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ABSTRACT

An effort to better prepare Choctaw youngsters for kindergarten, the Choctaw Culture Early Education Program developed a resource of 58 activities adapted to meet the needs of Choctaw 3- and 4-year olds. The activities are divided into four sections pertaining to getting started, relating to five project publications (How the Flowers Came to Be, The Tale of the Possum, Sokosi Aliha--Little Pigs, Welcome to Choctaw Fair, and Looking Around--No Ya Pisa), matching activities, and miscellaneous. Each activity provides the following information: name of activity, objectives, materials needed, procedures, and things to talk about. Examples of some of the activities are classroom helpers charts, learning center markers (medallion-style necklaces worn to indicate which learning center a child is to be participating in), straw puppets in a cup, possum attendance chart, bacon and eggs, weather match, color match drums, Choctaw frog pattern match, drop and see, Choctaw clothes line game, number jigsaw puzzle, Choctaw chanter's sticks, how hominy is made, Siti puzzle, stringing the drum, washer-hooker board, and Loksi story puzzle. Black and white photographs illustrate some of the activities. (ERB)

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# CHOCTAW CULTURE EARLY EDUCATION ACTIVITIES

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# INTRODUCTION

The activities in this book were developed by the staff of the Choctaw Culture Early Education Program, Mississippi Band of Choctaw Indians. These activities were used in the community centers during the life of the program with three and four year olds. While the activities were originally designed for preschoolers, many can be used in early grades with little or no changes. We do not claim to have developed all of these ideas on our own. We have borrowed heavily from existing early childhood publications and adapted them for use here on the reservation. You may wish to adapt them to your own special needs.

As a classroom instructor you will need to do some construction to use the activities in this book, but do not despair, remember the people who made these activities the first time probably live right down the road from you. We would like people to use this book as many ways as possible, so feel free to make copies and distribute to anyone you think would like to have a particular activity.

The Choctaw Culture Early Education Program was conceived as an experimental project to show that by using Choctaw Culture and Early Childhood Educational techniques together, our students here could go into kindergarten better prepared to do the work expected of them. Our test results show some staggering improvements in all areas of development; from large motor to language, the average gain was two years during the eight month classroom term. We hope that by producing this book some of the success we had with our students will be continued in your classroom. Good luck. Have fun, we did.

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**Matching Activities**

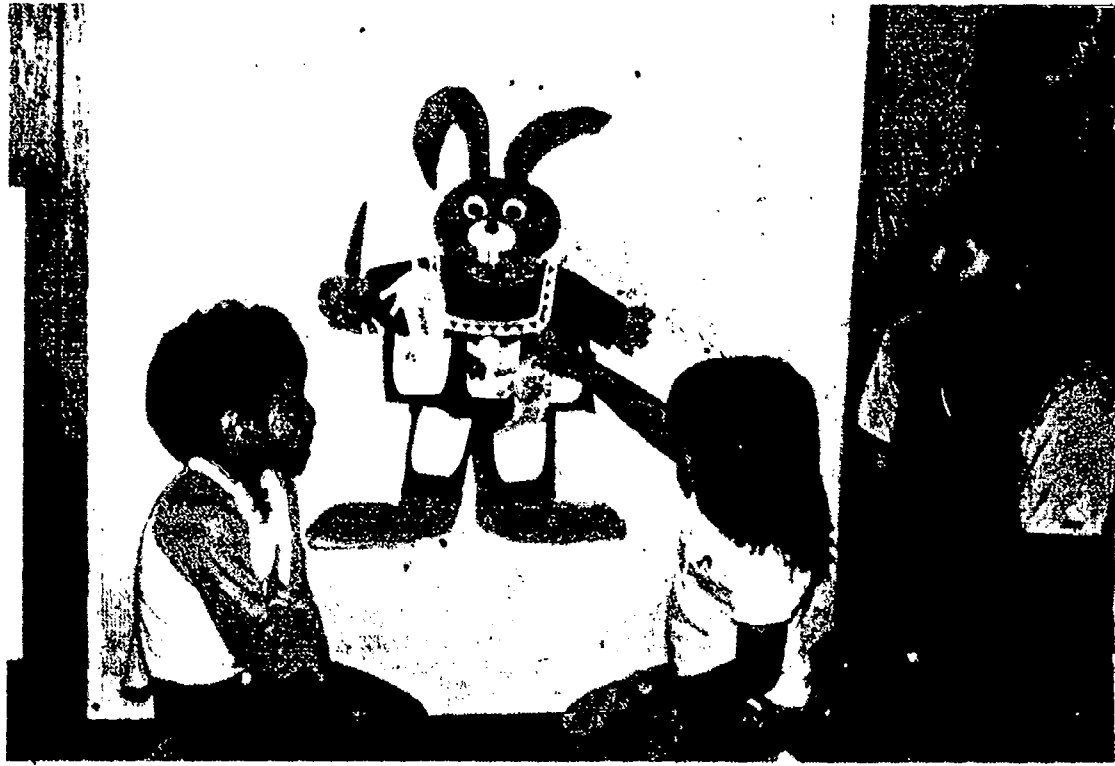
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## Appendix

