



Saskatchewan
Learning

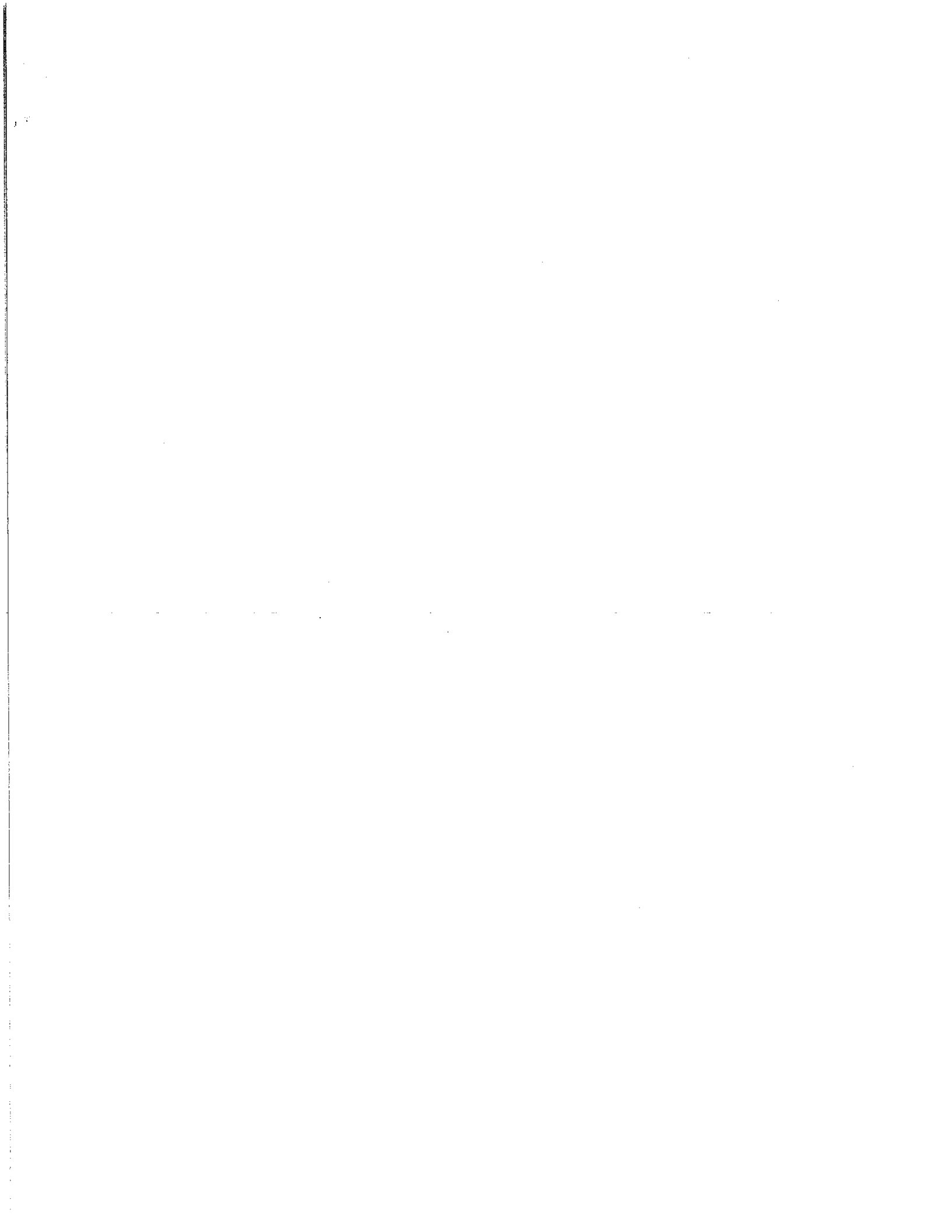
Aboriginal Languages

A Curriculum Guide for
Kindergarten to Grade 12



Recycled Paper

August 1994



**Indian Languages:
A Curriculum Guide for
Kindergarten to Grade 12**

**Saskatchewan Education,
Training and Employment
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Introduction

Aim

Language reflects culture and defines a people. The curriculum for K-12 is an integrated model promoting the growth and development of students' communication skills in an Indian language and thereby enhancing cultural awareness. The communicative approach together with resource-based learning will ensure holistic learning of an Indian language. The Adaptive Dimension assures that students of all levels of fluency and literacy in the target language are included. Eventually students will use the language competently to communicate with peers, parents, caregivers and Elders. Furthermore, students who study an Indian Language, including non-Indian students and students from other linguistic groups, will develop an understanding and appreciation of Aboriginal cultures and will also attain a level of linguistic competence.

Goals

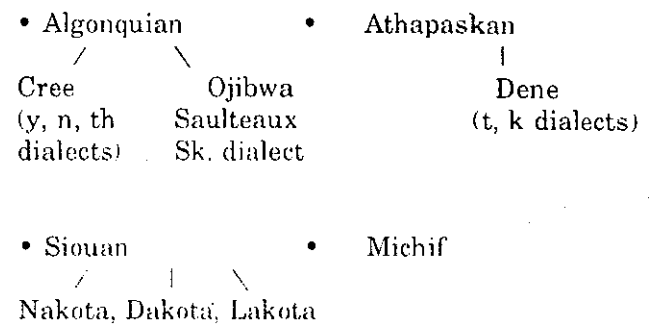
The major goals of this curriculum are:

- to promote student participation in varied learning situations and activities that will assist them in acquiring listening, speaking, reading and writing skills in an Indian or Michif language;
- to develop an understanding and an appreciation of Indian and Métis cultures through language;
- to develop students' listening skills which will assist them in learning an Indian language in various social contexts and situations;
- to encourage enjoyment of learning to converse and to write in an Indian or Michif language;
- to cultivate positive personal and social growth through use of an Indian or Michif language.
- to encourage students to continue to acquire fluency through independent study with Elders and other fluent speakers.

Rationale and Philosophy

Saskatchewan has within its boundaries a diverse linguistic collage. The Indian languages component represents the Algonquian, Athapaskan and Siouan language families. Further analysis reveals nine dialects of the languages within these families. In addition there is Michif, which may be a mixture of Cree, French and English, or another combination.

Therefore we would have the following:



Historically, these languages were not written. Upon introduction of written English, Indian peoples continued the oral tradition. But there has been a decline in the number of people who speak the Indian and Michif languages. Data from the *Socio-Linguistic Survey of Indigenous Languages In Saskatchewan: On The Critical List* (1991) suggests that the Indian and Michif languages are in danger of extinction. In view of this and other facts presented in the document, the Indian and Métis peoples recognize that curriculum must promote speaking, reading and writing skills. The curriculum promotes these skills, not only as tools for communication, but also as a means of language preservation. A great need exists for printed materials in all Indian and Michif languages.

Teaching aids and printed materials presently being developed will strengthen and enhance many aspects of Saskatchewan's Core Curriculum. The curriculum suggests innovative teaching practices that involve the whole community. The Adaptive Dimension and the Resource-based Learning approach allows not only creativity in Indian language teaching but also encourages input from students, parents, Elders and other members of the community. The inclusion of students in the planning process will motivate them as they see that the product

reflects their interests. Furthermore, a program created in this way will reflect the customs and dialect of a particular community.

Indian and Métis communities recognize the importance of language and the need for language instruction to be part of the curriculum. Saskatchewan Education, Training and Employment and the Indian and Métis Education Advisory Committee (IMEAC) cooperatively developed policy to address this need. The *Indian and Métis Education Policy from Kindergarten to Grade 12* (1989), states, "A strong curriculum emphasis will be given to Indian/Métis Studies, Indian languages, and English language development." Implementation of the policy has been in progress since then. Implementing the Indian Languages curriculum will contribute to the preservation and promotion of the Indian and Michif languages.

Saskatchewan Education, Training and Employment sought and received advice from the Indian and Métis Education Advisory Committee and its Indian Languages sub-committee on the development of the Indian Languages curriculum. The decision to have the curriculum written in English was dictated by the wish to serve the seven language groups in Saskatchewan. It was also agreed that the *communicative* approach would be the mode of teaching Indian languages.

The communicative approach was selected for the following reasons:

- Indian and Michif languages are oral by tradition.
- Research shows that this approach is effective for second language teaching.
- A recent study shows that there has been and continues to be a significant loss of the Indian and Michif languages.
- The approach accommodates the content and themes identified in the scope and sequence chart prepared by the Saskatchewan Indian Cultural Centre.

Communicative Approach

The approach taken in the design of this curriculum is called the communicative approach. This means that the choice of what to teach is based on the communicative needs of the students: what they will need to know how to do and to say in the second language. Since, with young children, it is difficult, if not impossible, to predict their future needs, the choice is based on their current needs in English and in the second language.

Heritage Languages Curriculum Guide and Teachers' Handbook (1984), p. 1

The vast range of themes gives both students and teachers a choice that could include some or all of the suggested material. Schools may opt to modify or remodel the themes to suit their community's perspectives. This approach gives options based on the needs and interests of each language group, students' abilities, and each community's identification of needs.

The Adaptive Dimension allows a teacher to make decisions to adapt or change the curriculum to meet student needs.

Organizing for Resource-based Learning (Saskatchewan Education, 1991) defines resource-based learning as "planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print and human resources." Resource-based learning programs help students learn, evaluate and analyze information from different sources. They assist students to ask effective questions, to develop research skill, and to process and present information. In short, resource-based programs develop the abilities and attitudes which students need to live in the "information age".

The Adaptive Dimension and Resource-based Learning empowers teachers, students and the community to revive and nurture the cultural and regional dialect to the maximum. Teachers are encouraged to employ a variety of approaches to utilize a diverse selection of resources. To be effective, the resource-based learning programs require the cooperation of a teacher-librarian (if

available), teachers and students, plus guidance from the Elders in identifying the community's language needs. The language will then be relevant and more enjoyable for students, peers, parents, caregivers and Elders. The curriculum stresses meaningful activities to support language acquisition and communication.

Principles of the Curriculum for K to 12

The philosophy of this curriculum is represented in the following principles:

Second Language acquisition must occur as holistically as possible.

Language acquisition is the main goal in this curriculum. The whole meaning of a conversation rather than the meaning of separate words is the focus for students. The curriculum encourages the practice of introducing vocabulary from other subject areas to make the class interesting and relevant for the students.

Language is used for meaningful purposes.

This curriculum promotes a collaborative effort between teachers and students to identify opportunities for meaningful use of the target language. Frequent interaction provides occasion for increased communication. The curriculum guide also encourages utilizing a variety of teaching techniques to accommodate individual learning and communication styles.

The tenets of language acquisition are represented in the communicative approach and thematic base.

This curriculum recognizes that communicative competence may be expanded and refined through meaningful and relevant activities. The thematic component and communicative approach provide an opportunity for students to learn language that is relevant and interesting to them. Frequent exposure to and use of language in authentic situations allows students to develop an understanding of rules, structures and

meanings of words.

The curriculum is resource-based.

Resource-based learning provides an opportunity to use a wide variety of resources. It accommodates the diversity of interests, needs and talents of students, teachers and the community. This diversity adds to the students' second language vocabulary and enhances enjoyment of language learning. Resource-based learning is a strong component in teaching Indian and Métis languages. Communities are rich in local resources. Teacher-librarians, if available, can help locate materials such as slides and photographs, video tapes, and storybooks. Student or teacher-made materials can also support resource-based learning. Storytellers, artisans, Elders, caregivers and parents are invaluable resources as are administrators, community leaders, and professionals.

Language acquisition and communicative competence is supported by an anxiety-free environment.

The curriculum recognizes that learning a second language must be a positive experience. For some students this will be an introduction to their ancestral language and the cultural identity that is defined through the language. Personal growth, positive self-image, and social confidence are increased through communicative competence. Students are encouraged to express their ideas, opinions, desires, emotions and feelings in an anxiety-free environment. A comfortable setting encourages students to approach second-language learning with confidence, and increases curiosity and interest.

Note: The teaching strategies section includes suggestions on establishing and enhancing a positive and exciting environment.

The teacher's role is one of observer, adapter, coordinator, facilitator and motivator.

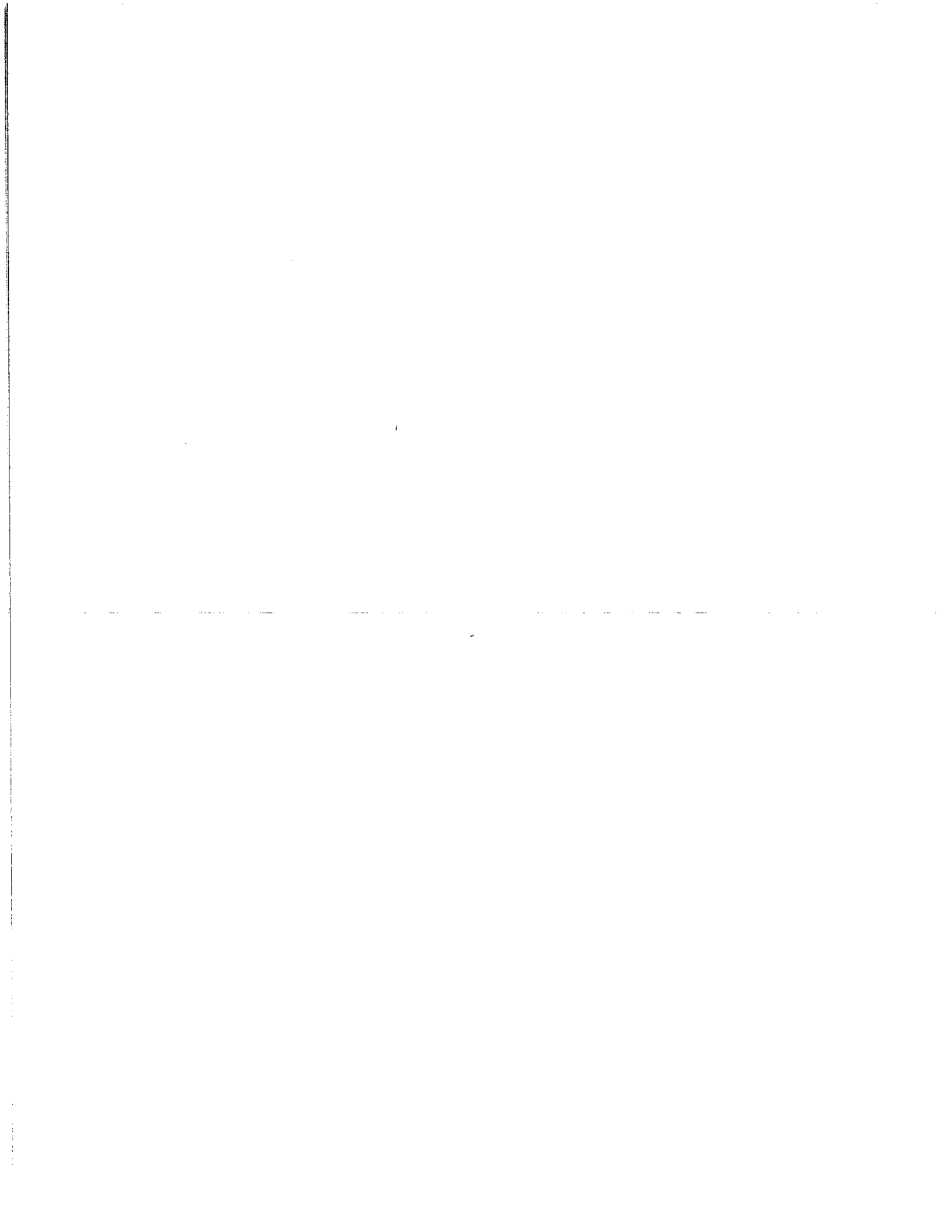
Teachers use their knowledge of language and their sensitivity to individual learning styles as tools to determine effective teaching strategies

and activities. Relevant adaptations or modifications to teaching methods or teaching aids are made to suit the students' learning styles. Any technique, adaptation or adjustment which helps the teacher and motivates the learner is encouraged. Factors such as dialects with their regional vocabulary and colloquialisms, individual student needs and interests, availability of resources, and vocabulary in other subjects are all considered and integrated.

Assessment and evaluation strategies and techniques take into account the gradual and on-going nature of language acquisition: communicative competence and linguistic competence.

This curriculum recognizes that communicative and linguistic competence will be a gradual but continuous process from Kindergarten to Grade 12. Daily classroom activities and experiences provide opportunity to monitor listening skills, language usage, and comprehension. Constant monitoring and observing of student's progress, strengths and difficulties provide a base for both student and teacher to decide on a plan of action to attain mutual goals. Teachers are encouraged to use appropriate testing techniques to accommodate individual learning styles at each level of oral and linguistic competence.

Components of Core Curriculum



Adaptive Dimension

The Adaptive Dimension is an essential part of all educational programs. Like the Common Essential Learnings, the Adaptive Dimension is a component of Core Curriculum and is reflected in all curricula.

The Adaptive Dimension in Core Curriculum (1992) provides teachers with a vehicle to accommodate individual needs of students by:

- adapting teaching approaches;
- adapting curriculum topics and materials;
- adapting assessment techniques; and
- adapting classroom organization.

The curriculum encourages teachers to make adjustments to the environment to meet individual needs, and to identify meaningful objectives that will promote success for each student. Learning can be made more accessible by modifying the setting, the teaching method, or the material. The Adaptive Dimension allows students to participate in the learning process by offering them alternative access to, and expression of knowledge.

This concept is used to:

- increase relevant curriculum content for students;
- provide a wide range of learning materials including community resources;
- maximize student potential for learning;
- facilitate integration of resources for enrichment and extension;
- provide opportunity for personal growth and self-esteem;
- reduce discrepancies between achievement and ability;
- include traditional customs of the language group;
- accommodate community needs and involvement; and
- provide background knowledge or experience.

The Adaptive Dimension allows teachers to help students develop their potential as independent learners. Adaptations should, however, be consistent with the objectives and spirit of the curriculum.

When making adaptations, teachers might consider the following:

- Create a classroom environment conducive to language acquisition. A friendly atmosphere among students and between students and teacher will lower the anxiety level.
- Promote mutual respect among students in regards to background, culture, interest, language competency, and learning style.
- Provide opportunities for students to identify and choose resources that suit their interests and needs.
- Follow up on student suggestions and queries.
- Encourage student participation in planning, instruction, and evaluation.
- Vary the pace of lessons to give students time to grasp the concepts presented before proceeding to more advanced material.
- Monitor the use of vocabulary. Advanced and simple forms of vocabulary can be incorporated into the same lesson. Using the different moods of verbs, for example, accommodates students' individual pace of language acquisition, promotes natural speech, and introduces the students to some unique features of the Indian or Michif language.
- Maintain a low anxiety level through flexibility, not only with class routine, but also by altering the physical setting. Learning centres, for example, allow students time for independent learning, peer tutoring and creativity.
- Introduce new material only when students are comfortable with basics.
- Utilize cultural and community resources.
- Provide a variety of options when planning activities.
- Facilitate the maximum output from each student through appropriate assessment and evaluation procedures.
- Change materials to enhance learning.
- Encourage students to take an active interest in community activities.

The Adaptive Dimension empowers the teacher and students to use available resources and various teaching/learning strategies to plan a meaningful and appropriate language acquisition

program for every student. The practice of adapting curriculum content to student needs requires teachers to make decisions about the necessary changes that will include relevant, meaningful input to achieve maximum achievement by students. This curriculum guide allows for such flexibility and decision making.

Teacher's Note

Customs vary from one community to another. To request guidance and/or assistance from an Elder, one must follow customary protocol. Some general guidelines include:

- Send a letter to the local band council stating the nature of your request and the Elder's role within the program.
- Request assistance regarding protocol.
- If your school division normally offers honoraria and/or expense reimbursement to guests, offer the same to a visiting Elder.
- Consult with the Elder to determine learning outcomes.

Common Essential Learnings

Six Common Essential Learnings have been identified:

C	Communication
N	Numeracy
CCT	Critical and Creative Thinking
TL	Technological Literacy
PSVS	Personal and Social Values and Skills
IL	Independent Learning.

Understanding the Common Essential Learnings (1988)

The Indian languages curriculum offers many opportunities for incorporating the Common Essential Learnings (C.E.L.s) into instruction. Integrating the C.E.L.s into the course of language acquisition will prepare students for their learning throughout and beyond the kindergarten to Grade 12 education system. The decision to focus on particular C.E.L.s within a

lesson is guided by the needs and abilities of individual students and by the particular demands of the curriculum.

It is important to incorporate the C.E.L.s in a natural manner. For example, some units may offer many opportunities to develop all of the Common Essential Learnings, others will not. It should be noted that developing a particular C.E.L. may also lead to the development of other C.E.L.s. This is to be expected as the Common Essential Learnings are interrelated.

It is intended that the Common Essential Learnings be developed and evaluated within subject areas. Therefore, foundational objectives for C.E.L.s are included in the guide. Because the Common Essential Learnings are not necessarily separate and discrete categories, it is anticipated that working toward the achievement of one foundational objective may contribute to the development of others. For example, many skills, understandings and abilities required for developing Communication, Numeracy and Critical Thinking are also needed for the development of Technological Literacy.

Incorporating the Common Essential Learnings into instruction has implications for the assessment of student learning. A unit which has focused on developing particular C.E.L.s should also reflect this focus when assessing student learning. If students are encouraged to think critically and creatively throughout the unit, then teachers need to develop assessment strategies for the unit which require students to demonstrate their critical and creative thinking abilities. The Common Essential Learnings are to be integrated, accommodated and incorporated within the evaluation of each content area.

It is anticipated that teachers will build from the suggestions in this guide and from their personal reflections in order to incorporate the Common Essential Learnings into Indian or Michif language instruction.

Gender Equity

Saskatchewan Education, Training and Employment is committed to providing quality education for all students in the K-12 system. It is recognized that expectations based primarily on gender limit students' abilities to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. It is the responsibility of schools to create an educational environment free of gender bias.

This can be facilitated by increased understanding and use of gender balanced material and non-sexist teaching strategies. Both female and male students need encouragement to explore a wide variety of options based on individual aptitudes, abilities and interest, rather than on gender.

However, there are certain sociological factors that must be respected when planning a curriculum on Indian languages. Most of the Indian languages of Saskatchewan have definitive morphological and syntactic structures that address gender not in an adversarial context but as a form of respect and protocol. These features are embedded within the languages and cannot be changed without altering the whole language. The curriculum encourages teachers to facilitate an integration of both views into lesson plans.

The following guidelines will assist Indian language teachers to promote gender equity.

- Select resources that reflect the current and evolving roles of both men and women in many sectors of society. Resources should portray females and males in non-traditional roles.
- Model language that is gender fair.
- Use gender equitable instructional and assessment techniques.
- Seek a balance of male and female characters in literary works.
- Include the study of both male and female writers.
- Bring gender-biased materials to students' attention.
- Have equally high expectations for both female and male students.
- Plan activities that encourage participation by all students and where both boys and girls have equal opportunity (e.g., Talking Circle).

- Ensure that students of both genders have equal time and access to resources and equipment.
- Encourage and respect the interests and abilities of students of both genders.
- Model equitable interaction with students.
- Invite male and female Elders, artists, and other community members as resource people.

Indian and Métis Content and Perspectives

The integration of Indian and Métis content and perspectives within the Kindergarten to Grade 12 Indian Languages curriculum fulfils a central recommendation of both the *Five Year Action Plan for Native Curriculum Development*, (Saskatchewan Education, 1984) and the *Indian and Métis Education Policy from Kindergarten to Grade 12* (Saskatchewan Education, 1989).

