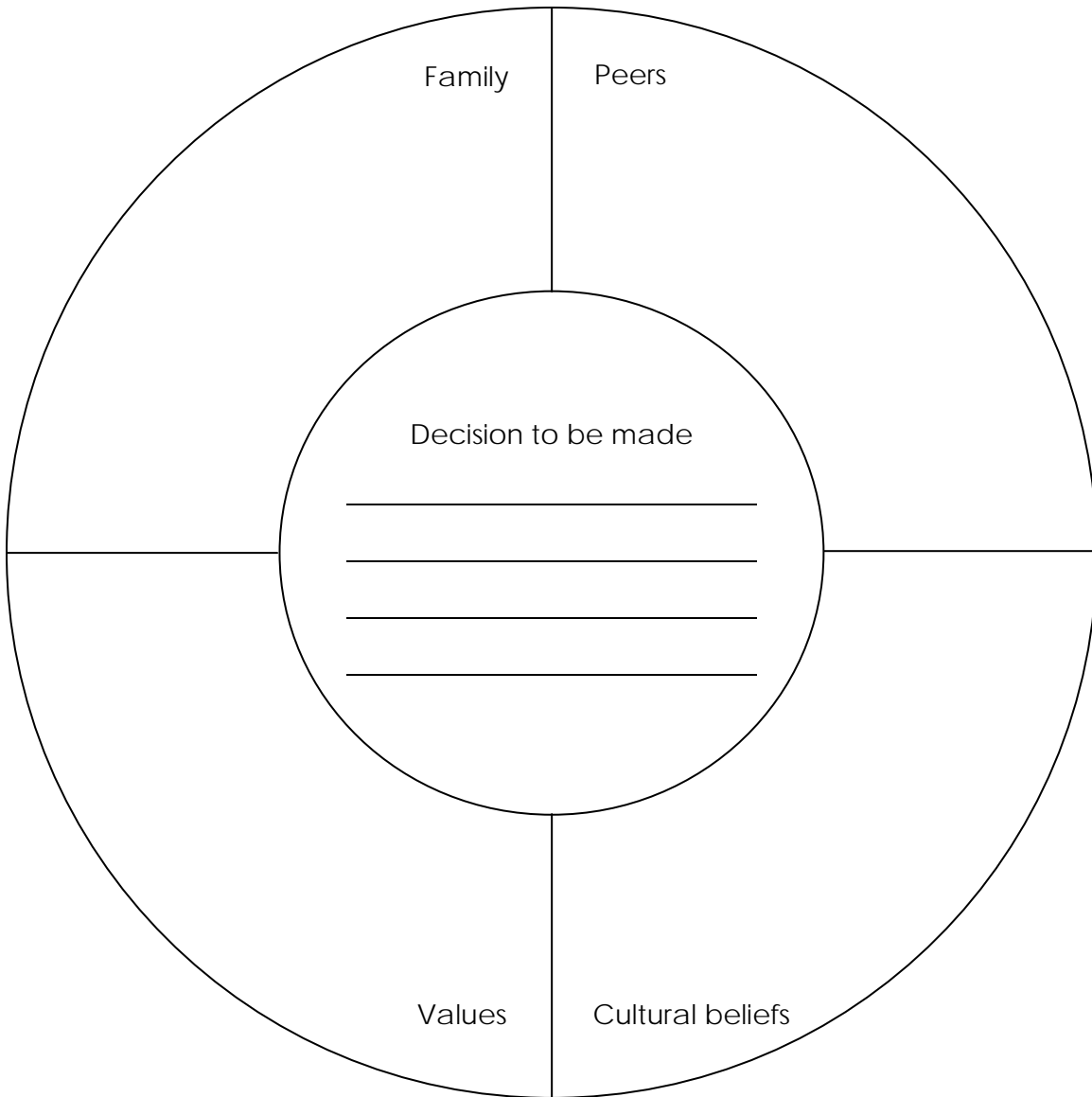
Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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



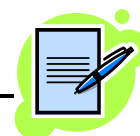
Date: \_\_\_\_\_

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:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_

To reach this goal, I will:

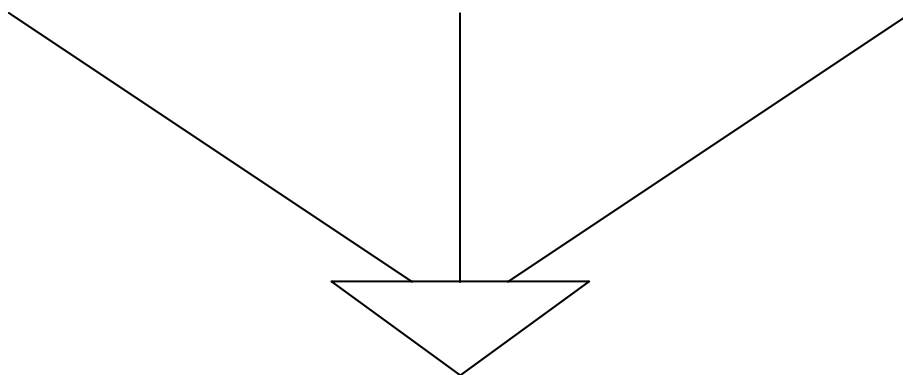
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_

To reach this goal, I will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_



I will know I have reached my long-term goal when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