# Classroom Helpers Charts



1. **Name of Activity:** **Classroom Helpers Charts**
  
2. **Objectives:** To develop sense of responsibility and self-esteem.  
Picture detail awareness.  
To develop sense of pride about one's surroundings.
  
3. **Materials Needed:** Chart containing rabbit with pockets on his Choctaw clothes  
(The pockets have drawings on them to represent: calendar,  
table clean-up, weather, classroom helpers.
  
4. **Procedures:** Place children's names in the pockets each day to indicate their  
responsibilities.  
Rotate the names so that everyone gets to do everything at least  
one time.
  
5. **Things to Talk About:** Why do we need classroom helpers?



# Calendar Chart



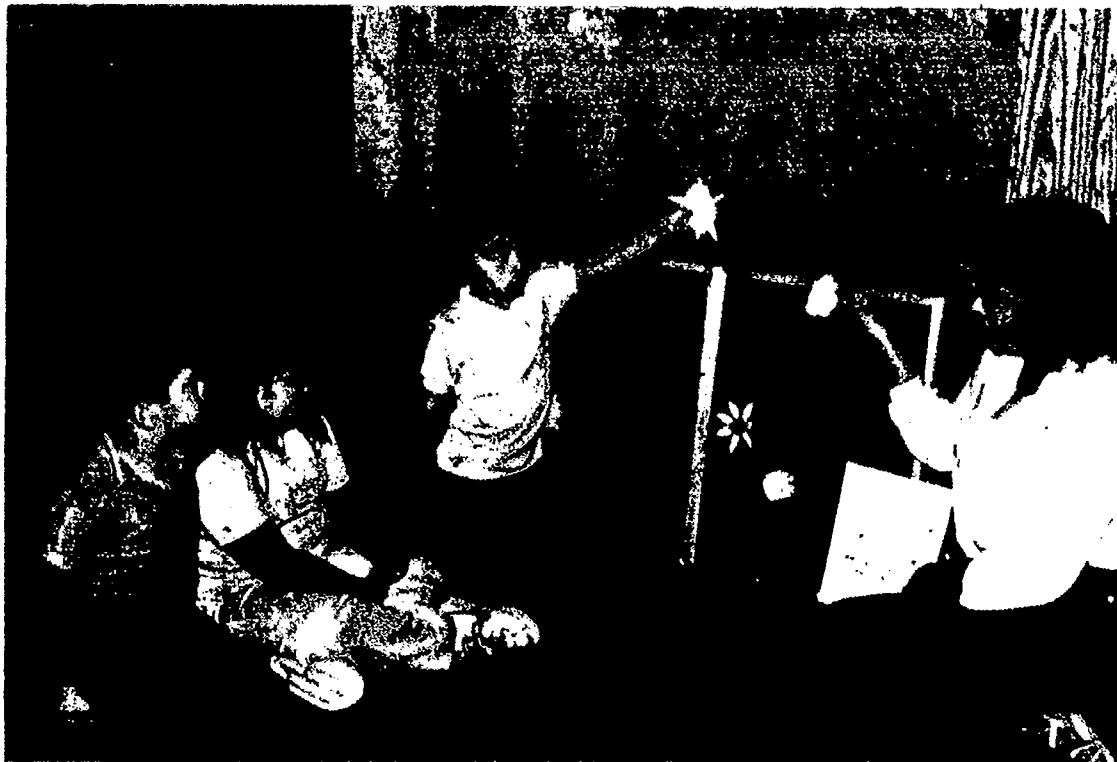
- 1. Name of Activity:**           **Calendar Chart**
  