The policy states:

Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples and occupy a unique and rightful place in society today. Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis peoples, and that changes to existing programs are also necessary for the benefit of all students. (p. 6)

The inclusion of Indian and Métis content, perspectives and resources fosters meaningful and culturally identifiable experiences for Indian and Métis students. The inclusion of such content also promotes the development of positive attitudes in all students toward Indian and Métis peoples.

Increasing an awareness of one's own culture and the cultures of others develops a student's self-concept, promotes an appreciation of Canada's cultural mosaic, and supports universal human rights.

Saskatchewan Indian and Métis students come from diverse cultural backgrounds and social environments including northern, rural and urban areas. New curricula require a variety of teaching strategies and materials that accommodate and build upon the diversity of

cultures, learning styles, and strengths of Indian and Métis students.

Teachers have a responsibility to evaluate resources for bias and to teach students to recognize such bias. Guidelines in *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (Saskatchewan Education, 1992), can assist teachers and students in understanding forms of bias in resources that inaccurately portray Indian and Métis peoples.

The following four points summarize the Aboriginal content expectations for all Core Curricula.

- Curricula and materials will concentrate on positive images of Indian, Métis and Inuit peoples.
- Curricula and materials will reinforce and complement the beliefs and values of Indian, Métis and Inuit peoples.
- Curricula and materials will include historical and contemporary issues.
- Curricula and materials will reflect the legal, cultural, political, social, economic and regional diversity of Indian, Métis and Inuit peoples.

Indian and Métis Education Policy from Kindergarten to Grade 12 (Saskatchewan Education, 1989, p. 12.)

Teacher Note:

The holistic approach to language instruction represents a multicultural approach. The emphasis on student and teacher-developed units affords teachers the opportunity to accommodate diverse cultural and linguistic backgrounds.

Resource-based Learning

Resource-based instruction enables teachers to use a variety of resources to assist in the development of attitudes and abilities that empower independent, life-long learning. Students are given opportunities to share in the responsibility of planning relevant learning experiences to achieve goals that they set for themselves. An environment rich in resources gives students incentives to learn.

Teacher-librarians, if available, are invaluable partners in identifying resources and assisting the teacher in various ways.

The teacher should consider the following guidelines when incorporating resource-based learning into unit plans.

- Involve students in unit planning. Discuss unit topics, themes, objectives and learning activities and experiences with them.
- With the help of students and teacher-librarian, if available, gather appropriate resources including community resources.
- As a co-learner, model the use and appreciation of learning materials and local human resources as sources of enjoyment and information.
- Encourage and assist students to establish a collection of materials to support Core Curriculum initiatives.
- Utilize the students' knowledge, experiences and opinions as a resource.
- Guide students to recognize people in the community as valuable resources.

Locally-Determined Options

To meet community and student needs at the local level, provision is made within Core Curriculum for locally-determined options.

The time allotted for Indian language instruction at the elementary and middle levels (Gr. 1 - 9) is determined locally.

At the elementary and middle levels, time for locally-determined options may be gained by reducing the time spent in one or more of the Required Areas of Study up to a maximum of 20%.

At the secondary level (Gr. 10 - 12), time for such options is available through the use of credits in the elective categories.

Framework of Objectives for K to 12

Aim

The major aim of the Indian Languages Curriculum is to graduate students who can use an Indian or Michif language to communicate effectively and confidently in various situations.

Goals

The general goals of the Indian Languages Curriculum are:

- to encourage the development of listening, speaking, reading and writing skills in an Indian or Michif language.
- to promote in students the development of an understanding and appreciation of Indian and Métis cultures through language.
- to encourage enjoyment of communicating, reading, and writing in an Indian or Michif language.
- to cultivate positive personal and social growth through use of an Indian or Michif language.

Language Acquisition

Second language acquisition theory forms the basis for teaching and evaluation strategies in this curriculum.

Foundational Objectives

The objectives include the most important understandings and abilities which are developed at each level. Unit planning and evaluation reflect the objectives. These are considered to be achievable by most students at each grade level.

Learning Objectives

These objectives describe specific knowledge, skills and attitudes students develop as they gradually achieve the foundational objectives for each level. They also guide resource use, daily activities, classroom instruction, and authentic language experience.

Indian Language as a Second Language

The number of Indian and Métis students who are fluent in their mother tongue has declined to the extent that teachers of Indian or Michif languages now use second language teaching strategies. However, although there has been this loss, some of the students may have been exposed in varying degrees to these languages. The challenge to teachers is to determine and meet the individual needs of these students.

In accordance with the communicative approach, students' abilities, weaknesses and strengths in both English and the Indian or Michif language must be assessed. Appropriate teaching approaches should be utilized to maintain a balance in students' understandings of language processes. Sound pedagogical development in one language will enable students to appreciate and acquire skills in the other language.

Language acquisition can occur through first or second language learning. In first language acquisition the student does not consciously study how to speak in a particular language. Rather the information is learned naturally. An infant is surrounded by many teachers - parents, siblings, grandparents, family friends, other children, and extended family members - who provide a vast range of language experiences and information. In addition, media reinforce first language acquisition. As the child grows older, teaching aids in various forms widens the circle of "teachers". The techniques also change as parents and others sing or read to the child, enriching the child's vocabulary.

Krashen and Terrell (1983) refer to first language acquisition as the **Natural Way**.

Historically, second language teaching methods have not reflected this natural process, but rather use Grammar-translation (the most common method of instruction), Audio-lingual, and the Situational methods. Teachers usually use one or a combination of these three methods. Students are generally introduced to the language by one teacher who spends only a specified amount of time with the students each week. At the end of the class students may return to classrooms where they are taught in

another language. In some cases, there is limited contact with other speakers of the language being learned. A recent trend in teaching methods is to try to simulate as natural an environment as possible. The **Communicative Approach** represents an attempt to simulate a situation for natural first language acquisition.

The sample units and suggested activities, which form the second half of this curriculum guide, may help the teacher structure learning situations that reflect the communicative approach.

Second Language Acquisition

Attaining fluency in a second language requires competence in discourse, linguistics and sociolinguistics. This implies learning the proper use of the language as dictated by the social protocol inherent within the language. It is a socialization to the culture of a particular language. Consider the following brief explanation of each of these areas:

- Discourse proficiency is knowing appropriate use of the language.
- Linguistic competence is knowing the possible and impossible sentence structures of a language.
- Sociolinguistic proficiency is knowing and acknowledging the inherent cultural aspects of language usage.

This curriculum promotes **active** bilingualism rather than **passive** bilingualism. Passivity may occur in the early stages of second language learning when a student is beginning to learn the new sounds and vocabulary or may occur in an environment that is not conducive to daily use of the Indian or Métis language. People are either **active** or **passive** in their ability to speak a second language. When a person is fluent in a language and speaks that language without error he or she is considered **actively** bilingual and "monitor-free". This person speaks spontaneously and although he or she may be aware of grammar, does not worry about grammar rules before speaking. While this person may not be consciously concerned with the linguistic analysis of the language, he or she is aware of the 'body language' involved as part of discourse and interaction within a particular

community. This is known as sociolinguistic awareness. Some sociolinguistic awareness and social protocol situations can be difficult to simulate in the classroom but students can be informed about appropriate responses and behaviour before attending cultural and community events. With assistance from community members, other social events may be simulated or actually performed in the classroom. Vocabulary may be introduced and discussed beforehand.

A person who is passively bilingual has limited understanding and use the language. Communication will probably be a mixture of body language, facial expressions, actions and words. Generally, there has been limited contact with other speakers of the language.

A teacher's plans will be guided by a number of considerations including:

- initial diagnostic assessment of the students' fluency level,
- the stages of second language proficiency,
- students' interests,
- community needs,
- ages of students,
- evaluation,
- language proficiency in first language, and
- time allotment for the class.

Once an assessment has been completed and the interests and community needs have been determined, a review of the stages of second language acquisition may indicate the direction of a plan. The following outline of these stages, as explained by Stephen D. Krashen and Tracy D. Terrell (1983), is based on the "natural way" of acquiring a first language.

Stages in Second Language Acquisition

Stage 1: Comprehension

This stage is characterized by a period of silence or incubation. Students are not required to respond orally. Rather, they are given information that is relevant and interesting to them. This information is referred to as **input**. Eventually students will understand and feel comfortable enough to respond to commands and

questions given through actions or in their first language. This is **output**, the result of listening and observing skills that the students acquire. In this natural way they retain and use the new sounds and vocabulary of the second language.

Stage 2: Early Production

As the students begin to master pronunciation, they also begin to build a key list of personal vocabulary. Their response may be a combination of words in their first language plus words or simple sentences in the second language, or the response may be action. Although the combination, word order, or choice of words may not be entirely correct, students are able to make themselves understood. They are recalling retained **input**. At this stage they will begin to recognize written words and associate them with concrete objects and actions.

Stage 3: Speech Emergence

The ultimate goal is for students to achieve discourse proficiency, sociolinguistic and linguistic competence. This level of achievement is reflected through longer responses, more complex discourse and the ability to converse with a variety of audiences in different situations. Students show interest in and are motivated to pursue independent study of the language. At this point students have developed listening, speaking, reading and writing skills. The degree of fluency is dependent on factors such as a positive learning environment, relevancy of the vocabulary introduced, community involvement, and encouragement from everyone.

Instructional Methods

The Learning Environment

This curriculum encourages teachers to utilize the input of students, parents, teacher-librarians and Elders in the language program. Students may help with planning and setting goals. Teamwork and communication among these groups establishes a sound basis for a positive environment, good rapport, and mutual respect. Inclusion of the community, students, parents and Elders ensures that language acquisition takes place in the social context of the

community, generates a feeling of ownership and fosters a holistic learning environment.

In addition to the planning of the course, establishing the physical setting is of equal importance. The classroom should be organized with several areas where students have access to materials such as paints, storybooks, construction paper, and an audio station where students may listen to or record songs, conversations and stories. Although the appearance of these work stations will change over the year the well planned classroom setting will help pupils adjust to the daily routine and encourage independent learning and self-reliance.

Traditional Indian Teaching Methods

Many North American Indian societies had no writing system aside from petroglyphs and pictographs on animal hides. Yet people managed to impart language, life skills, attitudes, values, and customs to their descendants. In her paper in the book *Teaching the Indian Child* (p.163), Sandra A. Rietz (1988) explains oral literature in this way, "It teaches (by induction) what a people knows about itself and the universe, both through the story content and through structural device - the organizational and linguistic properties of the story." She also states that, "An oral literature, 'language of the mind' (Frost, 1980), structures the collective memory of a people." Storytellers were given the responsibility of committing to memory the worldview of the particular group. This may be the reason oral literature is characterized by repetition of certain structures or phrases. For example, number sets such as four occur in Indian stories and the number three in Russian stories. The numbers occur in ceremonies, too. Traditional Indian teaching through **storytelling, legends or ordinary stories**, can enhance contemporary educational methods, not only in the teaching of Indian languages, but also to preserve the encoded "cultural memory" within the stories. Today's cultures, European and Indian, are a reflection of this tradition. Even though European oral literature was considered by some as insignificant and of little value, the Indian perspective considers the tradition as the lifeline to culture. Rietz (1988) explains that the intention or purpose of storytelling was culturally "utilitarian" and was intended "to tell people how

to behave, to bind people together in a common cultural community, and to teach and reinforce models which belong to the cultural cosmology." In other words, legends or ordinary stories and recollections of events served to transmit history and customs, information on tribal taboos, examples of rewards or punishment, and models of behaviour. Stories served as a form of social control, developing attitudes and interpersonal skills. Some stories had a moral. Storytellers did not explain the moral as that was considered insulting. Listeners reflected on the story and came to their own conclusions.

Another method was **modelling or experiential learning** where children watched how a certain task was done but were not pressured to do the task immediately afterwards. Because there were no written instructions, children had to remember the how, why, and when to do the tasks.

Name giving coincided with a person's social and personal growth. Relatives chose names that reflected traits they hoped a newborn child would possess. Then, as the child reached adolescence, an outstanding feat of bravery or the demonstration of leadership qualities often warranted a name change. The new name symbolized the person's qualities or the feat achieved. It was an honour to be chosen for a name-change. Receiving the name of a well-respected individual who had passed away required serious thought. Emulating the individual whose name was inherited was foremost in the mind of the receiver but it was also a responsibility to uphold the person's reputation. People's names might be changed a number of times during a lifetime but always for good reasons.

These samples of traditional Indian teaching methods reflect a holistic approach to human development. In the process, the individual makes choices and decisions with the guidance of immediate and extended family members.

Incorporating legends, stories, recollections, and information about customs such as name giving not only helps teach the language but also serves to revive customs.

Teachers should provide students with opportunities to interact with peers and adults in a traditional fashion. Community celebrations or

activities may be structured or attended. If the class is in an urban centre, the teacher may consider inviting male and female Elders to explain or to tell stories.

The Cree School Board's Curriculum Services at Chisasibi, Quebec identifies traditional activities in the document *Cree Culture Scope and Sequence Guide Cree Programs Chisasibi*. The document, which is written in English, suggests activities where Grades one, two and three students learn about the lifestyle and culture of the Cree people in that region. The activities are comprehensive and range from storytelling by Elders, male and female, to learning all about snowshoes, choosing a camp site, selecting proper firewood, and building a fire. They also teach the students how to set snares and traps, and how to shoot a gun. Then students are shown how to look after the game for eating, and how to preserve meat and fish for later use. Cree is the language of instruction. Elders play an important role. They use stories to teach values and to explain customs (e.g., activities and feast when a little boy kills his first goose).

This is consistent with the communicative approach to language instruction and the philosophy and principles of Core Curricula.

The diagram following this section explains the cyclical progression of the **Communicative Approach to Resource-based Learning** to the **Adaptive Dimension** and back to the use of the language through communication. Each component enhances the environment by giving students opportunities to gain practical experience in speaking the Indian language being taught. The **Communicative Approach** can be described as an umbrella encompassing a number of teaching methods/approaches that encourage the use of a second language.

Resource-based Learning, the next step in the process, is where resources are identified by the teacher, teacher-librarian, students, and others involved in the teacher's plans. The resources are not confined to printed materials but can include involvement of community people, attendance at local events, visiting historical sites in the vicinity, and generally utilizing appropriate and relevant materials and activities to give students an opportunity to use the Indian or Michif language.

The **Adaptive Dimension** provides teachers with a vehicle to accommodate individual needs of the students by adapting:

- curriculum topics,
- instructional materials,
- teaching approaches,
- assessment techniques, and
- classroom organization.

Teaching Strategies

Total Physical Response

Dr. James J. Asher (1988) researched a method now known as Total Physical Response (TPR). It is based on the natural way that children acquire language through listening and responding physically to requests, invitations, and commands from family members. Asher's method is based on the premises that understanding the spoken language should be developed far in advance of speaking, that comprehension can be learned through physical movement, that speech will emerge naturally, and that students should not be rushed into reading and writing before they have had ample listening and speaking experience. Students in a second or foreign language class begin by listening to commands, watching the teacher role-play, and by internalizing and responding to the vocabulary.

Organic Vocabulary, Reading and Writing

In her book *Teacher*, Sylvia Ashton-Warner (1963) describes how she introduced reading and writing English to Maori children in New Zealand using the Organic Reading and Writing method.

Ashton-Warner attempted to bridge the gap between the two cultures by having the children read and write using vocabulary that had emotional significance to them. She had the young children begin with single words written on cardboard. Each child took that word home and brought it back to school the next day. If the word held great significance for the student, she or he remembered it without difficulty. Gradually each child built a key vocabulary which formed the basis for reading and writing sentences and paragraphs.

A similar approach may be used with any second

language class. The teacher may write what the child says about some activity or event, in or out of school, that is important to the child.

Recorded regularly in the second language, by the teacher or older students, these "stories" may form a booklet to be used by the child as a personal reader or be left in the library as a useful resource for others to read. In teaching a second language it is important to use a wide variety of instructional approaches and learning situations.

The Language of Instruction

The communicative approach and the objectives support the idea that the language of instruction should, as much as possible, be the language being learned. That is, if the general language of the school is English and the language being learned is Dene, the second language classes would be conducted primarily in Dene. English would then be used as sparingly as possible.

Instructional Approaches

The document *Instructional Approaches: A Framework for Professional Practice* (Saskatchewan Education, 1991) identifies five categories of instructional approaches, along with lists of more specific teaching strategies. These are meant to apply to all disciplines and the full range of in-school situations. Most of the strategies are consistent with the communicative approach for second language teaching. The strategies appear below, followed by a number of more specific methods or comments about the approach.

Direct Instruction:

- Structured Overview
- Explicit Teaching
- Mastery Lecture
- Drill and Practice
- Teacher-talk
- Total Physical Response
- Polarity questions
- Compare and Contrast
- Didactic Questions
- Demonstrations
- Guides for Reading, Listening, Viewing
- Storytelling

Generally speaking, direct instructional methods:

- are teacher directed;
- include lecture, didactic questioning, explicit

teaching, practice and drill, and demonstrations;

- may be effective for providing information or developing step by step skills;
- work well for introducing other teaching methods or actively involving students;
- are usually deductive; and
- have limitations in the area of developing abilities, processes, and attitudes required for critical thinking, and for interpersonal or group learning.

Indirect Instruction:

- Problem Solving
- Case Studies
- Guided Inquiry
- Reading for Meaning
- Reflective Discussion
- Concept Formation
- Concept Mapping
- Concept Attainment
- Cloze Procedure

Generally speaking, indirect instructional methods:

- are student centred encouraging students to observe, investigate, infer from data, or form hypotheses;
- free students to explore diverse possibilities;
- foster creativity and develop interpersonal skills and abilities;
- allow teachers to be facilitators, supporters and resource persons;
- rely on use of print, non-print, and human resources;
- foster cooperation among teachers or other staff members;
- may be time consuming;
- may require teachers to relinquish some control, resulting in outcomes that may be unpredictable and less safe; and
- may be inappropriate for memorization and when immediate recall is desired.

Independent Study:

- Essays
- Computer Assisted Instruction
- Reports
- Learning Activity Package
- Correspondence Lessons
- Learning Contracts
- Homework
- Research Projects
- Assigned Questions
- Learning Centres

Generally speaking, independent study:

- is initiated by the student or teacher;
- fosters the development of knowledge, abilities, attitudes and processes required to become self-sufficient and responsible citizens through planned independent study;
- is supervised or guided by the teacher; and
- may be used with other instructional strategies or may be used by itself depending on the unit topic.

Experiential Learning:

- Field Trips
- Experiments
- Simulations
- Games
- Total Physical Response
- Focused Imaging
- Field Observations
- Organic vocabulary/writing/reading
- Role-playing
- Synectics
- Model Building
- Surveys
- Summer/Winter camps
- Cultural Camp

Generally speaking, experiential learning:

- is inductive, student centred, and activity oriented;
- consists of five phases: experiencing, sharing, analyzing, inferring, applying;
- emphasizes learning rather than product;
- may be in or out of the classroom;
- uses a variety of resources;
- is limited by kinds of experiences that can be utilized, student safety, time and finances;
- includes simulated experiences;
- increases understanding and retention of information; and
- is motivational for students.

Interactive Instruction:

- Debates
- Role playing
- Panels
- Brainstorming
- Peer Practice
- Total Physical Response
- Discussion
- Teacher Talk
- Laboratory Groups
- Cooperative Learning Groups
- Problem Solving
- Circle of Knowledge

- Tutorial Groups
- Interviewing

Generally speaking, interactive instruction:

- relies on discussion and sharing;
- allows students to learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments; and
- requires teacher and student observation, listening, and interpersonal skills and abilities.

Rather than using primarily one teaching approach, a variety of strategies, used during the course of the year as well as in each class period, will serve to the advantage of both the teacher and students.

- Interest, for both the teacher and students, will be stimulated.
- The students' different learning styles are more likely to be accommodated.
- Teaching is more likely to be effective.
- Teaching and learning will be more enjoyable.

The Communicative Approach

The Communicative Approach can be described as an umbrella encompassing a number of teaching strategies that encourage the use of a second language.

Resource-based Learning

Resource-based Learning is the next step in the process where resources are identified by the teacher, students, and others involved in the yearly plans. The resources are not confined to printed materials but can include involvement of community people, attending local events, visiting historical sites in the vicinity, using computer assisted learning, and generally utilizing appropriate and relevant materials and activities to give students an opportunity to use the Indian language being taught.

Adaptive Dimension

The Adaptive Dimension provides teachers with a vehicle to accommodate individual needs of the students through adapting:

- curriculum topics;
- instructional materials;
- teaching approaches;
- assessment techniques; and,
- classroom organization.

Assessment and Evaluation

The following guiding principles of student evaluation appear on page 1 in *Student Evaluation: A Teacher Handbook* (Saskatchewan Education, 1991).

- **Evaluation should** be an integral part of the teaching-learning process.
- **Evaluation should** be a planned, continuous activity.
- **Evaluation should** reflect the intended outcomes of the curriculum.
- **Evaluation should** assist teachers in meeting individual needs and providing appropriate programs for students.
- **Evaluation should** include not only measurement but also interpretation and judgement.
- **Evaluation should** be sensitive to socio-demographic differences such as culture, gender, and geographic location.
- **Evaluation should** be based on a variety of indicators that may be norm-referenced, criterion-referenced, or self-referenced.
- **Evaluation should** use assessment techniques for formative, diagnostic and summative purposes.
- **Evaluation should** provide information within the cognitive, affective and psychomotor domains.
- **Evaluation should** respect and safeguard confidentiality of student information.
- **Evaluation should** be fair and equitable, giving all students opportunities to demonstrate the extent of their knowledge, skills and abilities.
- **Evaluation should** provide positive, supportive feedback to students.
- **Evaluation should** foster students' abilities to transfer knowledge into life experiences.
- **Evaluation should** encourage active participation and student self-appraisal to foster lifelong learning.
- **Evaluation should** provide opportunities for student development and improvement.
- **Evaluation should** include the communication of a teacher's overall evaluation plan to students in advance. Students should be made aware of the objectives of the program and the procedures to be used in assessing performance relative to the objectives.
- **Evaluation should** be regularly communicated to parents/guardians and

students in a meaningful manner.

These guidelines are meant to assist the teacher to identify areas of the program that need change, to assess progress, to identify student needs, and to help the teacher plan future lessons. The teacher may choose alternate approaches to assessment.

Evaluation implies not only the testing of the students but also an assessment of the program.

Core curricula give students the opportunity to make some decisions about the curriculum and also gives them some of the responsibility for assessment.

Samples of assessment instruments, which are adapted for second language testing, and may be further adapted to suit individual circumstances, are in Appendix A. The placement checklist is designed for first language testing but may be adapted for second language testing.

The *Student Evaluation: A Teacher Handbook* (p. 28) identifies ways a teacher may organize the assessment process. Suggestions include the following:

- assessment stations,
- individual assessments,
- group assessments,
- contracts,
- self and peer assessments, and
- portfolios.

Depending on the technique used, records may be kept using one or more of the following:

- anecdotal records,
- observations checklists,
- computer programs,
- rating scales, and
- files for portfolios.

Some activities may be observed and assessed on an ongoing basis:

- class assignments
- presentations
- homework
- class participation

Instruments for testing fluency and comprehension include:

- interviews, conversations
- performance test items
- extended open response items
- short answer questions
- matching items
- multiple-choice items
- projects
- audio/video recordings

A teacher may consider a number of variables when developing, revising or adapting instructional and evaluation strategies to suit the needs of specific students. The following are some questions to keep in mind.