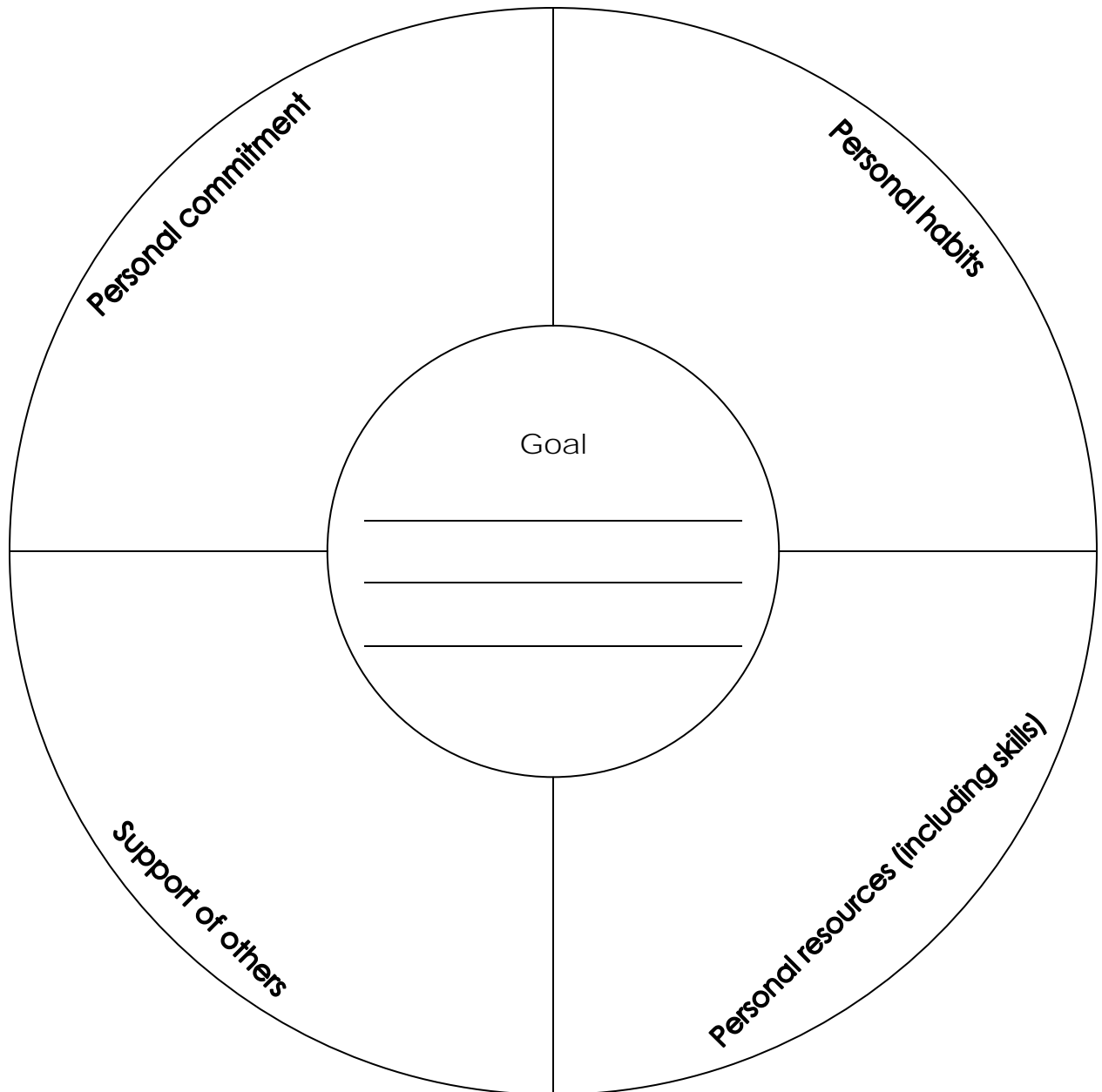
# Goal-setting Organizer 4



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What Can Affect Your Goals?



## Appendix E: Assessment Blackline Masters

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Self-assessment Checklist .....	E-2
Self-assessment Rating Scale .....	E-4
Peer-assessment Checklist .....	E-6
Self-assessment Checklist and Goal Setting .....	E-8
Long-term Goal Setting .....	E-10
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Observation Checklist .....	E-14
Checklist and Comments 1 .....	E-16
Checklist and Comments 2 .....	E-18
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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> 6	<b>Akinkêsihkwan:</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> 5	<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>	6	<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>Niwîhowin:</i>	<i>Nitakihtâson:</i>	<i>Akinkêsihkwan:</i>
<i>Niwêatoskêmâkan:</i>	<i>Itotamowin:</i>	

<i>Nikaskihtân ta nêhiyâwasinhamân ...</i>	<i>Îhî</i>	<i>Namoya</i>

*Kwayask itôtaman:* \_\_\_\_\_

---



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*Kêkwaya takî tôtaman:* \_\_\_\_\_

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## Self-assessment Checklist and Goal Setting

<b>Niwihowin:</b> Tanis	<b>Nitakihtâson:</b> 6	<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> 6	<b>Akinkêsihkwân:</b> Mâtakimâw Mikisiwpsim
----------------------------	------------------------	--

### 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 6)

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 6)

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> 4	<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"/>

Notes for future planning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Checklist and Comments 2

<b>Grade:</b> 6	<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:
--------	-------	-----------

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> 4	<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> 4	<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> 6	<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 6)

**Name:** Breanna

**Date:** October 17

**Activity:** Conversation—making plans with a friend

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 5)

<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.

<b>Work habits</b>	
<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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