- 2. Objectives:**                To develop concepts of day, week, month, year, etc.  
Number sequence  
Language development in English and Choctaw
  
- 3. Materials Needed:**        Calendar Chart with both English and Choctaw names of the  
days of the week on it.  
Masking tape  
Flowers with numbers in center of them (1-31)
  
- 4. Procedures:**                Each day a different child finds the correct flower  
Number for the day of the month and places it on the chart  
with masking  
Discuss the day's name and date
  
- 5. Things to Talk About:**     What do you do on Sunday? On Saturday? Which day of the  
week do you like best?

# Learning Center Marker/ Necklace



1. **Name of Activity:** Learning Center Marker/Necklace
  
2. **Objectives:**
  - To improve classification skills
  - To follow directions
  - To use symbols for places markers
  
3. **Materials Needed:** Necklaces fashioned out of 4" circles (poster board), which contain pictures, with a hole punched near the edge of the circle, and a yarn string is pulled through the hole and tied so it can be slipped over the child's head - a medallion - style necklace. (5-6 necklaces of each kind are needed.)
  
4. **Procedures:** Explain to children that the necklaces represent the type of learning center they are to go to (example: the ball sticks = play/game center; the pot = cooking center, etc.) They wear the necklace while at the center and change to another necklace when they leave.
  
5. **Things to Talk About:** The necklaces can be used to play a classification game: All the raccoons stand up; all the ball sticks stand on one foot, etc.

# How Flowers Came To Be


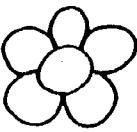


## HOW THE FLOWERS CAME TO BE

### Teacher's Guide

**How The Flowers Came To Be** is a Choctaw story that reinforces many traditional Choctaw values. The granddaughter learns from her elders about observing and respecting Nature and conserving her many gifts. The oral tradition is featured as a teaching method which imparts knowledge and values. The child is given an understanding of the interrelatedness of all things, the importance of keeping cultural knowledge, of giving to others, of spiritual power, of respect for one's elders. (The celestial event referred to was the Crab Nebula Supernova-the explosion of a giant star, which happened in 1054 A.D. and was recorded in rock art and oral traditions by native people. The Constellation of the Seven Sisters is the Pleiades.) The suggested activities that follow are designed to assist in cognitive development by providing experiences in sequencing, seriation, one to one correspondence, number and color recognition, counting, and creative expression. Introductory science concepts relating to Constellations, spiders and the growing cycles of plants, are also included. It is our hope that this book and teacher's guide will enable cognitive and cultural learning to blend in enjoyable experiences for our children.

#### Suggested Activities:

1. Introduce **How the Flowers Come to Be** book.
  - a. Read it to students
  - b. Retell the story using hand puppets of Mississippi wildflowers (i.e.) tiger lilly, wild iris, red clover, buttercups, black-eyed susan, etc.)
  - c. Create set of Mississippi wildflower finger puppets and people finger puppets to retell story with. Leave in language area of classroom.
2. Flowers matching game:
  - a. Talk about the cover of the book which depicts the people's prayers "going up" and changing into flowers that come to live on earth.
  - b. Prepare  and  shapes using red, orange, yellow, green, blue and purple for both sets of shapes.
  - c. Keep the "prayers" and "flowers" in a Choctaw basket for matching colors and 1-1 correspondence.

# How The Flowers Came To Be Seriation



1. **Name of Activity:**           **How The Flowers Came To Be Seriation**
  
2. **Objectives:**                    To Familiarize children with Mississippi wildflowers  
  To Identify Mississippi wildflowers  
  Matching colors  
  To develop vocabulary  
  Language Development
  
3. **Materials Needed:**           One set of wildflower cards (7 to a set)  
  Markers  
  Envelopes for storage 9 x 12
  
4. **Procedures:**                   Put the baskets in order of size (start with small to large or  
  large to small....)  
  Put the stars in order of size...  
  Put the flowers in order of size...  
  