- Do some students need physical/health considerations?
- Are students familiar with cooperative learning situations?
- Do some students have difficulties with oral language skills?
- Do some students require extra direction in organizing themselves?
- Do some students require training in word processing and computer skills?
- Do some students:
 - need physical activity to learn?
 - use more than one sense to learn?
 - need more attention and recognition?
 - require demonstration of a skill or process before trying it?
 - require practice before being asked to work independently?
 - need individual help in their learning activities?
 - have a need to learn new in-class procedures and behaviours?
 - need time alone to pursue an activity?
- Are some students:
 - in need of support of other school personnel (ie. speech pathologist)?
 - skilled in some area that could contribute to the current unit of study?

Assessment and evaluation criteria and procedures should be discussed with the

students.

Students should always be aware of the what, how, when and why of different assessment strategies. For example, students should know that today the teacher will observe their speaking skills. They should be reminded not to be intimidated because observation is a necessary part of evaluation, and the evaluation will be ongoing. The teacher may then use a checklist or make relevant notes while going from group to group listening to conversations.

Students and teacher may determine in a collaborative way the criteria and procedures of evaluation. This may be done for various instruments including teacher prepared tests and peer or self-evaluation checklists. By being involved directly, the students assume more control of and responsibility for their own progress.

There should be no surprises when it comes to evaluation.

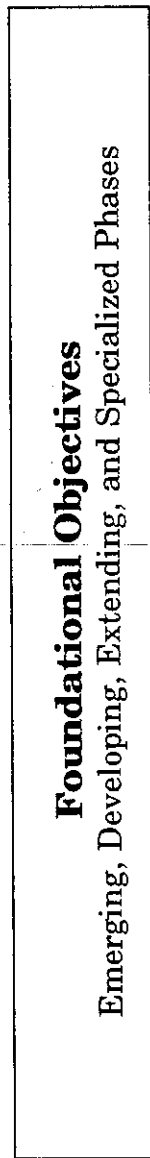
The teacher may explain record-keeping and may encourage a periodic review of the student's portfolio through conferencing. The portfolio might contain pictures, projects, a cassette tape of the student speaking, copies of quizzes, work sheets, or anecdotal records. A student's weekly or monthly journal or "organic reader" may also be kept in the portfolio.

This sort of record-keeping gives teachers information related to content learned as well as the development of skills and attitudes. It will assist the teacher in making decisions about the program and in evaluating the students.

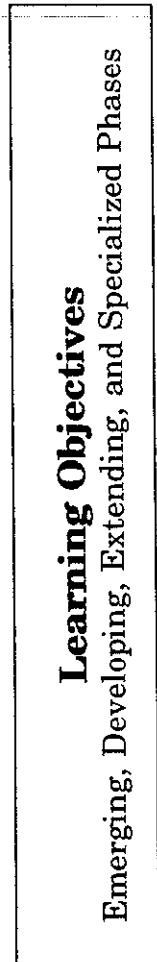
In large or multiple grade classes teachers may schedule themselves to observe only a small group of students in a given period and another group the next period.

Refer to Appendix A for additional evaluation material. Keep in mind that materials may be adapted for second language instruction and for use in specific situations. Also refer to other curriculum documents (e.g., Language Arts, Social Studies, Science) for additional ideas and information on evaluation.

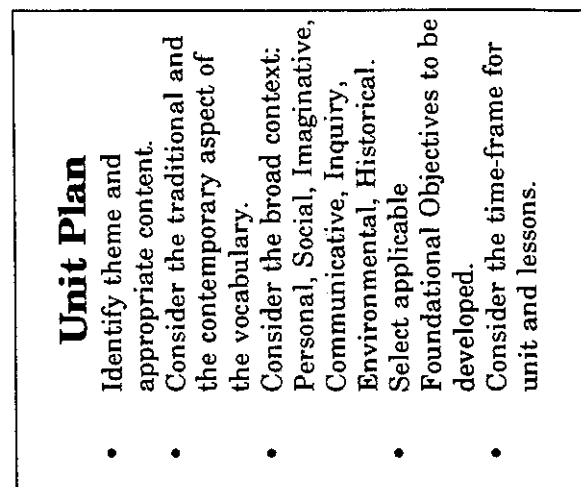
This diagram shows the incorporation of the various Core Curriculum components in unit plans.



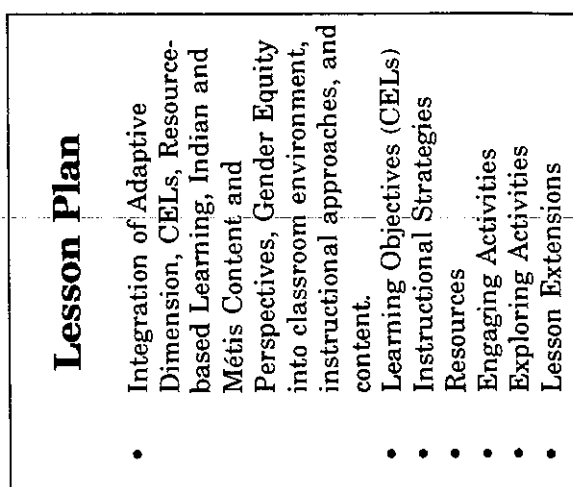
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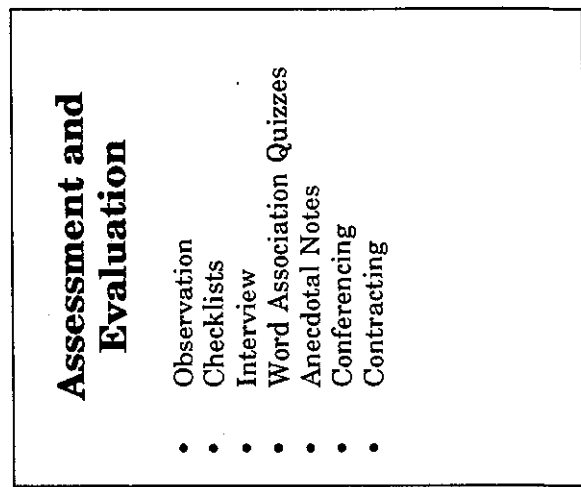
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Foundational Objectives

The foundational objectives reflect the aim and the goals of the curriculum guide. They guide the teachers in their yearly plans and unit plans. Usually the foundational objectives state intended levels of achievement/learning at a specific grade. However, in second language teaching the situation may be that some students have varying degrees of fluency or even varying degrees of exposure to the language. Therefore, the objectives are divided into phases. The teacher should keep in mind, however, that a student may be in the **emerging phase** in second language acquisition and be in the **developing phase** or in the **extending phase** in other areas of language learning.

Foundational objectives should serve as the basis for establishing intended learning outcomes, unit planning, and student evaluation.

Foundational Objectives

Emerging Phase

Students will demonstrate **emerging**:

- ability to listen politely according to cultural norms.
- ability to use oral Indian or Michif languages to bring meaning to what they observe, feel, and hear through questions and discussion.
- awareness that the print and symbols of Indian languages convey meaning.
- curiosity about the patterns, sounds and intonations of the Indian and Michif languages by listening and speaking, and participating in shared reading and writing activities.
- desire to participate in discussions of ideas and illustrations in a variety of resources either in English, Michif or an Indian language.
- awareness of the contemporary and the historical or traditional lifestyles and cultural protocol of the Indian and Métis people.
- ability to participate in small or large groups for various purposes.

Developing Phase

Students will demonstrate **developing**:

- ability to use listening to understand the meaning of Indian or Michif languages.
- ability to convey meaning orally and with confidence in the Indian or Michif languages to adults, Elders and peers in various situations.
- interest in interpreting symbols and print in their environment.
- awareness of the relationship between the letters, symbols and sounds of the Indian or Michif languages.
- curiosity about and interest in print by participating in independent and shared reading and writing activities.
- recognition that writing is a process focused upon conveying meaning to self and others.
- desire to independently initiate reading and writing activities for various purposes.
- interest and ability to read orally and silently for enjoyment and information.
- ability to discuss a limited number of topics using the Indian or Michif language.
- awareness of and respect for cultural protocol.
- respect for one's own culture and the cultures, lifestyles and experiences of others.
- respect for the ideas, language, dialect and communication styles of others and the ability to respond sensitively and thoughtfully.
- ability to participate in small or large groups for conversation and other purposes.

Foundational Objectives

Extending Phase

Students will demonstrate **increasing**:

- ability to use oral Indian or Michif languages to generate, clarify and extend their personal understandings of what they observe, feel, hear and read through interaction with others.
- ability to convey meaning with confidence to adults and peers in various settings and situations.
- ability to interpret symbols, sounds, and intonation of words through reading and conversing.
- ability to read for meaning by integrating all cuing systems.
- interest and ability to express ideas, thoughts and feelings in writing for self and others.
- ability to discuss a variety of topics.
- respect for the ideas, language, dialect and communication styles of others.
- confidence and ability to respond in culturally appropriate ways to various audiences and situations.
- awareness of, and respect for the range of cultures, human behaviours, experiences, emotions and ideas conveyed through oral communication.
- ability to participate cooperatively in large and small groups.

Specialized Phase

Students will demonstrate **increasing**:

- ability to use oral Indian or Michif languages to generate, clarify and extend their understandings of what they observe, feel, hear and read through personal reflection and interaction with others.
- interest and ability to use oral and written language in various settings, activities, purposes, and to respond to the needs of an audience.
- interest and ability to read and respond to what others have written, and to collaborate with them in the stages of the writing process.
- ability to monitor for meaning during oral and silent reading.
- interest and ability to express increasingly more advanced ideas, thoughts and feelings for self and others through writing.
- ability to discuss, in depth, more complex topics.
- ability to interpret and respond to ideas conveyed through various media.
- respect for the ideas, language, dialect and communication styles of others and awareness of the need for sensitive and thoughtful response.
- maturity of thought in cultural protocol and responding appropriately to various audiences in different situations.
- awareness of, and respect for, the range of cultures, human behaviours, experiences, emotions and ideas conveyed through speech, interaction, literature and various media.
- ability to play a leadership role in a small group.

Learning Objectives

Learning objectives affect several aspects of a curriculum:

- the direction of the unit plans;
- lesson plans;
- the mode of evaluation;
- teaching strategies; and
- selection of resources.

Learning objectives are determined by factors such as:

- ages of students;
- level of fluency of each student in the class;
- whether the class is to be taught as a first and/or second language acquisition situation; and
- language proficiency in the first language.

This curriculum uses a spiral model for determining and organizing its learning objectives. Using this developmental model, teachers introduce students to various content, specific skills, and important attitudes at an early stage. The content, skills and attitudes are revisited periodically throughout the year and in years to come in order to review, strengthen and build on them, at levels that are appropriate for the age and proficiency of the students. For example, kindergarten students might learn various basic greetings. During that same year and in subsequent years, the students will review the greetings they learned, learn additional ways to greet people, learn protocol related to certain situations, learn about the cultural significance of certain greetings, demonstrate appropriate attitudes, and perhaps learn greetings that were used in the past. In this expanding spiral fashion, what students learn at an early stage they encounter again and again, each time within a broader context or with increasing complexity.

Some general and some specific learning objectives are listed below. Although the objectives are arranged under specific headings, the categories are not discrete. That is, usually more than one skill is developed in any given activity. For example, when students learn to speak, they also strengthen their abilities to listen and comprehend.

Listening and Comprehension

Students will have opportunities to:

- compose their own responses - oral or written - to questions, statements and oral or written material.
- listen and observe attentively.
- follow instructions.
- utilize prior knowledge to express new ideas.
- interpret meanings of gestures, tones, emotions and expressions.
- master the intonation, rhythm, patterns and stress points of the language.
- listen to oral presentations given in various situations and select specific information from them.
- understand vocabulary used in different contexts.
- identify the main idea of spoken or written material.

Speaking

Students will have opportunities to:

- develop confidence in their verbal responses.
- perfect their pronunciation, intonation, stress and volume to suit the situation.
- use vocabulary at their level of instruction to express themselves.
- express opinions on a variety of topics and with a variety of audiences.
- express themselves in a formal cultural setting.
- use vocabulary correctly and in appropriate contexts.
- speak to different kinds of audiences in various situations.
- participate, with greater insight, in increasingly complex discourse.

Reading

Students will have opportunities to:

- read and recognize the written version of the oral vocabulary being learned.
- extract meaning from written material using context and picture clues.
- develop reading ability appropriate to their age and competency levels.
- read about topics of interest.
- read materials that contain increasingly complex vocabulary and structure.

Writing

Students will have opportunities to:

- communicate through writing about their ideas, experiences and emotions.
- express themselves through writing, using vocabulary learned in the oral and reading portion of the class.
- learn the importance of proper sequencing of events in their own or other writing.
- learn to be sensitive to the ways in which each community uses the language.
- learn to use increasingly complex grammatical structures.

Cultural Considerations

Students will have opportunities to:

- learn about the origin and significance of some of the vocabulary.
- learn vocabulary related to making some crafts.
- learn how to communicate with Elders in a respectful and appropriate manner.
- listen to and recognize the vocabulary related to activities such as dances, feasts and winter festivals.
- participate appropriately in traditional ceremonies (e.g., feasts, pipe ceremonies).
- listen to and read stories that reflect various aspects of culture in the language being learned.
- learn about historical and current experiences of the peoples of the language group.
- learn to appreciate and value the language and the culture it reflects.

Themes for Kindergarten to Grade 12

The following chart is a general guideline for teachers. It includes some of the topics outlined in the scope and sequence document written by the Saskatchewan Indian Cultural Centre for Saskatchewan Education, Training and Employment.

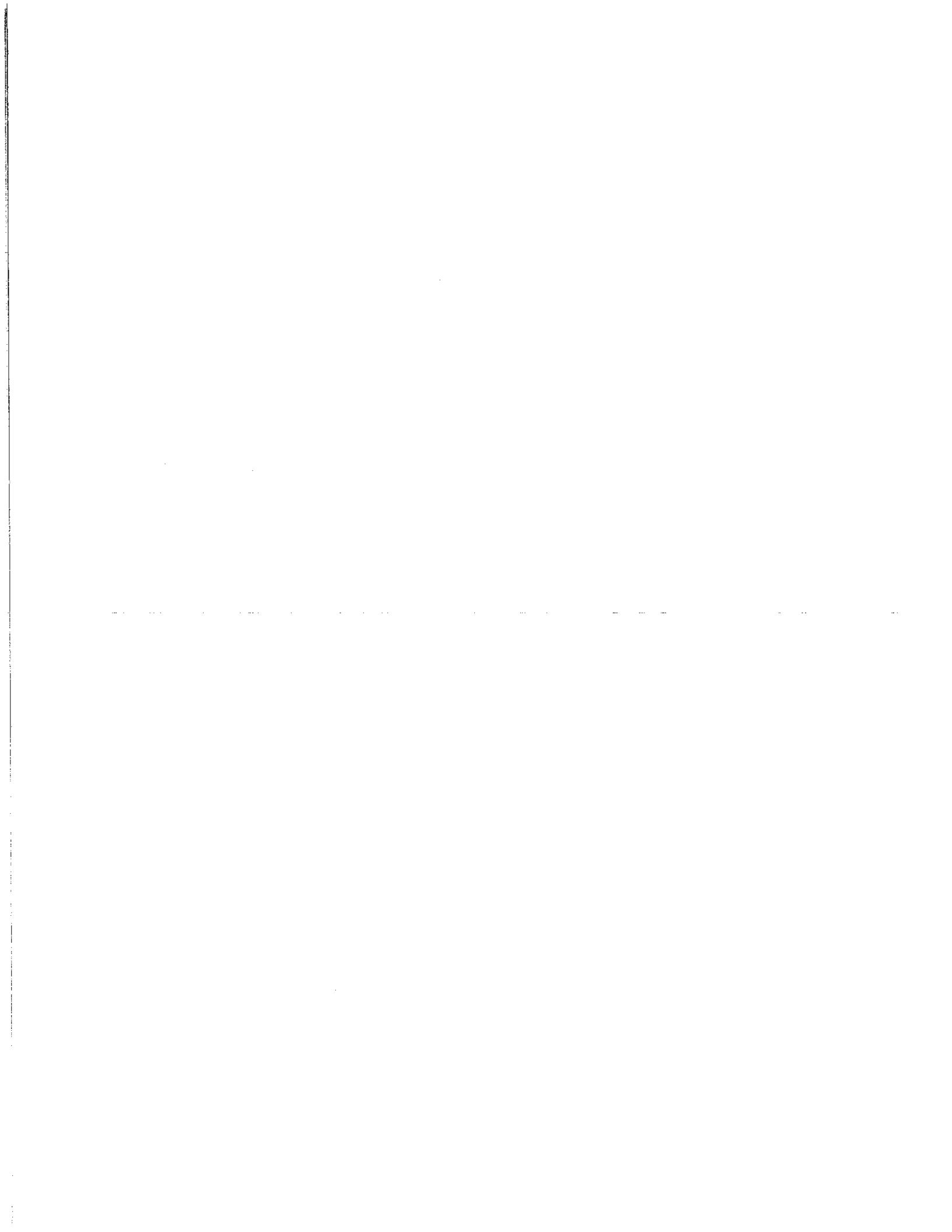
An asterisk beside each topic indicates the suggested level at which the concepts and vocabulary of specific topics may be introduced. Because this curriculum is based on a spiral model, it is assumed that the concepts and vocabulary will be reviewed and expanded on in subsequent years.

The chart is intended to be a guide and teachers are encouraged to make adjustments to suit the needs of their students and communities. Teachers may use the column on the right to indicate any modifications they have made. For example, teachers might use coloured asterisks to show that the topics were moved to a more appropriate level. Using the chart as a record may be useful from one year/semester to the next as teachers design a language program for a particular school or community.

This chart may also serve as a guide for placement of incoming students.



Planning Guide



Suggested Yearly Overview

Although it is important for the teacher to have a general plan for the year, flexibility is imperative in order to accommodate the changes that will occur as teachers and students collaboratively determine the direction and content of each unit. Some factors to consider when developing a yearly plan are: time allotted to Indian language teaching, students' interests and abilities, and the length of each unit.

The *English Language Arts, A Curriculum Guide for the Elementary Level* (Saskatchewan Education, 1992, p. 69) offers an example of a Case Study which shows how a yearly plan can change as the year progresses.

A placement test administered at the beginning of the school year would assist the teacher in determining a starting point in regards to content, approach and depth of the course. A sample placement test is included in Appendix A.

Components of a Plan

Teachers may consider the following components when planning a unit.

Theme: The Scope and Sequence chart outlines suggested themes that may be developed at different grade levels and at different levels of language acquisition.

Focus/Direction: The teacher along with students may establish a specific focus for the unit. For example, the class may wish to develop vocabulary in preparation for a special event (e.g., feast, guest speaker, assembly performance).

Foundational Objectives: The foundational objectives for the unit are determined by the phase the students have attained: emerging, developing, extending or specialized.

The teacher may select foundational objectives on the basis of the students' age, grade level, and the extent of second language instruction received to date. For example, the teacher may decide that a class of Grade 5 students is in the emerging phase because they have had no previous second language instruction.

Learning Objectives: These are specific skills, knowledge and attitudes that the teacher would like the students to master.

Student Involvement: Collaborative decisions made by teacher and students can give direction to the course. The students' interests and enthusiasm are critical factors which can determine the length of the unit and the number of lessons to be planned on a topic.

Students' interests and abilities as well as availability of resources, print and non-print, will establish the direction and focus of the unit.

Teacher-student approaches to planning include:

- brainstorming matters like favourite things or the direction of a unit.
- categorizing or webbing extensions of a topic.
- planning group activities and/or projects.
- developing questions that can be asked in the Indian or Michif languages.

Student Evaluation: The teacher along with students may determine the evaluation criteria and instruments.

- The instruments may include checklists, conferences, portfolios, student assessments, or teacher prepared tests.
- The criteria should reflect the foundational and skills objectives and may range from fluency in speaking to working cooperatively in a group.
- The types of assessments may include evaluations done by the teacher, by peers, or by the students assessing their own progress.
- Evaluation should include both formative and summative assessments.
- Refer to the *Student Evaluation: A Teacher Handbook* (Saskatchewan Education, 1991) and to Appendix A of this curriculum for additional material.

It is important that evaluation be an ongoing process, with the students getting frequent feedback as to "how they are doing". Again, there should be no surprises when it comes to student evaluation.

Cultural Component: Language is an important part of a culture. When learning a second language, students should learn information about the cultural group's past and present, as well as develop an appreciation for the values and beliefs of that culture. Whenever possible, students should have the opportunity to

experience traditional or cultural events, discuss traditional and current values and beliefs, and be exposed to relevant stories, artifacts, music and dance of the people. It is important that the students learn a language within the context of a culture.

Teachers need to be sensitive to cultural values and accepted protocols. For example, certain manners may be associated with some greetings, a feast may require specific procedures, or a community may have regional customs related to a variety of situations. For guidance in these matters, community Elders should be consulted.

Resources: These may include print (e.g., books, newspapers) and non-print (e.g., videos, software, games, songs) resources, as well as people (e.g., guests, teacher-librarian, experts) and events (e.g., pow-wow, setting nets).

If the language is being taught in a community where it is spoken or where various related traditional or cultural events occur, events and members of the community may well become an important part of the instructional program.

C.E.L.s, Gender Equity, Adaptive

Dimension: The teacher should be aware of the requirements of these various Department initiatives and incorporate them appropriately and consistently.

Time frame: The teacher should establish the approximate duration of the unit. Although flexibility here is important, it is also essential that a variety of themes be dealt with and that not too much time is spent on one topic.

Integration: Teachers are encouraged to incorporate vocabulary and activities from various subject areas. As well, other teachers on staff may be encouraged to use second language vocabulary when teaching their subjects. Whenever possible, utilize community and seasonal events.

Activities: These should be varied and interesting always promoting some aspect of language acquisition or understanding. Activities should be designed to review, teach, practice, and extend knowledge and skills. As much as possible, they activities should be designed to take advantage of natural contexts and reflect the communicative approach to language instruction.

Planning Checklist

- Have you reviewed curriculum expectations?
- Have you considered student needs, interests and abilities and incorporated students' input?
- Have you considered the relevance of this unit to:
 - students' lives outside the school context?
 - students' language and learning experiences in other subjects?
 - students' language proficiency?
- Have you selected appropriate Indian language learning objectives?
- Have you identified the major language skills and the main content or concepts students will attain?
- Can you provide a rationale for this unit?
- Are there sufficient interesting, useful and varied resources available to accompany the unit?
- Is there an adequate supply of relevant literature?
- Have you checked the *Indian and Métis Resource List for K-12*, Saskatchewan Education, Training and Employment (1994) for interesting and relevant resources?
- If literature is not available, are there alternative plans to invite storytellers and/or other community resource people to come to the classroom?
- Have you considered using relevant computer programs?
- Have you included a variety of instructional strategies, language experiences and activities?
- Do unit plans incorporate the daily language routines advocated in this curriculum?
- Have you provided opportunities for students to use listening, speaking, reading and writing for various purposes?

- Have you included Elders, parents, caregivers, and other community resource people?
- Does the unit plan allow for flexibility and adaptation?
- Have you provided opportunities for student input and collaborative decision making?
- Is your time frame realistic?
- Have you determined appropriate assessment and evaluation strategies?
- Have you considered incorporating the unit, or parts of it, with other subject areas?
- Have you considered possible unit extensions and applications?

The Daily Routine:

Remember that some of the allotted time will be used for the daily routine of your class. This may include practising greetings, introducing new students, or recording the date and weather conditions. This will be the time to use the teacher-talk approach to review previous information and to practise informal dialogue.

Specific Resources:

Teachers should consult the *Indian Languages List of Resources*, Saskatchewan Education, Training and Employment (1994). The information contained in that document and the annotated bibliography will assist in the selection of relevant resources.

Sample Plans

Emerging and Developing Phases

Two sample units included here illustrate how a teacher might proceed with the topic of 'food' at the emerging and the developing phases. The units should not be regarded as being prescriptive, but rather as providing suggestions for teachers who may be unsure as to how to begin.

The teacher should keep in mind that every class is different. Some classes will not be able to cope with all the content and activities suggested, some classes may require more independent activities, while others may respond well to additional group activities and field experiences.

Some classes may be unfamiliar with peer and self-assessment strategies or with being involved in establishing evaluation instruments and criteria. These students will have to be taught specific skills and, as they develop competence, the teacher may ease into these practices gradually.

Preparing for Emerging and Developing Phase Classes

Theme: Food

Several factors must be kept in mind when planning for young students in the emerging phase.

- They have a short attention span.
- Activities need to be short and well organized.
- Students will accept and adjust quickly to a daily routine.
- A classroom should encourage active participation to help the child develop socially, physically and emotionally.
- If possible, vocabulary should be integrated with other subjects for reinforcement and practice.

In preparation for a unit on food for emerging and developing phase classes, the teacher may choose to do some of the following.

- Check with the teacher-librarian, if available, to collect appropriate stories,

songs, books, and videos.

- Check with a teacher of French for materials that may be used or adapted.
- Mount a chart of Canada's Food Guide. As you work with the guide be aware of ways to adapt it for special considerations (e.g., children with allergies, those who are vegetarians).
- Prepare copies of drawings of foods or drinks on coloured paper for games and other activities.
- Write recipes on bristol board or flip chart using the Indian or Michif language.
- Make a chart using bristol board with envelopes stapled to it for inserting pictures.
- Have on hand plenty of flyers, magazines and canned food labels with pictures of food items. If possible, include traditional Indian or Métis foods.
- Prepare a letter to send to parents informing them of what the students will be learning, requesting volunteers, and possibly requesting supplies needed. A sample is included in Appendix B.
- Arrange the classroom with work stations for planned or incidental independent learning activities. Games, books, colouring books, or worksheets may be made available so students can work individually or in groups. Include a tape recorder so students can either listen to songs or tape record their conversations.
- Order or make puppets or ask parent or student volunteers to make some.
- Prepare puzzles, flashcards or worksheets for matching exercises (pictures of foods and the written words).
- If possible, collect replicas of food items.
- Schedule the use of the Home Economics room to prepare foods.
- Make a snakes and ladders type game using the food theme.

Resources for the Sample Plans

The following resources may be of some help in planning these and other units.

Joyful learning: A whole language kindergarten.
Bobbi Fisher.

Although this book is written for the primary teacher, it contains many practical ideas for a whole language approach to teaching, as well as ideas for classroom organization, conferencing, meeting with parents, etc., of value to any teacher. It has reproducible materials in the Appendix and an extensive bibliography.

1000 Pictures for Teachers to Copy. Andrew Wright.

One section of this book provides instructions for drawing simple figures, the other section has hundreds of line drawings. Useful for students and teachers in preparing charts, flashcards, puzzles and worksheets.

Nēhiyawētān Kindergarten Teacher's Manual
Cree.

This is one in a series of manuals prepared for teaching Cree. The manuals provide lesson outlines, vocabulary and suggested activities for instruction at different grade levels.

Kihtikānink (Okinīns Series). Barbara McLeod.
(Saulteaux Version: Madeleine Whitehawk, Lucy Quewezance)

This series of story books features families, particularly children, involved in everyday activities. Several of the books show them preparing or eating various foods. Short paragraphs, line drawings.

Native Languages A Support Document For the Teaching of Native Languages, Resource Guide Primary, Junior, Intermediate and Senior Divisions. Ontario Ministry of Education.

This document discusses the theory and application of the communicative approach as well as three other common methods of teaching language. The guide also provides ideas for lesson plans and evaluation strategies.

Sample Plan Emerging Phase

Theme: Food

Foundational Objectives

Students will demonstrate **emerging**:

- ability to listen politely.
- awareness that print and symbols, signs and gestures of Indian languages convey meaning.
- ability to participate in small or large groups for various purposes.

Learning Objectives

Listening and Comprehension

Students will have opportunities to:

- listen and observe attentively. (C, PSVS)
- understand the meaning of situations through gestures, tones, emotions and expressions. (C)
- follow instructions. (C, PSVS)
- practise the intonation, rhythm, patterns and stress points of the language. (C)

Speaking

Students will have opportunities to:

- develop confidence in their verbal responses. (PSVS, IL, C)
- practise their pronunciation, intonation, stress points, and volume to suit the situation. (PSVS, IL, C)
- utilize the vocabulary at the particular level of instruction to express themselves. (C, IL)

Cultural Considerations

Students will learn:

- vocabulary related to traditional and local foods. (C, PSVS)
- appropriate meal time behaviour. (IL, PSVS)

Assessment

- **Checklists** - Check that each student is listening, participating and speaking.
- **Portfolio** - Have students draw pictures illustrating learned vocabulary.
- **Rating scales** - Rate students' progress within context of objectives.

Lesson 1

Objectives

Students will:

- listen, observe and participate according to instructions. (C, CCT, PSVS)
- practise the intonation and rhythm of the language. (C, CCT, N)

Engaging Activity

- Have students sit in a circle with you. Review counting 1 - 10 using a counting rhyme.
- Have on hand several foods (e.g., apples) or pictures of selected foods. Introduce new vocabulary by showing the articles and saying the new word (e.g., 2 apples).

Exploring Activities

- One at a time, pass the pictures or articles around the circle as the whole group repeats the terms. Make it sound like a chant.
- Place pictures face down in the centre of the circle and cover foods with a towel. Have students take turns selecting a picture or lifting a towel and have the group say the related words.

Extending Activities

- Tell students that they will move to tables where they will find paper and crayons. As they go, each student will whisper to the teacher what food and how many s/he will draw.
- After the pictures are drawn, students will share their drawings by telling the number and name of the foods on their pictures.
- Display pictures.

Lesson 2

Objectives

Students will:

- listen, observe and participate according to instructions. (C, CCT, PSVS)
- understand meaning through gestures, tones and expressions. (C, IL, CCT)

Engaging Activity

- Ask students to look at the pictures displayed. Have children working in pairs to select one and tell what is shown.
- Using facial expressions and exaggerated gestures, introduce additional terms (e.g., I like ..., I want to eat ...) as you point to

certain pictures. Have students repeat.

Exploring Activities

- Using selected pages from grocery flyers, have each pair of students select a few foods for which they would like to learn the name.
- Have students cut and paste the pictures on heavy paper. They may print their names on the back.

Extending Activities

- Display the pictures on the chalk ledge.
- Say the words for each picture and have the pairs of students practise them. These words will be their "special words".
- Ask students to bring grocery bags to class for next period.

Lesson 3

Objectives

Students will:

- listen, observe and participate according to instructions. (C, CCT, PSVS)
- develop confidence in their verbal responses. (C, IL)

Engaging Activity

- Display the pictures the children mounted as well as other pictures on the chalk ledge.
- Working in pairs, each with a grocery bag, students approach the display and select 3 (or more) pictures of foods that they would like to 'buy'.
- Have them sit in a circle with their bags.

Exploring Activities

- Have pairs of students take turns showing what they have in their bags. If they know the appropriate words, they may say them and "teach" them to the class. If they do not know, another student or the teacher may "teach" the term. Practise the new terms.
- Read some stories that show food, sing songs, or make up a story, song or chant with the students using vocabulary that the students are practising.

Extending Activities

- Review the vocabulary the students know. Count the number of words.
- Have each student draw a picture showing what they will "teach" someone at home.

Lesson 4

Objectives

Students will:

- listen, observe and participate according to instructions. (C, CCT, PSVS)
- utilize appropriate vocabulary to respond to questions. (C, IL)

Engaging Activity

- Have students report on their experiences of "teaching" someone at home. Reinforce the positive experiences.

Exploring Activities

The following activity may be coordinated with science.

- Discuss where foods come from, especially the ones that we get directly from plants in a garden.
- Have on hand some seed packages. Choose large seeds that grow easily and quickly (e.g., beans, peas, grain).
- Pass around containers holding some seeds. Discuss their appearance and what they need to grow.
- Working in pairs, have students list or draw the items they will need in order to plant the seeds. Over the next few days, have children bring any items not available at school.

Extending Activities

- As students are dismissed, hold a puppet which asks students an appropriate question in the language being learned. (e.g., "What do you like to eat?") Each child must respond appropriately before leaving.

Lesson 5

Objectives

Students will:

- listen, observe and participate according to instructions. (C, CCT, PSVS)
- utilize vocabulary to express themselves. (C, IL)

Engaging Activity

- Have the students take inventory of their planting materials. Use counting and other new vocabulary as much as possible.

Exploring Activities

- Plan with the students which new words they could use as they are planting their seeds. Practise them. You may wish to

introduce others. It will be necessary to give students specific instructions for planting (e.g., amount of soil, depth of seeds, etc.) The teacher may wish to have older students or parent volunteers to assist with the planting.

- Have students working in pairs to plant the seeds. Have them practice appropriate vocabulary (e.g., 1 bean, 2 beans, ...) as they are working.
- Mark the calendar with a message (e.g., "Today we planted our seeds.")

Extending Activities

- Display all the food pictures on the chalk ledge. Have students working in pairs to discuss which of the foods could be grown in a garden.
- Children may take turns selecting the pictures, using learned vocabulary as they do so.
- Display those pictures in a special area. Name it "Garden Foods".

Lesson 6

Objectives

Students will:

- listen, observe and participate according to instructions. (C, CCT, PSVS)
- understand a situation through gestures, tones, emotions and expressions. (C, IL)

Engaging Activity

- As students come into class, have them check their seed pots. Watering may be required.
- As soon as any growth can be detected, record it on the calendar.
- Have the children join you sitting in a circle, placing a finger over their lips and closing their eyes. Speaking in a soft voice, say, "Imagine that you can see the little seed growing in the ground. See the little roots reaching for water and food. Watch the stem begin to grow.") Keep the story going until the plants in the story have foods ready to eat. Have students open their eyes slowly to the count of 5.

Exploring Activities

- Direct their attention to the "Garden Food" pictures. Have them imagine that the foods are growing in their garden. Teach them words like, "We will pick ..."
- Then have each pair of children "pick" a food, using the appropriate word in a phrase or

sentence.

Extending Activities

- Look at the pictures and foods that did not fall into the "garden" category. Discuss where these foods come from.
- Establish some new categories, grouping the pictures and foods accordingly.
- During the weeks that follow, keep records of the growing plants, practising and learning vocabulary as appropriate.

Lesson 7

Objectives

Students will:

- listen, observe and participate according to instructions. (C, CCT, PSVS)
- develop confidence in their verbal responses. (C, IL)

Engaging Activity

- Plan with the students to make a soup for their lunch, using as many of the foods dealt with in class as possible.
- The teacher may choose to have children bring ingredients from home or shop for them at a local store.
- To determine ingredients and the amounts needed, have the children study a recipe and calculate what they will need so that each student will get one serving.

Exploring Activities

- Ask students to list what they need to bring from home or shop for at the grocery store. Depending on their stage of development, some students may draw pictures, some will make letter formations.
- Have students sit in a circle with pictures of proposed soup ingredients in the centre. Have students imagine they are making the soup. Go through the procedures by selecting the food, and pretending to chop it, and add it to the soup. Use learned vocabulary.

Lesson 8

Objectives

- Students will listen, observe and participate according to instructions. (C, IL, PSVS)

Engaging Activity

- This lesson involves preparing the ingredients, making the soup, and eating it. Arrange to have this happen first thing in the morning so that the soup is ready for lunch, or prepare it in the afternoon for lunch the next day.
- Teach the students how to use a knife and peeler safely. (Arrange to have parent volunteers to assist the groups or have them use a knife only under the teacher's supervision.) Then, working in small groups, have them prepare the ingredients carefully.

Exploring Activities

- Have the students follow the recipe and combine the ingredients for the soup. (The teacher may wish to read the story *Stone Soup* during Language Arts period. Add a large smooth stone to the soup, just for fun.)
- The children may check the soup as it simmers.
- Discuss appropriate phrases and behaviours associated with eating together. (These may include common sense behaviours and/or those associated with a specific culture.)
- While eating the soup together, have students identify various ingredients, using the learned vocabulary.
- Have all students share the job of cleaning up.
- This activity may be videotaped and shown later to see how many new words the students used during the activity.
- Select appropriate computer assisted learning activity.

Extending Activities

- Reflect on the activities. Discuss what the students have learned.
- Hand out large sheets of drawing paper. Show students how to fold paper into 6 or 8 sections. Working in small groups so that they may assist each other, students may illustrate in each section a new word learned.
- Invite the students to suggest what they would like to learn as extensions of this unit of work.

Sample Plan Developing Phase

Theme: Food

Foundational Objectives

Students will practise/develop the following:

- ability to use listening to understand meaning.
- curiosity about and interest in print by participating in independent and shared reading and writing activities.
- ability to discuss a limited number of topics using the Indian or Michif language.
- awareness of and respect for cultural protocol.
- ability to participate in small or large groups for conversation and other purposes.

Learning Objectives

Students will be given opportunities to:

- listen and observe attentively. (C, PSVS)
- follow instructions. (C)
- develop confidence in their verbal responses. (C, IL)
- master the intonation, rhythm, patterns and stress points of the language. (C)
- utilize vocabulary at the particular level of instruction to express themselves orally and in writing. (C, CCT, IL)
- express themselves through writing using vocabulary learned in the oral and reading portion of the class. (C, CCT, IL)
- read and recognize the written version of the oral vocabulary that has been introduced. (C)

Assessment

- **Checklist** - listening, participation and completion of assigned tasks
- **Portfolio** - written assignments
- **Rating scale** - peer and self-evaluations, teacher made quizzes

Lessons

Lesson 1

Learning Objectives

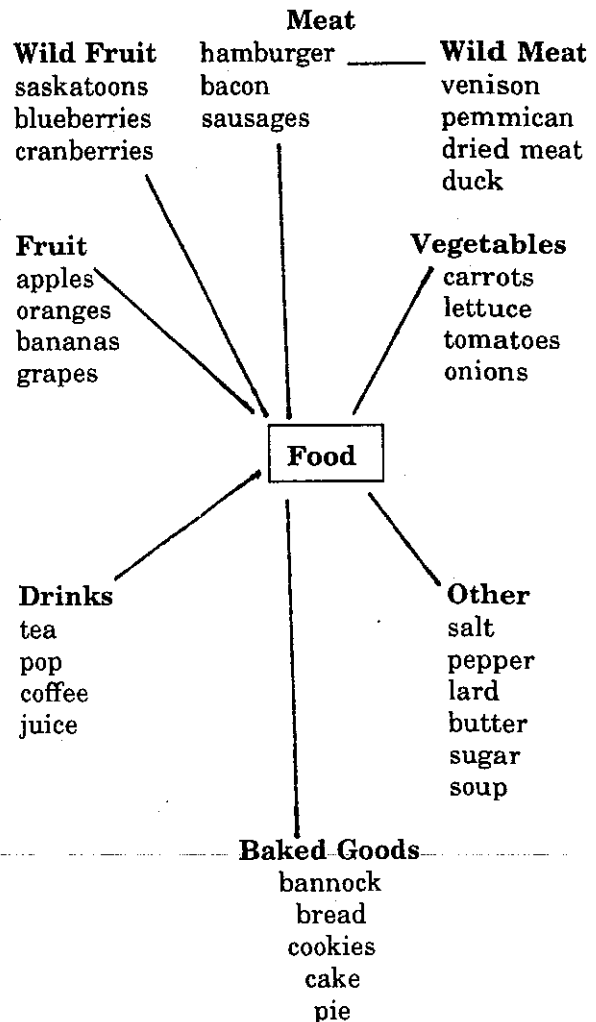
Students will:

- listen and observe attentively. (IL, PSVS)
- follow instructions. (C, CCT)

Engaging Activity

- Begin the lesson by writing the word 'food' in both languages.
- Display flashcards of various food items.
- Discuss with the students how the foods might be grouped.
- Write the categories and names of these foods in webs. Webs may be written in the first or second language or a combination of both.
- Brainstorm for other foods that can be included in the groups.
- The students may choose which group of foods they want to study.

The resulting sample web might resemble the following:



The web may be expanded to include other items such as cooking terms and prices of food, according to the students' choices. The teacher will proceed depending on the progress and enthusiasm of the students. An occasional review of this web may be in order.

Exploring Activities

- Have on hand an assortment of flyers and magazines. Divide the class into groups and have them cut out various pictures to glue on cards.
- Display the illustrations. Using the illustrations and the web, assess what food related vocabulary students already know, and what they need or want to learn. Make appropriate lists.

Extending Activity

- Explain to the students that they will be required to complete a project during the next few weeks. Most of the work will be

done outside of class time. Students may work individually or in small groups. They might think about and discuss with family or friends the type of project they would be interested in doing.

- As they leave the class, have students each select a food picture, and say a word related to it.

Lesson 2

Learning Objectives

Students will be able to:

- listen and observe attentively. (PSVS)
- follow instructions. (C, CCT)
- develop confidence in their verbal responses. (C, IL, PSVS)

Engaging Activity

- For this sample unit it is assumed that the students chose to study fruit words.
- Introduce vocabulary for **food, fruit, listen** (you singular and plural), **say it** (you singular and plural), **close your eyes**, (you singular and plural). Practise words with the students.
- Using the picture flash cards the students made and any other illustrations available, review new vocabulary. Say, "Listen," and say the word. For more emphasis hold your hand to your ear to indicate what you mean. Name the fruit. Repeat twice. On the third time around, again in the language being taught, use the command, "Say it!" If the students can not say the word, say, "Close your eyes." Practise the terms.
- Utilize appropriate software.

Exploring Activities

- Divide the class into groups of 3 or 4 students. Have each group decide on which terms they will practise. They may get the pictures for those terms from the chalkboard ledge. Give them a set time (8 min.). The teacher may circulate among the groups and provide assistance as needed.
- At the end of the designated time, one spokesperson from each group may share with the class what they practised.

Lesson Extension

- Discuss with the students the assignment mentioned last period. The teacher may wish to set out specific criteria like a minimum number of new food related words

included, evidence of a cultural component, and the length of time students have to complete it.

- Have the students suggest various possibilities for projects. They might include: a recipe book; a food (picture) dictionary; a food alphabet book; a story (involving foods, preparation, and related protocol) recorded on audio tape; a research project on traditional foods; a diorama showing some aspect of food gathering, hunting, etc.; a computer based project; or a video showing food preparation.
- Establish with the students the evaluation procedure (e.g., number and distribution of marks), and the due date.
- If students are ready to make decisions on their projects, have them outline on a page what they want to do, sign the page, and hand it in. If they change their minds about their projects, they will consult the teacher.

Lesson 3

Learning Objectives

Students will be able to:

- listen and observe attentively. (C, PSVS)
- utilize the vocabulary at the particular level of instruction to express themselves orally and in writing. (C, IL)
- master the intonation, rhythm, patterns and stress points of the language. (C, IL)

Engaging Activity

- Review previous lesson using "teacher-talk". Using flashcards, have students name all the fruits that were introduced in the previous lesson.
- Introduce a conversation pattern like the following:
I am hungry.
Are you (singular) hungry?
What do you (singular) want to eat?
_____ or _____?
- Use the flashcards for students to make choices. Some students may not be ready to say the words and may just point at their choice. The teacher may make a note of this for future instruction.

Exploring Activities

- Divide the class into groups of 4 or 5 students. Give each group a picture for each student and some masking tape. Have the students tape a picture on each student's back. In the group the students take turns.

Student 1 asks, "What do you want to eat?" She shows her picture and the group replies, "We want (whatever is shown on the back of Student 1)." After each student in the group has had a turn, mix up the groups and go through the same process again.

Extending Activities

- Have students work with partners. Give each pair a worksheet with pictures of different fruits on them.
- Have students write the appropriate name under each picture using the words written on the board or on the worksheet.
- Practise with appropriate software.

Lesson 4

Learning Objectives

Students will be able to:

- listen and observe attentively. (PSVS)
- develop confidence in their verbal responses. (C, PSVS)
- master the intonation, rhythm, patterns and stress points of the language. (PSVS, C)
- utilize the vocabulary at the particular level of instruction to express themselves orally and in writing. (C)

Engaging Activity

- Have students sit in a semi-circle in front of the Canada Food Guide poster.
- Point to the fruits on the poster and ask, "What is this?" (Note: Be sure that review drills like this are fast paced with students feeling free to make mistakes.)
- Use flashcards for more practice.
- Read an appropriate story. (If a story is not in your dialect or is entirely different from your language, consider requesting permission to translate the story.)

Exploring Activities

- Have the students sit in a circle. Introduce new words with appropriate pictures or objects.
- Hand out pictures of new and familiar vocabulary so that each student has a picture.
- Start the record player with some music. As the music plays, students pass along their pictures. Stop the music. The students show their pictures, and name their foods either to the whole group or the person next to them. Students should feel free to help one another. Start the music and continue.

- The activity may be varied by using different phrases or sentences.

Lesson Extension

- Discuss with the students the kinds of fruit (and other foods like nuts or dressing) that would be good in a fruit salad. This may include canned or frozen fruit as well as wild berries.
- Have each student volunteer to bring some ingredients for the next lesson. Some students may wish to bring other things to eat with a salad, such as bannock or chips.
- Check with the students on the progress of their projects. If appropriate, plan a class period for them to bring necessary materials to work on projects in class. This will help the students who have limited time outside of school hours and will give the teacher a chance to assist students who are having difficulty.

Lesson 5

Learning Objectives

Students will:

- listen and observe attentively. (PSVS)
- follow instructions. (C)
- strengthen students' social skills (working in groups). (PSVS)

Engaging Activity

- Take an inventory of the salad ingredients. It may be a good idea to have extra ingredients on hand.
- Give the students instructions on handling peelers and knives safely. (The teacher may wish to have older students or parents assisting.)
- Discuss the ingredients and size of chunks needed for the salad.

Exploring Activity

- Have the students working in groups, making one large or several small salads.
- Before serving the salad, discuss appropriate behaviour (basic courtesies and cultural protocol) when eating together.

Lesson 6

Learning Objectives

Students will:

- listen and observe attentively. (PSVS)
- develop confidence in their verbal responses. (C, PSVS)
- communicate the meaning of situations through gestures, tones, emotions and expressions. (C)
- utilize the vocabulary at the particular level of instruction to express themselves orally and in writing. (C)

Engaging Activities

- Review vocabulary using "teacher-talk". (See Appendix C for an example.)
- Introduce new vocabulary like:
"Are you (plural) hungry?"
"I am hungry."
"I want to eat ____."
"What do you (singular) want to eat?"
- Model and practise conversations using the above questions and answers.

Exploring Activity

- Divide the class into groups of 4 or 5 students, each with a tape recorder.
- Have students practise conversations for a few minutes and then record them.
- Students may listen to their recordings for self-evaluation. Encourage students to listen for pronunciation, etc. If they are dissatisfied, they may practice briefly and tape record again.

Lesson Extension

- If the students are comfortable with their recordings, have groups exchange their tapes - for learning purposes, not to criticize.

Lesson 7

Learning Objectives

Students will:

- listen and observe attentively. (PSVS)
- follow instructions. (C)
- read and recognize the written version of the oral vocabulary learned in the oral and reading portion of the class. (C)
- strengthen students' social skills (working in groups). (PSVS)

Engaging Activity

- Have students look at the web and decide on what other food related vocabulary they would like to learn. For this sample unit, assume that they select menus for different meals.
- Introduce and practise necessary vocabulary.

Developing Activities

- Hand out papers that measure about 8.5 x 14 inches. Students may fold this paper in three sections to make a "Menu" pamphlet.
- The students may work in small groups or individually to design menus for breakfast, lunch and dinner, one meal in each section. The pamphlets may show pictures and appropriate words in each section. If possible, these may be done on classroom computers.

Lesson Extension

- Reflect with the students on what they have learned to date. List or just count the number of new words. (Students may be surprised how much they have learned.)
- Ask the students to consider these new words and how they might be used in a story for the next lesson.

Lesson 8

Learning Objectives

Students will:

- follow instructions. (C)
- read and recognize the written version of the oral vocabulary learned in the oral and reading portion of the class. (C)
- strengthen students' social skills (working in groups). (PSVS)

Engaging Activity

- Discuss story ideas with students. When there is agreement on a plot, have students dictate a story while the teacher writes it on the chart paper in the language being taught.
- The teacher and students read the story together, making editorial changes as needed. Save this story and add it to a reading corner where their own stories are placed.

Exploring Activities

- This activity may be coordinated with a Language Arts period. Arrange ahead of time with the teacher-librarian to pull

various books that have stories mentioning foods (e.g., Little Red Riding Hood, Gingerbread Man, many others).

- Divide the class into small groups, each with some of stories and some file cards.
- Have the students write the name of the story on one side of a file card and on the other a sentence about the kind of food mentioned in the story. (The students may need the teacher's help with vocabulary.)
- Have the students sit in a circle with the cards in the centre. Have a student select a card. The group that prepared the card may comment on the story and the sentence written.

Lesson Extensions

- If the students seemed interested in the above activity, have them choose a story and retell it, changing it to occur in the students' community and/or to reflect the culture of the language being studied. This may be done in combination with a Language Arts period.
- In order to do this successfully, the activity should be modelled first. With the whole class select a story, suggest changes, and retell it together.
- When students understand the process, have them work in groups. Select a story, brainstorm various changes that might be made, and compose the story together. Practise telling it using as many second language words as possible.
- Tell the new story to the class. Have an older student videotape the presentations. View the video later to self-critique.

Lesson 9

Learning Objectives

Students will:

- listen and observe attentively. (PSVS)
- develop confidence in their verbal responses. (C, PSVS)
- utilize the vocabulary at the particular level of instruction to express themselves orally and in writing. (C)

Engaging Activities

- Have students bring their projects to class. Discuss with them how each group would like to share their projects.

Developing Activities

- Have students share their projects.
- Evaluate according to the procedures and criteria established, doing both a teacher and self-evaluation.

Lesson Extension

- Discuss with students the direction of lessons to follow.

Sample Plans Extending and Specialized Phases

The following material is designed to assist the teacher with planning at the extending and specialized phases.

The plans include objectives, suggested activities, and evaluation strategies. The Common Essential Learnings are identified as they are reflected in the activities.

The plans include suggested activities and the evaluation strategies that may be used as outlined or as models to design other strategies or instruments to suit the age and the needs of the students more appropriately.

With the evaluation and assessment strategies it may, in some instances (e.g., for special needs students), be appropriate to use oral proficiency checklists rather than written work.

For evaluation purposes, teachers are encouraged to use rating scales as well as anecdotal records and observation checklists; to use teacher evaluations as well as peer and self-evaluations; and to use criteria and instruments determined by the teacher in consultation with the students. Teachers are further encouraged to base evaluations on not only test results but also on students' participation, performance and attitudes demonstrated on a daily basis.

Extending Phase

Content: Dwellings/Grammar

Skills: Appropriate use of terms when speaking or writing about different dwellings

Learning Objectives

Students will have opportunities to:

- compose their own responses - oral or written - to questions, statements and oral or written material.
- listen and observe attentively.
- utilize prior knowledge to express new ideas.
- listen to oral presentations given in various situations and select specific information from them.
- develop confidence in their verbal responses.
- use vocabulary correctly and in appropriate contexts.
- develop reading ability appropriate to their age and competency level.
- express themselves through writing using vocabulary learned in the oral and reading portion of the class.
- identify and use increasingly complex grammatical structures.
- follow instructions.
- learn how to communicate with Elders in a respectful and appropriate manner.
- work cooperatively in small and large groups.
- understand and value the traditional structures of Aboriginal peoples.

Activities and C.E.L.s

- Review vocabulary pertaining to house, tent, tepee. Students will know how to spell and say the words.
- Discuss the different types of traditional shelters of Indigenous peoples from various parts of the world. (PSVS, C, TL)
- Students will compare the shapes and building materials of the dwellings. (e.g., igloos, thatched huts, tepees, adobes, cave dwellings; arcs, cones, other geometrical shapes). The teacher-librarian, if available, may assist with reading material. (CCT, TL, C, N)
- Introduce terms for these dwellings. If there are no existing terms, have students make up words or have students consult fluent speakers in the community. Nouns, verb phrases, and adjective phrases are the grammatical structures that will be

introduced. (IL, C, CCT, N, PSVS)

- Have students review a picture of a traditional tepee which illustrates its structural elements. (C, TL, PSVS)
- Invite an Elder, if available, to discuss these structural elements and their significance (e.g., values represented by the 15 poles). (PSVS, TL, N, C)
- Discuss and prepare a list of questions that students might want to ask the Elder. Explain the difference between didactic (polarity) and content questions. (PSVS, CCT, C, IL)
- Divide the class into groups of 4 or 5 and have them construct model tepees which, as much as possible, reflect traditional materials and elements (e.g., number of poles, pegs and pins). Encourage the use of correct terminology as construction is carried out. Have students take turns videotaping parts of the process, capturing conversations in the language being taught. (Teachers may choose to make this a homework assignment.) (IL, CCT, PSVS, TL, C, N)

Suggested Evaluation and Assessment

- Have students identify (or create) drawings of different shapes related to building structures (e.g., triangle, arc, etc.). Use examples in a matching quiz.
- Have students prepare open-ended questions, requiring short answers, based on the Elder's presentation. Have students compile 10 (?) of the best questions for a take home assignment. Establish marking criteria, date due, rating scale, etc., before the students begin the assignment.
- Use a picture of the tepee and have students write labels and other information (e.g., values of the 15 poles) in response to teacher direction.

Content: Numbers

Skills: Ability to explain cultural significance of various numbers

Learning Objectives

Students will have opportunities to:

- compose their own responses, orally or written, to questions, statements and oral or written material.
- listen and observe attentively.
- listen to oral presentations given in various situations and select specific information from them.
- read and recognize the written version of the

- oral vocabulary being learned.
- express themselves through writing, using vocabulary learned in the oral and reading portion of the class.
- learn to be sensitive to the ways in which each community uses the language.
- learn how to approach Elders in an appropriate manner.
- appreciate the traditional significance of certain numbers.

Activities and C.E.L.s

- Review numbers. Remind students, if applicable, of the importance of proper spelling and diacritical application. Minimal pairs and sets would be appropriate to use in the lesson. (C, CCT)
- Have students read about and discuss numbers that have cultural significance not only in the Indian cultures but in others as well. The discussion should be conducted in the Indian language. Your teacher-librarian may help locate suitable material. (IL, C, N, PSVS)
- If applicable, invite an Elder from the community to explain the number 4. Have the class prepare appropriate questions. It may be necessary to discuss and screen questions. (C, IL, PSVS)

Note: A preliminary meeting with the Elder to explain the level of comprehension of the majority of the class may be appropriate.

- Have the class as a whole summarize the information. Write major points on the chalkboard or, if the students are able, have them work in groups of 4 or 5 to record the main points. Then have one student from each group leaders present the report. (C, IL, PSVS)
- Apart from the cultural aspect of certain numbers the students may identify new vocabulary the Elder used. Have students compose their own sentences using the new vocabulary. (C, PSVS, CCT, IL)
- Read legends or articles that refer to the relevant numbers. (C, N, PSVS, CCT)
- Use students' sentences to explain person (e.g., 1st person, 2nd person, etc.). (C, IL)
- Explain and use examples of simple sentences that contain only a verb (e.g., Go!) or a noun and verb (I'll walk). If applicable, show how a single verb in the Indian language may be a complete sentence. (C, CCT)

- Have students compose sentences using one verb from their compositions, but with a noun in the 1st, 2nd, and 3rd person. (e.g., I ran to the store. You ran to the store. S/he ran to the store.) (C, CCT, IL)
- Have students write some of their sentences on the chalkboard. Discuss and compare verb patterns. Have students do the same comparison using other verbs. (CCT, C, IL)

Suggested Evaluation and Assessment

- Use cloze sentences for students to fill in the correct vocabulary.
- Assess students' participation, performance and products in class assignments and activities using checklists and rating scales.
- Have students prepare a report on numbers that have cultural significance. Have them also explore traditional and current relevance of the numbers. The report may be written, spoken, illustrated or videotaped. Before they begin, have them establish specific objectives (e.g., work cooperatively, finish on time, include 10 facts) and criteria for marking the report. Complete group or self-evaluations.
- Have students conjugate verbs in present, past and future tenses and translate them accordingly.

Content: Numbers/ Grammar

Skill: Understanding and using numbers

Learning Objectives

Students will have opportunities to:

- understand vocabulary used in different contexts.
- practise pronunciation, intonation, stress and volume to suit the situation.
- use vocabulary correctly and in appropriate contexts.
- read and recognize the written version of the oral vocabulary being learned.
- express themselves through writing, using vocabulary learned in the oral and reading portion of the class.
- follow instructions.
- compose their own responses - oral or written - to questions, statements and oral or written material.
- work effectively in group situations.

Activities and C.E.L.s

- Review vocabulary learned previously - numbers from 1 to 75, demonstrative pronouns in singular and plural forms, and interrogative pronouns. (C, N, IL, CCT)
- Give students dictation or translation of above vocabulary. (C, CCT)
- Explain the difference between didactic/polarity and content questions when working with the words who, where, how and what. Have students analyze the questions using singular and plural objects, paying special attention to plural endings. (C, N, CCT)
- Prepare worksheets for students, for example:
There are _____ students in the class.
There are _____ boys and _____ girls here.
There are _____ teachers in our school.
There are _____ councillors on the band council.
(N, CCT, IL)
- Using teacher-talk, conduct a discussion around numbers. (e.g., How many days in June? How many times has it rained this month? How many students, chairs, windows here?) (C, CCT)
- Divide students into groups of 3 or 4. Assign groups to count various items. If possible, create an authentic task (e.g., take inventory of texts, count newsletters for various classes), or have them choose to count other things (e.g., books on the top shelf, windows on the west side of the school, doors on the first floor of the school). Students will write their answers in the language being learned. (N, IL, C)
- Information may be shared in writing, by reporting orally, or completing a graph. (N, IL, C)
- Adapt a Bingo game to be used in the language being learned. (N, CCT, IL, C)

Suggested Evaluation and Assessment

- Have students write (or translate) phrases using selected numbers from 1 to 75 along with various nouns.
- In consultation with the students, list objectives for a task suggested in the above activities and use the objectives as a checklist for group or self-assessment of performance in that task.
- Collect written work for the students'

portfolios.

Content: Grammar/Dwellings, measuring terms, numbers.

Skills: To use terminology appropriately when speaking and writing about numbers and dwellings

Learning Objectives

Students will have opportunities to:

- comprehend vocabulary used in different contexts.
- master the intonation, rhythm, patterns and stress points of the language.
- use vocabulary at their level of instruction to express themselves.
- read and recognize the written version of the oral vocabulary being learned.
- extract meaning from written material using context and picture clues.
- identify and use increasingly complex grammatical structures.
- express themselves through writing, using vocabulary learned in the oral and reading portion of the class.
- appreciate the cultural significance of traditional homes of Indian peoples.

Activities and C.E.L.s

- Review vocabulary learned previously. Concentrate on numbers and dwellings. Practise the pronunciation and spelling of terms. (C, N)
- Explain locative endings/suffixes, if applicable. Tack pictures of various buildings and the names of nearby towns or cities on the walls. Give students commands to:
"Go to the tepee."
"Let's go to the city."
- Draw students' attention to the verb form. Have students give each other similar commands but to go to the pictures or names posted. (C, CCT)
- Have students analyze the verb forms when asking/telling one person to "go" to a picture, telling two or more to go to another location, and the form when one says: Let's go to _____. (CCT, PSVS, C)
- Plan a trip to the Royal Canadian Museum in Regina or to Wanuskewin in Saskatoon to view the tepees and other displays. Discuss current and past significance of the traditional dwellings. If possible, have some students photograph or videotape experiences. (IL, N, PSVS, TL)

- Emphasize measuring terms and numbers. Have students note such things as distance travelled, fuel consumed, money spent, size of park, etc. (IL, N, CCT)
- Have the class report on their trip. Individually or in small groups have students write or prepare to speak about the trip including both cultural perspectives and numerical and measuring information. (IL, TL, PSVS, CCT, C, N)

Note: Explain that the Indian languages have incorporated many European terms such as those for days of the week, measuring, gas/fuel.

- If students choose to write a report, use computers, if possible, to produce their finished product. The written materials may be compiled into booklets and oral reports may be recorded. These may be placed in the library for other students to access. (IL, C, TL, CCT)
- Have students prepare a glossary of terms for future use. The terms would be identified under the headings of verbs and nouns. (IL, C, PSVS, CCT)
- Illustrate (use original drawings, photographs or computer images) the booklets or tape jackets. Some students may edit the videotape to make it suitable for other students or parents to view. (C, TL, CCT)

Suggested Evaluation and Assessment

- Use a checklist or rating scale to assess students' vocabulary, participation, and products in the daily activities.
- Have students do a written assignment to give commands to one person, more than one person, or to say "Let's ___."
- Use a transformational drill.
- Have students working with partners to prepare "matching" exercises using their glossaries. With the students, determine the minimum number of questions required. Exchange exercises with another pair of students and hand them back to be corrected. Have both pairs of students write their names on the papers before they submit them. The teacher may use a checklist or rating scale to assess both the questions and answers.
- Do a self-assessment consultation with individual students on a rotation basis to assess notebooks.

- Have students each hand in one item to be placed in the portfolios.

Content: Meal for Elder

Grammar/Nouns, verbs in the Indicative, Preterite moods

Skill: Learn proper protocol and behaviour at social functions

Learning Objectives

Students will have opportunities to:

- compose their own responses orally or in writing to questions, statements and/or written material.
- listen to oral presentations given in various situations and select specific information from them.
- express themselves in a formal cultural setting.
- develop reading ability appropriate to their age and competency level.
- learn to be sensitive to the ways in which each community uses the language.

Activities and C.E.L.s

- Introduce vocabulary to be used during the meal. Practise conversing in the language being learned. (C)
- Invite an Elder to explain the significance and procedures of a meal for Elders. Be aware that male and female roles differ in various cultural settings. (C, PSVS)
- Invite people from the community to assist students in meal preparation. (C, PSVS, IL)
- If appropriate, students may prepare invitations written in Standard Roman Orthography to be given to Elders and guests. (C, PSVS)

Note: According to some customs, invitation to a feast is given verbally.

- Students will measure ingredients and prepare needed foods. (N, CCT, PSVS)
- Use numbers vocabulary as much as possible. (N, CCT, IL, PSVS)
- Have students work in groups of 3 or 4 to role-play behaviour showing respect and appreciation for Elders. (C, PSVS, IL)

Note: Consult Elders in regards to using tape recorder and video camera.

- During the meal, each Elder may be asked to say a few words to the class. (C, PSVS, IL)

- If a video camera is used, the class may review the video, turn down the volume and write commentaries for the video. (C, PSVS, TL, IL)

Suggested Evaluation and Assessment

- Use rating scales, checklists or anecdotal records to assess students' attitudes, participation and achievements in the class activities.
- Use matching and multiple choice quizzes to check on vocabulary regarding protocol, measuring utensils, measurements of weight and time.

Content: Foods

Skills: Know vocabulary pertaining to foods

Learning Objectives

Students will have opportunities to:

- listen to oral presentations given in various situations and select specific information.
- use vocabulary correctly and in appropriate contexts.
- use vocabulary at their level of instruction to express themselves.
- read and recognize the written version of the oral vocabulary being learned.
- develop reading ability appropriate to their age and competency levels.
- identify and use increasingly complex grammatical structures.

Activities and C.E.L.s

- Review food terms. (C)
- Identify the ingredients required to make pizzas. Write the recipe in the Indian language. (C, IL, CCT)
- Have students calculate the quantities of various ingredients needed to make enough pizzas for the class. (CCT, IL)
- If possible make arrangements with the manager of a nearby grocery store for the class to shop for the ingredients for pizza (or other food). Arrange to have a consultant who speaks the language prepare the manager and at least one cashier regarding certain terms (foods and currency). ((C, PSVS, IL)
- In preparation for the shopping trip, students, in their groups, will discuss preferences (e.g., I like the taste of cheese. I dislike the taste of tomato sauce.), and make a shopping list (or a list of ingredients to bring from home). (C, PSVS, CCT, IL)

- Have students observe subject/verb agreement and the verb/object agreement as they write out the recipes they plan to use. (C, CCT)
- Students will learn necessary vocabulary for questions such as: **How much** does this cost? **Where is** the cheese? (C, CCT, IL, N, PSVS)
- Students, working in their groups, will make pizza using their ingredients and following the recipes written in the Indian language. (N, C, CCT, PSVS)
- The recipes may be written in Standard Roman Orthography and may be compiled into a booklet for other classes to use or perhaps have copies made for Mother's Day or for Christmas presents. (C, CCT, IL, PSVS, TL)
- Videotape the pizza making. The students may watch the video and count the number of different Indian language words they used in their conversations. (C, PSVS, TL)
- Students may write a commentary for the video in the Indian language. CCT, IL, TL

Suggested Evaluation and Assessment

- Make a pizza collage using pictures of different vegetables, cheese, etc. Students will discuss their collages in class in the Indian language as part of an oral competency test.
- Use an observation checklist and do a group assessment when students are shopping for, planning for, and making the pizza.
- Write a recipe, such as for lasagna, which uses nearly the same ingredients as pizza using the Indian language. Have students translate this into English. They should know verbs and nouns pertaining to cooking.
- Use a checklist to observe student interaction, input and attitude.
- Give students homework to conjugate imperatives, immediate and delayed.
- Use "teacher-talk" to discuss with students their meals or grocery shopping in the past and future tenses. Observe their ability to respond.

Content: Kinship terms
Grammar

Skills: Learn to use kinship terms,
orally and in writing, to address
relatives

Learning Objectives

Students will have opportunities to:

- utilize prior knowledge to express new ideas.
- practise their pronunciation, intonation, stress and volume to suit the situation.
- express their opinions on a variety of topics and with a variety of audiences.
- develop confidence in their verbal responses.
- read and recognize the written version of the oral vocabulary being learned.
- participate, with greater insight, in increasingly complex discourse.
- learn the importance of proper sequencing of events in their own or other writing.
- practise appropriate protocol when conversing with family members and strangers.

Activities and C.E.L.s

- Have the class brainstorm a list of familiar kinship terms. Write the terms in a web or family tree diagram. (C, PSVS)
- Introduce additional terms and explain the meanings of terms such as maternal and paternal aunts and uncles, etc. (Be sensitive to the fact that in some families a "father" or "sister" may fill the role but may not necessarily fit the traditional definition.) Have students role-play greetings and conversations. (C, CCT, PSVS)
- Have students working with partners to make a list of events designed to involve or honour certain members of the family (e.g., Mother's Day, Father/Son competition, family reunion). (C, CCT, PSVS, IL)
- Students may organize a special event (e.g., tea, volleyball game) where each student may invite a special adult. Students will do this speaking the Indian language as much as possible. (C, CCT, PSVS, IL)
- Plans, invitations and programs may be written in the Indian language in Standard Roman Orthography, or syllabics (if applicable) using the computer. (C, CCT, PSVS, IL, TL)
- If the event is a more formal program, the Master or Mistress of Ceremonies will greet the guests and conduct the program in the Indian language. (C, PSVS, CCT)
- Involve parents/caregivers in games that are

also conducted in the Indian language. (C, CCT, PSVS)

- Students may compose and recite poems and songs in the Indian language. (C, CCT, IL)
- Students may do short skits using the Indian language. (C, PSVS, CCT)
- Choral speaking may be used to convey a message to the special adults. (C, CCT, IL)
- Have students use a talking circle to reflect on the event, what went well, and what they might do differently next time. Students may use English if they do not know terms to express themselves. The teacher might jot down the words to be taught at another time. Students may also recall certain protocol in addressing strangers and family members. (PSVS, C, IL, CCT)
- The grammar will depend on the poems, songs and choral recitations, games and greetings. (C, CCT)
- Have students fill in a kinship diagram of a real or imaginary family.

Suggested Evaluation and Assessment

- Give students a blank kinship chart to fill in. Use an imaginary family.
- Use a checklist or anecdotal records to assess students' progress in the activities listed above.
- Use matching or multiple choice sheets for the kinship terms.
- Have students listen to a taped recording of kinship terms said in English. Students will write translations in the Standard Roman Orthography and syllabics (if applicable).

Specialized Phase

Content: Foods - grits, fried chokecherries

Skill: Use appropriate language for
making grits with crushed
chokecherries

Learning Objectives

Students will have opportunities to:

- listen to oral presentations given in various situations and select specific information from them.
- identify the main idea of spoken or written material.
- use vocabulary correctly and in appropriate contexts.
- participate with greater insight, in increasingly complex discourse.

- comprehend increasingly complex vocabulary and structure.
- learn the importance of proper sequencing of events in their own or other writing.
- learn to be sensitive to the ways in which each community uses the language.

Activities and C.E.L.s

- Review familiar food terms. (C, IL)
- Compare modern food preservation to methods of long ago such as air drying of berries and edible roots or the storing of foods in special containers made of birchbark and deer skins. Modern methods would be canning in glass jars or tin cans, drying and freezing. Compare procedures, considering efficiency, convenience, environmental impact, etc. (C, CCT, TL, PSVS)
- If appropriate, invite a person from the community to explain in the language being learned and to demonstrate the process of crushing and then frying chokecherries (or other appropriate activity). (C, TL, PSVS)

Note: For crushing berries, a large flat stone was needed for the base and a smaller stone was used to crush the berries. Only a few berries were crushed at a time.

- Students will watch and participate in the activity. (C, PSVS)
- Students may record information using a computer. (C, CCT, IL, PSVS, TL)
- In groups of four or five, students may practise making grits. (C, PSVS, TL)
- Students may videotape the activity. (C, PSVS, TL)

Suggested Evaluation and Assessment

- Using rating scales or checklists, assess students' progress as demonstrated during classroom activities.
- Prepare open-ended, short answer quizzes or tests.
- Assign homework.
- Have students review the video and write their own commentary.

Content: Foods - Berries
Grammar/Numbers

Skills: Listening, Speaking, Reading and Writing
Students will utilize appropriate language in making chokecherry jelly.

Learning Objectives

Students will have opportunities to:

- master the intonation, rhythm, patterns and stress points of the language.
- listen to oral presentations given in various situations and select specific information from them.
- develop confidence in their verbal responses.
- use vocabulary correctly and in appropriate contexts.
- convey, through composition, ideas, emotions and reactions to experiences.
- learn the importance of proper sequencing of events in their own or other's compositions or writing.
- identify and use increasingly complex grammatical structures.
- learn about the origin and significance of some of the vocabulary.

Activities and C.E.L.s

- Introduce berries grown in the community. Practise the vocabulary. (C)

Note: Because most berries ripen during the summer arrange for senior students to produce a video of picking, cleaning and preserving berries. Senior students may write, in the Indian language, a commentary to accompany the video. (C, CCT, PSVS, IL, TL)

- Show and discuss the above video. (C, CCT, PSVS, TL)
- Invite an older person, who can speak the language, to assist in preserving fruits and explaining procedures. (C, IL, PSVS)
- The instructor may identify the nutrients provided by the different berries. (C, CCT, PSVS, IL)
- Students will be organized into groups of four to make chokecherry jelly. (C, PSVS, IL)
- Write recipes in the Indian language. (C, CCT, IL, N)
- Write about the berry picking excursion: What I saw while berry picking (type of trees, kinds of birds and animals, etc.).

- Students may use computers. (C, CCT, IL, N, TL)
- Students may brainstorm different ways of eating berries. (e.g., fruit flan, saskatoon pie, blueberry muffins, etc.) (C, CCT, TL, PSVS)
- Have students design a restaurant menu with a berry dish included in each course. Menus may be done in syllabics. (C, CCT, IL, N, TL, PSVS)

Suggested Evaluation and Assessment

- Use rating scales or checklists to assess the students' class work.
- Use a quiz to assess vocabulary retention.
- Have students use webs, concept maps, lists of phrases, or paragraphs to compare past and present preserving practices. Decide with the students the areas to be dealt with (e.g., necessity, effectiveness of techniques, amount of food preserved, environmental effects, roles of family members). Decide with the students ahead of time how many different points they might be able to make. The assignment will then be assessed on that basis. That is, if the students are expected to say at least 12 different things about the topic, then the assignment should be worth 12 (or 2 marks each for 24) marks.

Content: Fishing/Hunting
Grammar

Skill: Ability to organize fishing or hunting trip while speaking the Indian language

Learning Objectives

Students will have opportunities to:

- compose their own responses orally or in writing to questions, statements and oral or written material.
- use prior knowledge to express new ideas.
- master the intonation, rhythm, patterns and stress points of the language.
- develop confidence in their verbal responses.
- use vocabulary correctly and in appropriate contexts.
- participate with greater insight, in increasingly complex discourse.
- read and recognize the written version of the oral vocabulary being learned.
- organize, participate in, and evaluate a field trip.

Activities and C.E.L.s

- Review familiar vocabulary and concepts. (C)

- Enlist the help and advice of people in the community in planning and conducting the field trip. (C, IL, PSVS)
- Discuss the trip with the students and have them prepare a timetable of events including daytime and evening activities (e.g., songs and music, crafts, dances, art, hiking, bird watching, study of the constellations). (C, CCT, IL, PSVS)
- If the trip includes more than one meal, have students plan in small groups what they will eat, the equipment and groceries they will need, and who will be responsible for what. (C, CCT, IL, PSVS)
- Students may need to plan a fund raising activity for the trip. (C, CCT, IL, PSVS)
- Request the help of volunteers from the community to explain necessary skills needed and safety procedures for outdoors survival, building camp fires, cooking, creating shelters, etc. (C, CCT, PSVS, TL, IL)

Note: This activity will require different skills, vocabulary and equipment depending on the season, the objectives of the trip, and the length of the trip.

- Practise relevant vocabulary. (C)
- Have students open a bank account, with at least 2 students to attend to bookkeeping. The entire class will learn about the banking process (i.e., deposits, withdrawals, instant teller). (C, CCT, PSVS, N, TL, IL)
- Have students do research (in groups of 3 or 4) on plants, animals and geography prior to the trip. Everything is to be written in the language being learned. (C, CCT, PSVS, TL)
- Have students decide on who is to be in charge of video equipment and what is to be videotaped (e.g., departure, activities and arrival back home). Be sure these students know how to use the equipment. (C, TL, PSVS)
- Each student will keep a detailed journal using the Standard Roman Orthography and syllabics (if applicable). Upon return, have students enter their journals using the computer. (C, IL, TL)
- Students may read their journals to the class or to other classes. Some students may prefer that only the teacher read their journals. (C, PSVS, IL)
- Display pictures/photos, crafts, or art from the excursion. (C, PSVS)

Suggested Evaluation and Assessment

- Anecdotal records, rating scales, or group assessments may be used for most of the above activities.
- Make contracts with students in regard to research of flora and fauna and also writing their journals.
- Have students write a paragraph to demonstrate appreciation of Indian language equivalents for contemporary concepts, objects and procedures.

Content: Menu and meal preparation

Skill: Learning language and behaviour appropriate to cater and organize

Learning Objectives

Students will have opportunities to:

- use prior knowledge to express new ideas.
- listen to oral presentations given in various situations and select specific information from them.
- develop confidence in their verbal responses.
- express their opinions on a variety of topics and with a variety of audiences.
- use vocabulary correctly and in appropriate contexts.
- participate, with greater insight, in increasingly complex discourse.
- identify and use increasingly complex grammatical structures.
- follow instructions.
- learn vocabulary related to preparing some foods.
- work cooperatively with both students and adults.

Activities and C.E.L.s

Note: The following activity assumes that Grade 11 and 12 students are involved in the preparation for graduation.

- Review vocabulary that will be used in the meeting with Grade 12 students in regard to their graduation banquet or informal buffet. (C, CCT, PSVS)
- Both Grade 12 and 11 students will make themselves available for an information session to discuss plans (e.g., menu, seating arrangement, colour theme, guests to be invited, theme song, music, guest speakers). (C, CCT, PSVS, IL)
- Grade 12 students may present their choices of foods for the menu. Grade 11 students will then implement the catering plans. The

meeting will be conducted in the Indian language. (C, N, PSVS)

- Have students approach guest speakers for permission to record their speeches. Students will transcribe some or all to be included in the yearbook. (C, CCT, PSVS)
- Have the class select two students, one male and one female, to invite Elders. Students may discuss why, customarily, one does not send written invitations to Elders. (C, PSVS)
- Students will organize themselves into crews for catering, decorating and clean-up. (C, N, CCT, PSVS)
- Have students translate or interpret the theme of the graduating class in the Indian language. The theme may be in English and the Indian language. (C, CCT, PSVS)
- Parents or other family members may be approached to volunteer their help in cooking, decorating or clean-up. (C, PSVS)
- Have class approach the graduating students' families for photographs or negatives of themselves as youngsters. The class may prepare a surprise slide presentation of students called, "Who is this?" (C, CCT, PSVS, TL)
- Students may wish to write a commentary in the Indian language for the slide presentation. (C, PSVS)

Suggested Evaluation and Assessment

- Use observation checklists and anecdotal records to assess students' attitudes and proficiency in the activities described.
- Use a rating scale and spelling assessment to grade transcriptions and journal entries.

Content: Food vocabulary
Grammar

Skill: Learn vocabulary related to organizing a bake sale

Learning Objectives

Students will have opportunities to:

- participate, with greater insight in increasingly complex discourse.
- develop reading ability appropriate to their age and competency levels.
- identify and use increasingly complex grammatical structures.
- learn vocabulary related to organizing a bake sale.

Activities and C.E.L.s

- Students will brainstorm ideas for a fund raising event. (Assume it to be a bake sale.) (C, CCT)
- Discuss items to be sold at the bake sale. This will be done as much as possible in the language being learned. (C, N, PSVS)
- Review food vocabulary and add new words if necessary. (C, IL, PSVS)
- Grammar and vocabulary pertaining to cooking and baking will be introduced and practised. (CCT, C, IL)
- Students will use the computer to design ads and signs for the bake sale. Send an ad to the local newspaper. Ads may be written in the Standard Roman Orthography and syllabics (if applicable). (TL, C, IL, PSVS)
- Practise counting money and making change in the language being learned. (N, CCT, IL)
- The bake sale will be conducted in the Indian language. (C, PSVS, N, IL, CCT)
- Give daily dictation to increase spelling proficiency. Begin with words only and proceed to sentences when the students are ready. For variation, have students pair up to give each other dictation. (C, IL, CCT)

Suggested Evaluation and Assessment

- Assess above assignments and activities by using rating scales or checklists.
- Prepare transparencies of various foods. Write names of foods on other transparencies. Using an overhead projector show pictures along with words as a multiple choice quiz.
- Have students working in pairs to test each other on their knowledge of currency. Use play money.
- Assess notebooks on a weekly basis for such items as spelling and syllabics, and whether assignments are up to date.
- Use an oral proficiency checklist to test proper usage of vocabulary.

Content: Interviews with Community People/Grammar

Skill: Conduct and transcribe interview

Learning Objectives

Students will have opportunities to:

- compose open-ended questions.
- understand the meaning of situations through gestures, tones, emotions and expressions.
- understand vocabulary used in different

contexts.

- participate, with greater insight, in increasingly complex discourse.
- learn vocabulary related to various occupations.
- identify and use increasingly complex grammatical structures.
- learn the importance of proper sequencing of events in their own or other writing.
- learn how to approach and interview a person.

Activities and C.E.L.s

- Review vocabulary pertaining to occupations. (C, CCT, IL, PSVS)
- Review previous grammatical structures that were learned in other grades (e.g., singular and plural). (C, IL)
- Compose sentences using proper form of a verb. (IL, CCT)
- Students will use verb conjugation charts for the different types of verbs. (C, CCT, IL)
- Brainstorm a list of the various aspects of an occupation that students would like to find out about (e.g., training required, daily routine, challenges). (C, CCT, PSVS)
- Have students organized in groups of two or three. Have each group prepare a list of open-ended questions to ask that pertain to various aspects of an occupation. (C, CCT, IL, PSVS)
- If students are inexperienced in interviewing skills, have them role-play in pairs, concentrating especially on how to listen to replies and deviate from the prepared questions.
- Have students conduct interviews with people in the school, community, or outside the community by telephone or modem. Students may record interviews in order to critique and transcribe them. (C, TL, CCT, IL, PSVS)
- Review and share information obtained from the interviews. (C, CCT, IL)
- Have students working with partners to prepare a chart showing the pros and cons of various occupations. Display and compare the information shown. (C, CCT, PSVS, IL)
- Have students prepare a glossary including new terms that they have encountered. (C, CCT, IL)

Suggested Evaluation and Assessment

- Have students use rating scales or checklists to assess their own interviews, charts and glossaries on the basis of predetermined

criteria (e.g., interviews: relevant topics addressed, effective questioning; glossaries: number of new words, spelling).

- Prepare cue cards on occupations then use didactic/polarity or content questions for students to answer. This may be either on an individual basis or for all students.
- Assess transcriptions of taped interviews.

Content: Conducting a job interview

Skills: Composing ads and conducting job interviews

Learning Objectives

Students will have opportunities to:

- compose their own responses - oral or written - to questions, statements and oral or written material.
- listen and observe attentively.
- use prior knowledge to express new ideas.
- develop confidence in their language proficiency.
- express their opinions on a variety of topics and with a variety of audiences.
- express themselves through writing, using new vocabulary.
- identify and use increasingly complex grammatical structures.
- learn to identify and value their own skills and qualities.

Activities and C.E.L.s

- Review relevant vocabulary regarding occupations. Use glossary that was compiled in the lesson on interviews. (C)
- Organize students into groups of 3 or 4 to review job ads in the local (or other) paper and have them translate one ad. (C, IL, CCT, PSVS)
- Have students prepare to role-play an interview situation using the ad that they chose to translate. Students may take turns playing the role of the employer and prospective employee. (C, IL, CCT, PSVS)
- Have one group compose an ad and have other students apply for the job. Every aspect of this activity should be conducted in the language being taught. (C, IL, PSVS)
- Invite prospective employers in the community to write their ads in the Indian language, especially if they intend to hire students for the summer. The students may apply for the jobs as desired. (C, IL, TL, PSVS)
- Have the students prepare personal resumes, highlighting their work experiences as well

as their skills and personal strengths. (C, IL, CCT, PSVS)

Suggested Evaluation and Assessment

- Use polarity and content questions, written or oral, in regards to occupations and occupational skills.
- Use a video camera to assess students role-playing an interview situation.
- Check notebooks to assess spelling.
- Make contracts with students regarding possible summer job applications.

Sample Activities

In the material that follows, it is assumed that instruction will occur at the grade levels as indicated on the chart, Scope and Sequence of Themes from Kindergarten to Grade 12. The activities designed for those grade levels are consistent with the foundational objectives and incorporate the Common Essential Learnings.

Involvement of students in selecting or designing the learning environment as well as deciding upon activities to assist learning is fundamental to the communicative approach. Teachers should encourage students to share their ideas. However, teachers may also require examples of teacher-initiated activities.

The teacher should keep in mind, however, that the following are **sample activities** and should be used with discretion. The teacher may choose to use the strategies as outlined, adapt them, or design new activities entirely.

Some General Comments

Learning a new language can be fun. It can be natural and meaningful, particularly if it is the language of one's culture. It can also be hard work. To engage and maintain student interest, it is important that students experience variety in each lesson, that the lessons are relevant, and that the students feel successful. Keep in mind the following:

- Introduce and practise vocabulary within a meaningful context. As much as possible, provide real situations where the language is used. Use rote learning sparingly.

- Teach in small chunks. It is better to know a little thoroughly than a lot not very well.
- Be sensitive to students' needs and interests. A talking circle may help reveal these. Encourage and accommodate student input as to the words or topics to be learned. Students who have significant input will have a greater interest in and commitment to learning.
- Provide time to listen, observe and practise. Language is learned through repetition. However, repetition does not necessarily mean doing and saying exactly the same things. Nor does it mean rote learning. Add variety by making small changes either to the activity or by using words in different contexts.
- Consult other curriculum documents (e.g., Arts Education, Social Studies, Core French) for additional teaching ideas or examples of how various strategies might be used.
- Use tape or video recorders so that the students can critique themselves. This may be somewhat intimidating at first, but the students will quickly become accustomed to their use. Use them at all grade levels.
- Humour can serve as a powerful learning tool and can make the classes fun. Tell a joke, kid the students, and take kidding from them. Tell legends and sing songs with motions and movements, even with older students.
- Build student confidence. Learning to speak a new language involves taking risks. This may be scary, especially for older students. Give them the time and opportunities needed to succeed and build confidence. Allow them to make mistakes without feeling threatened or ashamed. Practising with partners rather than the whole class is one way to help build this confidence. Going slowly and letting students really master some expressions and their usage will build confidence too. Build an atmosphere where making mistakes is normal and okay because that is the way we learn - through trial and correcting errors.
- Vary the activities in each lesson.
- Be sure that there is active student involvement throughout most of the lesson. Students need to listen, observe (e.g., body language), talk and do. The 'doing' part might involve games, conversations, action songs, handling objects, talking into a microphone, or role-playing.
- Consider switching roles occasionally - have students be teachers. The students might teach parents, partners, a group, or the class.
- Teach children to ask hypothetical as well as genuine questions (who? what? where? why? when? how?) in the language being learned.
- Generally speaking, teaching a language should be based more on an oral approach than on a written approach.
- Lessons may generally follow a plan like this:
 - **Review** what was learned the previous lesson. Students may repeat some of the activities, perhaps in a shortened version, or practise in some other way what they learned.
 - **Introduce** new material. Link it with what students know. It may be an extension of the previous lesson, or something different. Wherever possible use real or simulated situations, objects and pictures.
 - **Practice.** Provide sufficient time for students to really learn for themselves by listening, speaking and doing. Although large group practice may, at times, be appropriate, students have more opportunity to participate actively with partners or in small groups.
 - **Evaluate.** This may be in the form of students discussing what they have learned that period or during the week. It may be a checklist (class or individual), a review quiz, a teacher-student conference. It may be students critiquing a video of themselves. Students need to reflect on what they have learned. They need feedback as to 'how they are doing'. Students may be involved in setting the evaluation process and criteria. Surprise evaluations generally add to stress, not learning.

Sample Activities

The following are some sample activities to introduce, practise, or review each content topic. Keep in mind that these are samples only. The students and the teacher, deciding together, are in the best position to make decisions as to what activities are most appropriate for the class.

Note:

Precise descriptors, such as the one that follows, are not listed, but are assumed:

"The student will be able to identify, repeat, recall, respond to, ask appropriate questions, behave in accordance with the cultural context, form sentences, write paragraphs, etc., and reflect behaviours that can come into play in any one lesson, particularly as students progress through different phases."

Here again, the teacher is the best judge as to what precise behaviours can be expected from the students.

Emerging Phase

For each content area, the following stem is assumed:

"The students will learn words, phrases, and sentences associated with(e.g., greetings)."

Content: Greetings

Skills/activities:

- Set up a situation where two people greet one another (e.g., mother greeting child coming home from school). Discuss what they might say. Introduce the appropriate greeting and response. Have students listen and practise. When you are sure they can

say the words correctly, have students working in pairs, taking turns giving the greeting and the response, as they role-play meeting on the street, coming into a room, or seeing 'long lost' friends.

- Introduce kinship terms, meeting relatives. Have students practise. After they know appropriate greetings, have them bring hats (toque, cap, scarf, baby cap, etc.) to wear and share or have students dress up using clothes in the kindergarten classroom. The hats or clothes may represent certain occasions or people of different ages. Students role-play the greetings and responses reflecting their attire.
- During lessons that follow, greet the students as they come to class using the learned greetings. Expect appropriate responses.
- Practise meeting someone new. Students may be appointed to introduce a visitor or a new student to the class.

Content: Self-awareness

Skills/activities:

- Make "People I Love" books. These could include photos or drawings.
- Introduce vocabulary using the students' books. Make phrases connecting the family member with a greeting (e.g., Hello brother! How are you sister?).
- Use the hats again. Have the students role-play (small group or class) different situations of meeting and greeting family members.
- Introduce words showing relationships. Make simple sentences (e.g., "I love my mother", " Brother helps sister.")
- With older students you might want to make up a family kinship chart.

Content: Numbers (1 - 10)

Skills/activities:

- If you have an appropriate counting rhyme or song, teach it to the students. If not, you might make one up with the class. It may be chanted or sung to the beat of a drum.
- Have ten objects (e.g., toy cars, stones) on hand. Show the class one of the objects to introduce word for 1, have students repeat; show 2 objects and say the word, have students repeat. Then, beginning with 1, count to 2. Continue perhaps to 4 or 5 during the first lesson. Have the students

working in pairs or small groups, counting as they show objects. After they can count, have students test each other.

- The students might use dice and a simple board game like Snakes and Ladders to practise saying the words and counting. If board games are not available, draw a simple one and photocopy it.
- Incorporate counting activities on a daily basis (e.g., number of students absent today, days until Sharon's birthday, crayons in the box, score in a game).
- Have students place objects like stones into egg cartons, counting as they go.
- Incorporate activities with Math lessons.

Content: Food

Skills/activities:

- Select or brainstorm a list of foods that students like. Have the real thing or a picture of it as you introduce the word. Pass around the picture or article as students say the word. Using food and number words, make phrases.
- Have students working with partners to practise saying sentences like "I like eating ____." Have students draw webs showing "foods we like", "foods other people like".
- Have the students bring a grocery store bag and pictures of foods from grocery store flyers. Mount the pictures on construction paper. Display them around the room. Role-play a shopping trip where students each select 5 (or more) items and place them in their bags. Working in pairs or small groups, they take turns unpacking their bags one item at a time, identifying each item as they do so.
- Make an outdoor garden or plant some fruit and vegetable seeds indoors. Have students describe their plants as they grow.
- If the students are ready to read the words, make up puzzle cards with the picture of a food item on one end and the word on the other. Cut each puzzle piece in a different way. Place in an envelope. Students may use this puzzle as a review or in their free time. As each piece is cut in a different way, the game becomes self-correcting. Perhaps some older students could make this for the class.
- Have the students plan menus for a favourite meal. If possible, prepare and eat the meal.
- Make up or follow some simple recipes (real

or fantasy) for nourishing snacks.

- Pretend the whole family is involved in making or serving a meal. Tell a simple story like: "I cut apples. My little brother cooked peas. My mom made bannock. My big sister cut the deer meat. She ate 3 helpings."
- Discuss feast protocol (e.g., men serving, seating arrangement, portions to young and old, extra food taken home). If possible have students participate in a feast. Emphasize the significance and value of appropriate behaviour. Perhaps have several feasts per year so that children will learn behaviour. Students may watch Elders and learn from them.

Note: Formal ceremonies should be authorized and/or conducted by Elders.

Content: Animals, Birds

Skills/activities:

- Relate the 'meat' words learned to the names of animals the meat comes from. Make up simple sentences. For example, "I eat rabbit stew."
- Have on hand lots of animal/bird models, pictures or stuffed toys to introduce and practise the new words.
- Have students select nick names for themselves (e.g., Running Bear). Have students greet one another using these names.
- Have students working in groups with pictures of birds/animals, felt pens and chart paper. Each group may draw a shape to represent a forest or a field with a tree or pond in it. After the teacher has modelled the activity with a few students, students may take turns naming an animal/bird and putting it into their field. The next round they name it and set it free. Have them count how many - in your field? can be used for food? are domestic? have fur? can swim? can fly? After the game, the students may draw and label as many as they can in their 'field'.
- Have each students make a paper mask to represent an animal or bird. From behind the mask, students introduce their animal or bird and talk about it briefly.

- Visit a farm, marsh, trap line, reserve or wooded area. Develop related concepts and language with the students.
- Play 'follow the leader' in the classroom or where there is space to walk in a line. The teacher names different animals or birds and all the students imitate how it moves or the sounds it makes as they keep moving in a line. Give them only a few seconds for each animal.
- Read or tell appropriate stories and legends. Teach songs about animals or birds.

Content: Colours
Skills/activities:

- Introduce colours in relation to previously learned terms (e.g., red fox, brown rice) using appropriate pictures or articles. Use items in the classroom (clothing, books, pictures) that have the colours being introduced.
- Have students cut shapes using construction paper. Print the name of the colour on one side. Turn shapes over to hide the word. Have students take turns turning one piece over and saying the correct colour word.
- Have students sit in circles of 4 or 5 with one beanbag for each group. One student says a new word (e.g., white) and tosses the beanbag to a person who then adds a word (e.g., white geese). Keep going to see how long a phrase or sentence can be made. Students may help each other. Start again with a colour word.
- Discuss the 4 colours which various Indian groups use and the meanings of the colours. If applicable, discuss the colours associated with the children's Indian names. (Note: Some students may not be allowed to discuss their Indian names as they may be considered sacred.)

Content: Clothes
Skills/activities:

- Introduce new vocabulary along with familiar words (e.g., red mitts, 2 moccasins) using articles and pictures. Have students repeat phrases. Include some examples of ceremonial or traditional clothing.
- Use the clothes line/pegs activity described in Sample Lessons.
- Play a 'dress up and name the clothes' relay. Divide class into teams at one end of room. Place 5 (or more) clothing items at the other end of the room for each team. Each

student in the team has to name each article and put it on, then name it and take it off, then return to the team for the next person to do the same. Words or phrases must be said correctly or be repeated three times.

Content: Months
Skills/activities:

Note: In some languages the words naming the months are very difficult. The teacher may wish to introduce these words incidentally during the year as the months occur. It may be unreasonable to expect students to say or remember them.

- Display calendars printed in the language being taught. These can be used all year. Introduce the name of the month along with its meaning. Read or tell legends or other stories related to that month. List names of children who have birthdays during that month.
- As an opening activity for each class, write on the board or ask questions related to the day of the week, the date, the weather, and something special happening that day.
- Have students make a web for each month as it occurs. With the name of the month in the centre of a sheet of chart paper, draw pictures or write phrases of things that happen during that month. You may want to begin with the summer months and then develop a web for each month as it occurs. By year end, the webs would show a history of experiences.
- Make a large colourful chart (circle or rectangle) showing the four seasons. Place an arrow held with a paper fastener in the centre. Have the arrow point to the current season. The chart could be a collage. Use the pictures as new vocabulary is introduced throughout the year.

Content: Illnesses
Skills/activities:

- Introduce the names of common illnesses. Then have the students practise question and answer sentences (e.g. "Does the bear have a cold?" "Yes, the bear is coughing.").
- Discuss the meanings of the names of illnesses.
- Coordinate this topic with plants, especially medicinal plants.
- Discuss how the disease or illness affects the

body and what medicines may be used. If appropriate, discuss the traditional healer's role in treating illness.

- Coordinate with Health lessons. Discuss and practise ways illnesses may be avoided through exercise, rest and diet.

Content: Anatomy

Skills/activities:

- Display a large picture of a person on sturdy cardboard. It could be done by students. Glue small bits of velcro around the picture. Make labels of body parts with velcro backing. Introduce words and have students practise saying the words and putting labels in the correct places. Leave display up for students to use in their spare time.
- Use new words with previously learned vocabulary (e.g., hands-mitts, 2 feet).
- Have students make personal mobiles using outlines of their head, hands and feet on sturdy paper, along with string and large plastic drinking straws (type used for milkshakes). Students may print on the head what their heads like to do or are good at (eat pizza, read, watch movies, think of riddles), on their hands what they like to do or what they are good at (catch a ball, touch fur, draw), and on their feet what their feet like or are good at (run, dance, do toe tricks).
Note: Teacher may want to arrange to have some older students help with putting the mobiles together and hanging them in the room.

Content: Local events

Skills/activities:

- Introduce and practise related words as the events occur during the year. Record events on the calendar and/or webs for that month.
- Have students tell stories or have conversations about events. Record stories using tape or video recorders for students to critique themselves.
- Create booklets of the events with pictures and short descriptions.

Content: Weather

Skills/activities:

- If concepts related to weather will be taught during the year in Science, deal with this section at that time. As the students learn the concepts in English, they will learn

corresponding vocabulary in the second language.

- Have students divide a sheet of paper into 4 sections. Illustrate each section showing a different type of weather. Practise telling about each using new vocabulary.
- Use the calendar to keep track of weather using various symbols and new vocabulary.

Content: Shapes

Skills/activities:

- Introduce and practise using objects and cut-out shapes. It may be appropriate to coordinate this activity with some math lessons.
- Participate in a talking circle.
- In a gym class, divide students into small groups and instruct them, using new vocabulary, to form circles, squares, etc. Play a game while maintaining the shape.
- Have students identify objects that are similar in shape (e.g., circle - clock, bottle cap, sun). Use new vocabulary wherever possible.
- If appropriate, identify and discuss shapes used in beadwork.
- Note: Where there is no word for contemporary objects, consult an Elder or person fluent in the language.

Content: Recreation

Skills/activities:

- If appropriate, coordinate this topic with Summer/Winter Games, Olympics, Powwow or other major event.
- Have students bring a favourite toy or tell of a favourite sport.
- Have students working in groups to make up short 'stories' for each student (e.g., David likes to skip.). Have the students repeat the stories in a cumulative way, always starting with the first one and continuing to the last one.
- With the students, make large bar graphs of favourite sports, activities and/or toys.
- Read or tell stories of traditional recreation and Indian origins of some current sports or equipment.

Content: Parts of a building**Skills/activities:**

- Have large cards made up that can be used as labels. Introduce the new words, practise them, have students place them in correct locations.
- Have students working in small groups each with a set of cards. Students take turns placing them correctly or giving the corresponding English word.
- Make up phrases using previously learned vocabulary (4 walls, brown floor, high ceiling).
- Look at traditional homes, using new vocabulary to describe them.

Content: Furniture**Skills/activities:**

- Carry on previous activity to identify classroom furniture.
- Introduce words for items not in the classroom with pictures, clearly labelled. Practise saying the new words.
- Using catalogues, flyers and magazines, have students working in small groups to 'furnish a room' (blank page or box) by cutting and pasting or drawing appropriate furnishings. Identify or label furniture using new vocabulary. Each group may do a different room. Share and display.

Content: Plants**Skills/activities:**

- Take the students for a walk outside. Introduce new words as you see different plants. Practise the new words in short sentences or phrases.
- Have the students working with partners playing "I Spy". Partners take turns describing what they 'spy'. The other partner may point to the plant and say the new word.
- Identify parts of a tree or plant (leaves, bark, flower, roots, etc.).
- Discuss how the plants are used traditionally (e.g., medicine, food, utensils).

Note: Check with Elders in your community as to how and what material related to medicine and healing may be handled.

Content: Transportation**Skills/activities:**

- If the class is studying various forms of transportation in Social Studies, teach new vocabulary at that time using appropriate materials like books, pictures, models.
- Discuss and teach phrases that describe how the students travel to school, how children in other parts of the world might travel to school.
- Teach terms for traditional modes of transportation. Invite a person from the community to describe how s/he travelled during childhood.
- With the students, make up a bulletin board display comparing traditional and current ("Then and Now") modes of transportation. Teach appropriate adjectives (e.g., fast, four wheels, new). Have the students make up short comparison sentences or phrases.

Developing Phase

For each content area, the following stem is assumed:

"The students will learn words, phrases, and sentences associated with(e.g., self-awareness)."

Content: Self-awareness**Skills/activities:**

- Review terms for immediate and extended family.
- Draw a generic family tree displaying terms for each relationship. Point out to students that 'acting' relationships are just as valid as 'genetic' relationships. That is, a person who the student regards as grandmother may or may not be a parent's mother.
- **A word of caution:** Personal family trees may be possible, but today's families tend to be too complex and divorce or separation experiences too personal, to do family trees without frustrations. Instead, have each student make 'family webs' - self in centre, linked with 'significant others' in the web. If pictures are available, students may do family albums with short captions telling

- something about each person.
- List birthdays of family members on class calendar. Practise saying these in partners or small groups.

Content: Kinship Protocol

Skills/activities:

- Collect various hats or use puppets to represent different family members. (Stick puppets using heavy paper, yarn and Popsicle sticks are easy to make.) Role-play proper greetings and behaviours with various family members. You may wish to have some creative fun with both positive and negative behaviours. Take care to show respect, especially for Elders.
- Have the students working in groups with hats, puppets, or other representations to practise new phrases.

Content: Food

Skills/activities:

- Introduce new vocabulary with the use of pictures or real foods. Practise the words.
- If possible, arrange with the manager of a nearby grocery store for the class to visit at a time when the store is not busy. If your class is large, you may need assistants or take a small group at a time. If a visit is not possible, make up a 'store' in the class using cans, labels, fruit, vegetables and pictures. Have the students take turns making up sentences or phrases about different foods as they 'purchase' items.
- Have a local hunter or Elder in to discuss traditional foods. Have students listen for food related words and recall for oral sharing.
- Plan a class lunch or make nourishing snacks to share. Practise new vocabulary.
- Make up a poem or song to thank the plants and animals that provided the food.

Content: Food Preparation and Preservation

Skills/activities:

- Coordinate this section with a time that it actually happens in your community.
- Have students experience the processes or invite someone from the community to demonstrate in class. If possible, video tape the experience or presentation. Use the video to review and learn new vocabulary.

- Have students role-play the activities.

Content: Traditional foods

Skills/activities:

- If possible, arrange to have some traditional foods in class or tell a story featuring traditional foods.
- Have the students make up a bulletin board display showing foods and methods of getting and preparing foods of the past and present. Do it in two webs, one showing the past and one showing the present. Display pictures, drawings and artifacts in the web. Make it clear that some traditional foods and methods are still being used.
- Plan a meal using mainly foods that are grown, gathered or hunted locally (e.g., meat soup, tea, bannock with chokecherry jelly, saskatoons). If you plan a feast, be sure to include instruction concerning appropriate behaviour. Have students watch Elders and learn from them. Emphasize the significance and value of behaviour. Consider having several feasts per year so that children will learn behaviour.

Note: Formal ceremonies should be authorized and/or conducted by Elders.

- Write a paragraph about the animals, birds and plants that provided the food for your meal. Tell how beautiful they were and why they were needed.

Content: Setting nets/seasonal demonstration

Skills/activities:

- If possible, arrange to have all or a group of students accompany adults for the actual experience. Have a student or adult video tape the process and use the tape to teach and review new vocabulary. If it is not done in your community, use stories and videos to recreate traditional practises.
- If a video camera is not available, have the students draw a series of pictures in sequence as a record of the event. The teacher may add descriptive phrases or sentence strips under each picture for student review and practise.
- Compare current and traditional practises.
- Have students tell stories of their experiences.

Content: Fish
Skills/activities:

- Introduce new vocabulary in relation to the above experience or, if possible, take the students fishing.
- Use photos or other pictures to identify various kinds of local fish and parts of a fish. Discuss and learn new vocabulary.
- Play a fishing game. Mount pictures of fish (or names of fish in English) on sturdy cardboard. Set a table on its side to represent a river bank. On one side is a student with a variety of fish. On the other side students take turns approaching the 'river' with a fishing rod (metre stick, string and paper clip). The student on the river side puts a picture into the paper clip and gives the line a tug. The fishing student may keep the fish if s/he identifies it correctly. If incorrect, the fish must be tossed back. This could be done as a contest between two groups. The members of each group take turns fishing and should be allowed to help each other identify the fish.
- Collect interesting pieces of drift wood. Have the students, as a home project, carve them to resemble specific fish. Display them in class to support discussion.

Content: Animals
Skills/activities:

- Consider dealing with this material in relation to Social Studies when dealing with traditional hunting and tanning experiences and the fur trade; or deal with it when people in the community hunt, set traps, and treat the hides. Check with Elders in your community to find out what is appropriate to deal with and what teaching methods might be used with the students.
- Introduce and learn new vocabulary in relation to the actual experience or with the use of pictures (e.g., from books, periodicals, CD Rom, charts), videos or films.
- Invite a person from the community to explain processes or have a few students accompany adults in the activity. Video tape the experience or presentation. Using the video, without recorded sound, have the students take turns providing a commentary using newly learned vocabulary.
- Have the students make clay models of animals. Display them with a short description of each.

Content: Birds
Skills/activities:

- Read or tell stories or legends about the birds you plan to introduce. Teach new vocabulary. Have students retell parts of the story using new words.
- Divide the class into groups of 4 or 5 students. Give each group a large sheet of paper which represents a field or forest. Each group will draw as many things (water, land, animals, plants, people) in their picture as they can name (orally or with labels). Encourage the students to show active relationships between items they draw (e.g., bird eating a worm). Share pictures using new words. Save them to add more items when appropriate (e.g., landforms, plants) and to use them to review vocabulary.
- Have the students collect smooth stones. Paint animal and bird heads and/or whole bodies on them. Prop them up by gluing small stones to the front and back of each painted stone.
- Invite an Elder to talk about the significance of certain birds such as eagles.

Content: Cooking terms
Skills/activities:

- Introduce terms in relation to edible plants, animals and fish dealt with previously.
- Plan to have a lunch sharing time. Contact parents ahead of time and plan with students what they will bring. During the lunch they must 'buy' their food by asking for it correctly (e.g., "May I have a?"). During lunch discuss origins, tastes, differences in the various foods.
- Discuss the snacks students tend to like. Create snacks that are low in fat, salt and calories and have good nutritional value (e.g., nuts, dried fruit, popcorn, pemmican). Create 'snack recipes' in a pamphlet or dictate them on an audio tape.
- If you plan a feast, be sure to include instruction and practise of appropriate behaviour. Have students watch Elders and learn from them. Emphasize the significance and value of behaviour. (Perhaps have several feasts per year so that children will learn behaviour.) Keep in mind that formal ceremonies should be authorized and/or conducted by Elders.

Content: Snowshoes**Skills/activities:**

- If your school division provides class sets of snowshoes on loan, coordinate this section with that experience.
- Compare structure and materials of current and traditional snowshoes. If someone in the community has some homemade snowshoes, invite her/him to demonstrate how they are constructed.
- If possible, go snowshoeing. Have each group make up a snowshoeing chant or rap song (some words may be English). You might want to use this outing as a treasure hunt or do a role-play, pretending to be on a search and rescue mission.

Content: Numbers**Skills/activities:**

- Review numbers learned previously.
- Teach counting skills within a context of math problems to be solved or things being counted (e.g., newsletters, real/play money, packages of pencils, skipping, sit-ups, taking a pulse, distance to various places using map scale).
- Use new vocabulary to count points or keep score in sports activities at recess or after school.
- Learn or make up counting rhymes. Perform and teach them to younger students.

Content: Clothes**Skills/activities:**

- Introduce new terms using real clothing items or pictures.
- Discuss clothing that is needed and clothing of choice. Discuss material used in making clothes.
- Draw a large circle divided into 4 sections. Print the name of a season in each section. Divide the class into 4 groups. Each group will cut appropriate pictures from catalogues/magazines or draw them for the correct section. Label each item or be prepared to identify items orally.
- Show pictures or filmstrip illustrating traditional clothes. Compare function, cost, appearance, environmental impact, etc., with current clothes.
- Conduct activities in terms of 6 seasons where appropriate.

Content: Astronomical terms**Skills/activities:**

- Coordinate learning these terms with science, if possible.
- Read or tell stories or legends involving beliefs from the past. Discuss how perceptions and beliefs have changed during the past centuries and again since space travel. How about the future?
- If possible, arrange to view the sky some evening. Binoculars help to see the moon and planets more clearly. Use new vocabulary to identify satellites, shooting stars, planets, Big Dipper, etc.

Content: Months**Skills/activities:**

- Note: Be aware that calendar months may not translate on a one-to-one basis.
- Use a calendar, printed in the language being taught, during the whole year. Introduce the name of the month and its meaning at the beginning of each month. Read or tell related stories and review traditional events of that month.
- Create a new scroll for each month. On the scroll have students draw pictures or write comments about special events of that month.

Content: Illnesses**Skills/activities:**

- If possible, coordinate this content with Health. Identify illnesses familiar to the students. Practise new vocabulary.
- Discuss causes of, cures for, and ways to avoid illnesses. Deal with both traditional and other medical practises and lifestyles.
- With older students, you may want to use a Medicine Wheel to discuss the emotional, physical, spiritual and intellectual aspects of the human being and how they all relate to wellness.
- Discuss with the students their use of leisure time and their diet. If necessary, plan ways to be more physically active, improve diet, and develop healthier lifestyles and attitudes.

Content: Disabilities**Skills/activities:**

- If possible, coordinate with instruction in Health class.
- Discuss causes of disabilities and possible ways to avoid them. Emphasize whatever is relevant to the students in your community.
- Read or tell stories of disabled people who, in spite of their disabilities, live normal, useful and happy lives.

Content: Weather**Skills/activities:**

- Use appropriate symbols and vocabulary to keep track of weather during the year. Hang a thermometer outside the classroom window. Note temperatures at specific times (9:00 a.m., noon, etc.) on each day for a month. Record on a large classroom calendar.
- Use weather reports from the newspaper. Discuss how and why weather is reported and forecasted. Have students converse in simple sentences: "Today is, tomorrow will be"
- Have students research how people in the community forecast weather and how successful their forecasts are. Compare with success of official forecasts.
- Divide the class into groups. Assign each group a different kind of weather and have groups make webs using words, phrases or sentences. Share.
- Discuss how weather affected traditional lifestyles and how people adapted to the climate of their region.

Content: Building Parts**Skills/activities:**

- Use a 3 dimensional jigsaw puzzle or have some students create a model of a building using Lego or cardboard to introduce and practise new vocabulary.
- Have students draw a building in response to specific instructions by the teacher (e.g., Show two walls, one 5 x 8 cm, the other, the bigger wall has 3 windows, etc.). Incorporate previously learned vocabulary.
- Compare current buildings with traditional structures. Discuss materials used, cost effectiveness, environmental impact, etc.

Content: Classroom articles**Skills/activities:**

- Identify and label classroom articles.
- Working in pairs, have the students play "I Spy", using as little English as possible.
- Divide the class into teams. Have them sit in circles with each student in the team holding a different article (or picture of one), but one that s/he can name. After the students in the circle have named their articles, play some music while students pass them clockwise. When the music stops, the passing stops, and students name the new articles they are holding.

Content: Seasons**Skills/activities:**

- Conduct activities in terms of 6 seasons where appropriate.
- Coordinate with weather activities described previously and activities in Science or Social Studies.
- Use a circle divided into sections showing the seasons. List, draw appropriate pictures, or orally identify relevant seasonal weather or activities. Display and add to it as the seasons occur.
- Divide the class into groups, assign each a season. Have each group make up a short skit, song or dance depicting its season. Present it to the class.
- Primary level books may be used to practise vocabulary (e.g., Jack Keats' *The Snowy Day*). Students may choose books and make up their own stories about the seasons.

Content: Occupations**Skills/activities:**

- Introduce vocabulary with pictures of people in various occupations. (Your library or primary teacher will have books about community workers.) Be sure to include some pictures of women in both traditional and non-traditional jobs.
- Have students interview family members or other people in the community who have different kinds of jobs. Plan to ask questions regarding training needed, kind of skills required, safety measures used, kind of work done, how they like it, etc. If possible, students may tape record interviews and play them to the class or small group. Use new vocabulary wherever possible. Students

may wish to create a display or book as a class project.

- Have students sitting in circles in small groups with a student in the centre tossing a bean bag and asking, "What will you do when you grow up?" The student who catches the bean bag will answer, "I will work as a" Students will answer in as many ways as they can. The last person to answer will move to the centre and begin again.
- Borrow picture cards from the French language teacher.

Content: Plants

Skills/activities:

- If possible, take the students outdoors for a walk to introduce and practise new vocabulary. You may want to do this periodically to observe seasonal changes to the plants identified and to practise new vocabulary and positive conservation habits.
- Have students make bark and leaf rubbings. Display them with the appropriate labels.
- Discuss the value of the plants in the food chain and as part of a habitat for animals, birds and people.
- Compare use and conservation practises of the past and present.
- If appropriate, invite an Elder to talk about the medicinal use and value of certain plants.

Content: Landforms

Skills/activities:

- Coordinate with Science and Social Studies programs, teaching the new vocabulary as the concepts are being taught.
- If possible, have the students create miniature landforms using a nearby vacant field or creek, or using clay and water in a fish tank or basin. Students will describe their creations using as few English words as possible.
- Have students create their own 'fantasy islands' labelling lakes, grasslands, rivers, mountains, etc. Limit elements to vocabulary students have agreed they wish to know.

Content: Directions

Skills/activities:

- Introduce and practise new vocabulary using compasses (real or diagrams).
- Plan and conduct an orienteering exercise.
- Design a grid with a letter printed in each section. Give students a starting point and instructions (written or oral) involving direction and number. Have them find your secret messages.
- Have students design their own messages using their grid, number and direction. Work with partners to discover messages.
- Have students share their 'fantasy islands' in pairs, discussing elements in terms of direction.

Content: Time

Skills/activities:

- Discuss how people kept track of time before clocks or watches were invented. Practise guessing the time using various physical clues.
- Learn words for parts of the day (e.g., morning, evening, dawn, midnight).
- Identify events that occur in cycles (e.g., seasons, day and night, timetable, sporting events). Illustrate them in a circle. Make sentences or phrases using new vocabulary.

Content: Transportation

Skills/activities:

- Introduce new vocabulary using pictures, videos or filmstrips.
- Read or tell stories illustrating traditional methods of water transportation.
- Have groups of students plan a trip that requires 5 (or more) types of transportation (traditional and/or current). Groups will prepare a booklet with each page showing one type of transportation they'll use, or a large map showing where they are travelling and the modes of transportation. Students may write captions or be prepared to tell about their trip (e.g., way of travel, where they are, what they will do) using new vocabulary.
- The student-made 'fantasy islands' may provide ideas or opportunities to design trips.

Content: Money**Skills/activities:**

- Use real or play money to introduce and practise new vocabulary. Try to coordinate with a school or class fund raising activity, flea market, or book sale.
- Set up a 'pretend' market in class where students can buy and sell, using play money or a barter system and classroom items. Or, set up a real market where students may sell or exchange things like comic books. Issue 'fines' for neglecting to use new vocabulary and 'rewards' for using it.

Content: Hunting terms**Skills/activities:**

- Introduce terms during a time that hunting occurs in the community.
- Check with Elders in your community to find out what is appropriate to deal with and what teaching methods may be used with the students.
- Invite a hunter to visit the class or have students interview hunters in the community. In either case, have students prepare ahead of time the questions they want to ask. Discuss the questions with the students beforehand and screen them on the basis of relevance and appropriateness. Questions should be open-ended and address issues such as traditional procedures, safety measures, animal behaviour, and attitudes hunters should have. The interviews or class presentation may be videotaped for future viewing and discussion.
- Compare current and past hunting practises. Create two webs with 'past' and 'present' words or phrases.

Content: Distance**Skills/activities:**

- Coordinate with map study skills in Social Studies.
- Practise using rulers and meter sticks to measure items in the classroom (desk, door, Math book).
- Make up sentences about personal experiences (e.g., distance to school, between friends' places, distance you can walk in a day).
- Practise using different map scales on local maps, maps of Saskatchewan, and atlases to measure distances between various places.

Content: Composition**Skills/activities:**

- Have students working in groups to prepare a short talk or story. Props or pictures may be used. Have groups share by telling their story. Record, using audio or video recorders. Students may listen to recordings to self-critique their presentations.
- Have students keep a special personal journal in which they practise new vocabulary on a regular basis. Topics to write about may be assigned or left up to the students. Writing may be in words, phrases or sentences and may accompany drawings or diagrams. The teacher will read the journal entries privately and write or draw positive responses.
- Other writing assignments may be in the form of paragraphs or visual organizers such as concept maps, webs, charts or matrices. These may also be shared in class or with small groups.
- Prepare cartoon type illustrations or sequences with blank conversation bubbles. Have students fill in the bubbles.
- If language skills are sufficiently advanced, have students prepare a class newsletter for parents or a school newspaper featuring school news, interviews, puzzles, poems and stories. The newsletter or newspaper could be written in two or more languages.
- If appropriate, the 'newsletter' could be a multi-media production including material recorded on videotapes or computer disks, or produced with a desktop publishing program.
- If you have access to a computer crossword puzzle program, have students make up some puzzles for other students to solve.

Extending Phase

For each content area, the following stem is assumed:

"The students will learn words, phrases, and sentences associated with(e.g., numbers)."

Content: Numbers**Skills/activities:**

- Review numbers learned previously.
- Teach counting skills within a context of problems to be solved or things being counted (e.g., newsletters, money - real or play, packages of things like pencils, sit-ups, taking a pulse, distance to various places using map scale).
- During a gym period, have pairs of students practise volleying the ball over the net. Then have a volleyball game. Keep track of the number of volleys as well as the score using new vocabulary.
- Encourage other teachers to include in their subjects a component of the language being learned.

Content: Plants**Skills/activities:**

- Take the students outdoors for a walk to introduce and practise new vocabulary. You may want to do this periodically to observe seasonal changes to the plants identified and to practise positive conservation habits. Coordinate with science activities.
- Discuss the value of the plants in the food chain and as part of a habitat for animals, birds, and people.
- Identify and compare medicinal plants of the past and present. If someone is available in the community to speak to the students about making and using traditional medicines, invite her/him to class. Have the class prepare and screen (on the basis of relevancy and appropriateness) questions they might like to ask ahead of time.

Note: Check with Elders in your community as to how material related to healing and medicine may be dealt with in class.

- Have the students prepare 'First Aid Kits' (real things or lists) using traditional or other medical practises. Items may be labelled using new vocabulary.

Content: Time**Skills/activities:**

- Introduce and practise using clocks and watches. You may decide to use face or digital clocks.
- Have students working in pairs to ask and answer questions regarding the time various

events of the day (e.g., S.S. period, lunch) occur.

- Prepare a three way matching exercise with cards of three different colours showing various times on clocks (yellow cards), the time written in words (green cards) using new vocabulary, and events (blue cards) scheduled to occur at that time. Place sets of cards in envelopes which may be circulated among small groups.

Content: Grammar**Skills/activities:**

- Study sentence and phrase patterns primarily in the context of stories, poems, and essays as well as the students' own oral and written sentences, rather than in a series of unrelated sentences. It may or may not be appropriate to compare these patterns with English sentence patterns.
- Draw students' attention to idiomatic expressions. Have students illustrate some in cartoon style drawings.

Specialized Phase

For each content area, the following stem is assumed:

"The students will learn words, phrases, and sentences associated with(e.g., time)."

Content: Syllabics**Skills/activities:**

- Introduce the concept of syllabics by showing a variety of symbols and logos the students can identify (e.g., poison, traffic signs, no smoking, UNICEF, Olympics). Explore their meanings.
- Emphasize that syllabics are symbols and their use is an art form. Integrate teaching them with Arts Ed. Use words written in syllabics to enhance art work.
- Relate syllabics to rock paintings. Discuss meanings of the symbols.
- Design various greeting cards with the messages in syllabics.
- Learn and practise the interpretation and

writing of syllabics in the context of stories, poems and students' oral or written compositions.

Content: Transcribing

Skills/activities:

- Have students transcribe material that is both interesting and relevant to them.
- Coordinate an interviewing activity with a community project in science or social studies. (e.g., Conduct an opinion poll or interview people regarding a current issue.) Use audio or video tapes to record interviews or conversations. Transcribe.
- Have students tell stories in the oral tradition. Tape record them and have students transcribe their own or another student's story.

Content: Translating

Skills/activities:

- Have students translate material that is both interesting and relevant to them. Use writing that has been done in class. Have students, working in small groups, critique each other's translations.
- If possible, set up situations so that the translations will be used beyond the class assignment. For example:
 - Prepare a newsletter or a school newspaper (including school news, puzzles, stories, poems) written in both languages.
 - Have the students translate children's books in the library and provide the translation as an insert in the book.
 - Write a letter in two languages to pen pals learning the same language.
 - Design greeting cards with messages written in two languages.
 - Have students illustrate and write story books for young children. The stories may be written in two languages. (The teacher may need to bring a collection of primary books to class for the students to get ideas for style and theme.) Arrange for the students to visit a primary classroom to read the stories to the children.
- If possible, use school computers to write, translate and/or desktop publish the materials.
- Seek out another class of students learning the same language and "network" with them to exchange work electronically.

Appendices



Rating Scale for Student Self-Assessment in Cooperative Work Situations

Student Name: _____

Date or Time Period of Assessment: _____

Directions:

Read each question. Circle the phrase that best describes how you feel about each statement.

1. How do you feel about choosing the members of your group on a project?

I really like it.

It's okay.

I don't like it.

2. How do you feel about having your teacher choose the members of your group on a project?

I really like it.

It's okay.

I don't like it.

3. How do you feel about deciding in your group how you are going to work together to do a project?

I really like it.

It's okay.

I don't like it.

4. How do you feel about taking a leadership role in your group when you are deciding how to do a project?

I really like it.

It's okay.

I don't like it.

5. How do you feel about someone else taking a leadership role in your group when you are deciding how to do a project?

I really like it.

It's okay.

I don't like it.

6. How do you feel about working together to finish a project in class?

I really like it.

It's okay.

I don't like it.

7. How do you feel about being part of a group that works together to complete a project for your school work?

I really like it.

It's okay.

I don't like it.

The above rating scale may be adapted for ILSL classes.

From *Student evaluation: A teacher handbook*. Saskatchewan Education. (1991)

Self-Assessment Rating Scale to Assess Attitude

Subject: Indian Languages

Date or Time Period of Assessment: _____

Student Name: _____

Directions: Colour in the face (or draw a new one) that is closest to how you feel about the questions you or your teacher will read.

1. When you think about learning to speak the language of your people, how do you feel?



2. When your teacher asks you listen to the sounds of your people's language being spoken, how do you feel?



3. When your teacher asks you to say something in your people's language, how do you feel?



4. When your teacher asks you to practise new words and sentences with a partner, how do you feel?



5. When you have to ask for information about your people's language from home, how do you feel?



6. When you are asked to read or write in your people's language, how do you feel?



7. When you get up in the morning and you know you are going to school, how do you feel?



The above may be adapted for use with young children.

From *Student evaluation: A teacher handbook*, 1991, Saskatchewan Education.

Observation Checklist

Class: _____

Date: _____

		Names			
Observation	Evaluation Criteria				
	stated an observation was accurate (relevant?)				
Discussion Techniques	spoke clearly				
	listened to others				
	waited for turn				
	made relevant comments				
	was not repetitious				
	challenged a remark				
Creative Thinking	gave reasons for challenging				
	noticed a discrepancy				
	used phrases like "I think", "I'm not sure"				
	offered an opinion				
	changed opinion on basis of data				
	made suggestions				
	suggested further activities				
	stated a relationship between facts				
Group Processes	offered constructive remarks				
	was supportive				
	contributed to activity				
	showed respect for others				
	was cooperative				
	accepted responsibilities				

Adapted from "Science Observation Checklist", *Student evaluation: A teacher handbook*, 1991, Saskatchewan Education.

Observation Checklist for the Assessment and Evaluation of Affective Aspects

Evaluation Criteria	In Evidence	Not in Evidence
A. Task Attitude <ul style="list-style-type: none"> • shows enthusiasm • cooperates with others • works hard at improving • can work with others on a team • shows consideration for the safety and well-being of others 		
B. Motivation <ul style="list-style-type: none"> • can work by her/himself • is able to predict/understand the tasks to be done and completes them without being told 		
C. Reliability <ul style="list-style-type: none"> • can be trusted • is able to follow oral or written directions • is on time with tasks • attends class regularly • meets responsibilities 		
D. Flexibility <ul style="list-style-type: none"> • is able to learn new methods of doing things easily • can adapt to new assignments easily • follows detailed directions well 		

The above checklist may be adapted to be used by the teacher or the students (for peer or self-evaluations).

From *Student evaluation: A teacher handbook*. Saskatchewan Education. (1991)

Rating Scale for Cooperative Group Learning

Student Name: _____

Date or Time Period of Assessment: _____

	never	seldom	often	always
1. The student works with a wide range of peers not just with close friends.	1	2	3	4
2. The student willingly shares materials and ideas with others.	1	2	3	4
3. The student shows respect for others by listening and considering other points of view in group work.	1	2	3	4
4. The student follows group work rules as established for the activity.	1	2	3	4
5. The student fulfils her/his work responsibilities in the group.	1	2	3	4
6. The student exhibits appropriate work behaviours during time set aside for groups.	1	2	3	4
7. The student participates in discussions during the time set aside for group work.	1	2	3	4
8. The student contributes ideas to the group efforts during the discussions in the time set aside for group work.	1	2	3	4

The above sample rating scale may be adapted to be used by teachers or students (for group or self-evaluation).

From *Student evaluation: A teacher handbook* (p. 85), 1991, Saskatchewan Education.

Checklist to Assess Syllabic Spelling

Students Name: _____

Date or Time Period of Assessment: _____

Check () Appropriate Criteria:

- _____ writes symbols properly
- _____ sounds syllables
- _____ omits diacritical marks that represent long vowels
- _____ omits diacritics representing final consonants
- _____ spells words phonetically but not correctly
- _____ reverses position of symbols
- _____ writes symbols correctly but in wrong position
- _____ doubles symbols incorrectly
- _____ uses symbols for aspiration "h" correctly
- _____ makes handwriting mistakes
- _____ defines space between words clearly
- _____ uses correct size of diacritical marks ie: final consonants
- _____ recognizes appropriate symbol to represent syllables
- _____ forms incomplete symbols
- _____ shows recurring position of the symbols
- _____ uses proper symbols for initial consonants
- _____ forms unclear symbols
- _____ writes symbols "hk" to represent "x"

(Note: Teachers will use the symbols and diacritical marks used to write their particular language.)

- _____ uses odd or out of the ordinary symbols
- _____ omits questions/answers

Adapted from "Assessment Instrument", *Student Evaluation. A Teachers Handbook*, 1991, Saskatchewan Education.

Rating Scale for Oral Proficiency

Students Name: _____

Date or Time Period of Assessment: _____

Scale:	Comments
3 = Words are clear.	_____
Voice is well modulated.	_____
Speech is well paced.	_____
Pause and/or stress is appropriate.	_____
Voice is loud enough to be heard easily.	_____
Vocabulary used is appropriate.	_____
2 = Some words are not clear.	_____
Voice has some modulation.	_____
Rate of speech is at times too quick for the listener to catch the full meaning.	_____
Sentences have some inappropriate pauses or are run together, hampering meaning.	_____
Voice dropping in volume at times makes it difficult to get the full import of the presentation.	_____
1 = Many words are not clearly spoken.	_____
Rate of speech is either too fast or too slow.	_____
Pauses or emphases for effect are not in evidence.	_____
Voice is too soft, making it difficult to hear.	_____

The above rating scale may be used as a model. A similar or more appropriate one may be developed by the teacher in consultation with the students. The rating scale may be used by the teacher or by the students (for peer or self-evaluation).

Adapted from *Student Evaluation: A Teacher Handbook*, December 1991, Saskatchewan Education.

Progress Report for Language Classes

Student: _____ Grade: _____ Date: _____ School: _____

Teacher: _____

- | | |
|---------------------|----------------------|
| 1. Emerging Phase | 3. Extending Phase |
| 2. Developing Phase | 4. Specialized Phase |

- | | |
|------------------|-----------------------|
| U = Usually | (1) Very Good |
| O = Occasionally | (2) Satisfactory |
| S = Seldom | (3) Is Improving |
| | (4) Needs Improvement |
| | NA Not Applicable |

Social and Personal Growth:	Comments
------------------------------------	-----------------

Accepts responsibility.

Pays attention in class.

Demonstrates independence.

Follows directions.

Completes assignments.

Demonstrates ability to self-correct.

Displays a positive attitude.

Cultural Awareness:

Is becoming aware of cultural significance of vocabulary.

Is beginning to learn how to approach Elders in a respectful manner.

Is beginning to listen and recognize vocabulary related to cultural activities.

Is beginning to appreciate and understand the importance of one's culture.

Is beginning to use vocabulary in different contexts.

Academic Achievement:**Comments****Listening:**

Understands oral communication.

Follows directions.

Listens for enjoyment.

Speaking:

Participates in conversations.

Pronounces correctly.

Uses accurate sentence patterns.

Retains more vocabulary.

Writing:

Copies diacritics correctly.

Uses accurate sentence patterns.

Spells appropriately.

Reading:

Understands what is read.

Recognizes vocabulary.

Applies word attack skills.

Reads fluently.

Adapted from *English as a Second Language: An Introductory Handbook for Teachers Kindergarten to Grade 8*
(Draft 1993), Saskatchewan Education.

Assessment Instruments/Procedures

- **Portfolio:**

This is a collection of student's work which may be used for teacher evaluations, by students to self-evaluate their progress, or to show to parents as examples of the student's work. The student and/or teacher decide on what to include and whether there will be a limit to the amount of material to be kept in the portfolio. The portfolio might be a large envelope or a file folder stapled to make a container. Each item included should be dated and may include a comment or mark achieved. These collections are a convenient tool to report student progress to parents/guardians or caregivers.

- **Assessment Station:**

This is a designated area where students may perform tasks for evaluation purposes. Students are evaluated in groups or individually. For the language classes this may be a listening centre where students practise speaking into a tape recorder or listen to tapes and practise specific vocabulary. This assessment can be administered during classroom time. Another example of an assessment station for languages would be the use of computer games and drills for vocabulary enhancement and grammar study. Whether the assessment station is in or outside the classroom, clear instructions outlining where to go, what to do, how much time to be spent at each station or for each task, should be established. Assign work for students to do upon their return to the classroom. The instructions may be written on the chalkboard and/or on a card or paper. Prepare a timetable indicating ten or fifteen minute intervals. Students may choose the time they want to go for their assessment. Use rating scales or checklists indicating specific points that are being assessed.

- **Group Assessments:**

Learning and using language involves social activities. An observation checklist, rating scale, or anecdotal record may be used to describe how well students function in group situations. The comments made, items checked, or mark assigned may be done by the teacher or the students, assessing themselves or their peers in their groups. Participation, willingness to work cooperatively, willingness to respect the views of others are some of the areas that may be assessed.

- **Checklists:**

These help to check that each student is listening, participating and speaking during the day to day lessons. Checklists may be planned in cooperation with the students and completed by the teacher or students. The items to be checked will generally reflect the objectives of a lesson or unit. That is, if the objectives of a lesson are: to pronounce certain words correctly, to use them in sentences while conversing with a partner, and for partners to help each other, then those items would form at least part of the checklist. The items may be checked by the teacher or by the students.

- **Rating scales:**

These may be used to rate students' progress. The criteria as well as the marks assigned may be determined in consultation with the students and should reflect the objectives of a lesson, project or unit. For example, if the objectives include working cooperatively in a group situation, listing 6 open-ended questions for an interview, and completing the assignment on time, then those are the items to be rated. The teacher and/or students may determine the scale (1 - 5, marks out of 10, etc.) to be used.

Appendix B:

Sample Letters to Parents/Guardians

The following is a sample letter to parents/guardians that might be sent at the beginning of the year to explain the evaluation strategies to be used. Please adapt the letter to suit your situation.

Date

Dear Parent/Guardian:

This letter is to inform you about (name of class). Your son's/daughter's performance and progress in the class will be assessed on an ongoing basis using different methods. This letter includes information on how your child's mark/grade in (name of class) will be given. As you read on, you might think of some questions to ask your child or me to explain that would help you to understand how a student's progress is determined.

Our curriculum recognizes and puts emphasis on various components of the learning process. Firstly, there is a certain amount of content/knowledge that students need to grasp. To be successful with the content students need to develop certain skills. Specific processes and opportunities are necessary to develop use of those skills. Lastly, the attitudes that are necessary and essential to encourage the development of young people who can work with others in a positive and constructive way is emphasized. These are considerations when students are assessed for skills in listening and comprehension, speaking, reading and writing.

Rating scales or checklists will be used during class to record students' progress while working in groups or while working alone. They will also be used during the fluency testing. The cassette tape will be used during "choice time" and during the fluency test. This information plus work samples will be kept in a file folder for each student.

Your son/daughter can explain to you in more detail how he/she will be evaluated because the class as a whole discussed and determined the schedule and criteria of some of the testing.

If you have questions, you may contact me at (phone number).

I am looking forward to communicating with you about your son's/daughter's progress in (name of class).

Sincerely,

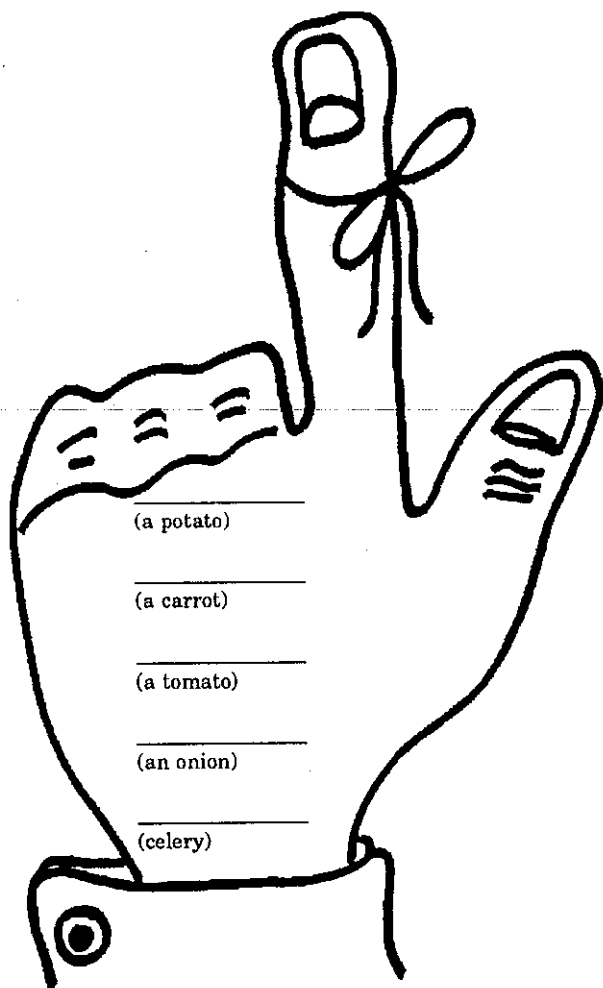
(teacher's name)

The following is a sample letter to parents explaining a special project at school and requesting specific items needed. Please adapt it to suit your situation.

Dear Parents/Guardians,

On _____, we will be making "_____" (soup) in our _____ language class.

If you are able, kindly send with your child **one** of the following "_____" (vegetables). We'll be cutting them at school as part of our project.



Thank you very much,

Adapted from *Core French resource book for Grades K to 3*, Saskatchewan Education (1986).

The following is a sample letter to parents requesting various items that will be needed during the course of the year. Please adapt it to suit your situation.

Dear Parents/Guardians,

Throughout the year our class will be needing a variety of items. If it is convenient for you, we would appreciate you saving some of the following items and sending them to school with your child.

- Magazines, catalogues (especially those with lots of pictures)
- Puppets
- Writing supplies -- envelopes, paper, wallpaper, note cards (new or used)
- Paper - a variety of sizes, colour, and textures (including computer paper)
- Fabric, yarn, felt, large needles for sewing
- Dress-up clothes, clothes pegs
- Games and puzzles
- Pictures, large or small, especially of people involved in various everyday activities, also of animals, plants, fish, weather, foods, buildings, furniture
- Suggestions for local field trips (perhaps where you have a personal connection or interest).

Thank you kindly.

Yours sincerely,

The following is a sample letter to parents requesting volunteers to assist in and out of school. Please adapt it to suit your situation.

Dear Parents/Guardians,

We plan to have a variety of activities in our _____ language class during the school year. In order to carry these out, we will need help from adult volunteers from time to time. If adults in your home are willing to help, please indicate their names and what they might be prepared to do.

Assistance in class:

- ___ Work with small groups of children.
 - ___ Help with speaking, reading or writing ___ (language).
 - ___ Help with special projects (e.g., cooking, making puppets, field trip).
 - ___ Take pictures or help with videotaping class events and activities.
 - ___ Share a hobby or tell about your job.
 - ___ Other (please include your suggestions):
-

Assistance from home:

- ___ Act as a volunteer contact person. We would like one or two adults who would be willing to work with the teacher to telephone volunteers when they are needed.
- ___ Bake or cook for class celebrations.
- ___ Use your computer to create books of stories the children have written. We will photocopy them for each child.
- ___ Mend torn dress-up clothes.
- ___ Make a puppet theatre.
- ___ Other (please include your suggestions): _____

Name(s):

Days of the week most likely available:

Thank you in advance for volunteering your time and talents. With your help, our class will have a great year!

Sincerely yours,

Appendix C:

A Sample of 'Teacher Talk'

The following is a sample of 'teacher talk' which is one of many suggested strategies for teaching a second language. Although it is written in English, the conversation would, of course, occur in the language being taught.

Teacher Talk

by Jean L. Bellegarde and Terry J. Klokeid

Teacher talk occurs when the instructor, who is a fluent speaker of the target language, uses a simplified version of the language to converse with the students. It is structured to elicit short answers from the students and can be structured to move into new and longer sentences. The instructor must plan carefully because although a simplified language is being used it must be authentic. The objectives must be clear so that only specific information is given to the students to master. The instructor will probably use this technique after the students have acquired some vocabulary. The strategy is also useful for introducing new vocabulary. In the process of using teacher talk the instructor will use exaggerated actions so that the students can grasp what is being said without necessarily understanding every word that is being said.

As an example, consider the following session where the teacher has already introduced the terms for weather conditions and verbs such as: to be tired; to read; to sleep; to jog; to work and to go outdoors. The students have also had a class where a dialogue included questions about past and present weather conditions.

It is raining, cold and there are strong winds on this particular day. The objective is to reinforce this knowledge and to give the students a chance to use the language to talk about present and past weather conditions. The following dialogue with the students would take place.

The people involved are: **T = teacher; Bill, Cam, Sam, Quinn, Lori, Kelly = students.**

- T Hello Bill! How are you?
- Bill I am fine today.
- T What is the weather like today?
- Bill (Bill has a puzzled look on his face. So the teacher turns to Lori.)
- T Lori, what is the weather like today?
(Here the teacher looks towards the window using exaggerated motions in an attempt to give a hint as to what she is talking about.)
- Lori What?
- T What is the weather like today?
- Lori It is a nice day? (weather)

T Ahh, Sam, is it a nice day? (weather)

Sam No

T Well, what is the weather like?

Sam It is raining today.

T Yes, it is raining today.
(Here the teacher could nod yes and make motions with her hands to imitate rainfall.)

T Quinn, is it just raining?
(Again the teacher looks towards the window.)

Quinn No, it is windy also.

T Yes, it is windy and it is raining.

T (At this point the teacher is giving everyone the chance to volunteer the answer. Several hands are raised.)
Is it just raining and windy?

T The teacher, with a questioning look just nods directly at Cam who has not yet been addressed.

Cam It is raining and windy and also it is cold.

~~T (Still keeping eye contact with Cam) And last night, did it rain?~~

Cam I did not go outside last night.
(Cam has changed the direction of the conversation and the teacher will have to decide whether to guide him back to the original topic or to pursue this new direction. The topic has changed.)

T Ahh, you did not go outside last night. Sam, did you go outside last night?

Sam Yes.

T Did it rain last night?

Sam No, it was moonlight.

T (The teacher should gesture indicating that she agrees with Sam at the same time she would look at the rest of the class. Sam has introduced yet another topic.)
Ahh, it was moonlight.

T What did you do last night?

Sam (Sam has that quizzical look so the teacher turns to another student with the same question.)

T Kelly, what did you do last night?

Kelly I did not go outside either. I sleep.

T Ahh, you **slept**. Were you tired?

Kelly Yes, I was tired.
(Sam has now understood the question and is raising his hand to answer the question.)

T Okay, Sam, what did you do last night?

Sam I jogged.

T Ahh, you **went jogging**.

This conversation may continue for as long as the students are interested. However, teacher talk should not be used until the teacher is assured that all or most of the students are at the same level of speaking and comprehension. There is the danger of confusing those students who are not ready to review specific verbs. There will probably be questions about certain aspects of the vocabulary. In that case, the teacher should use his/her own judgment as to how much explanation is required at this particular time. Or she/he can take note of students' concerns and create a lesson plan to address their interests and concerns or give additional examples to explain concepts.

The words that are in **capital letters and bold letters** indicate the proper tense that the student should have used or words that are needed to represent an authentic (Cree) sentence. The teacher can emphasize their pronunciation to bring them to the students' attention.

From *Linguistics 327 notes* by Jean L. Bellegarde and Terry J. Klokeid. Adapted with permission of the authors.

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