  **Variation:**                   Put all the flowers in a Choctaw basket. Match the colors.  
  Match the sizes.
  
5. **Things to Talk About:**  
  **Variation:**                   Also cut out flannelboard flowers from bright felt.

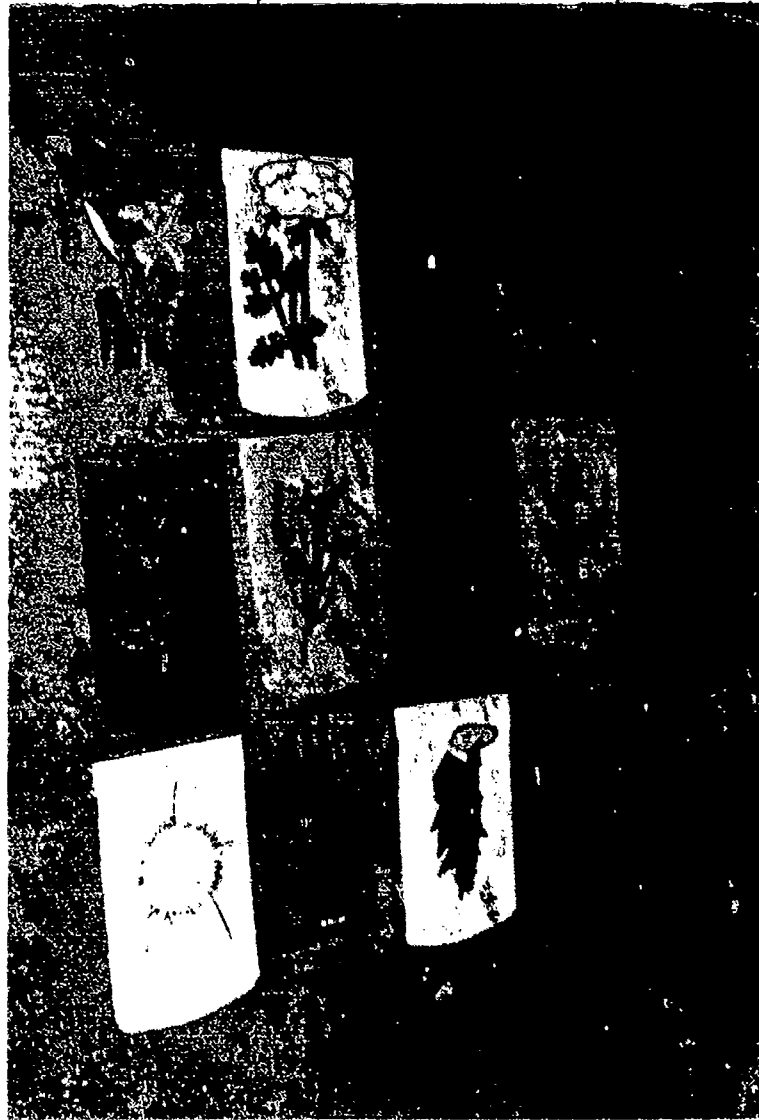


# Straw Puppets in a Cup



1. **Name of Activity:** **Straw Puppets in a Cup**
  
2. **Objectives:** Strengthening of oral language skills in English  
Development of story sequence concept  
Encouragement of creative expression
  
3. **Materials Needed:** Storybook: **How the Flowers Came to Be**  
Felt flowers attached to plastic drinking straws  
Painted pictures of characters from the story cut out and attach to straws  
Cup made to look like Choctaw basket
  
4. **Procedures:** After having heard the story read to them *several* times, the following activities can be done:
  - 1) Children act out story as teacher reads it (creative dramatics)
  - 2) Children retell the story in their words and act out the story using the puppets
  - 3) Children select a puppet and tell about the puppet
  
5. **Things to Talk About:** Is the story truth or fiction? Why? Why should people respect flowers and other growing plants? How do plants help us?

# Napakali Puppets



1. **Name of Activity:** **Napakali Puppets**
  
2. **Objectives:** Retelling Choctaw Story of **How Flowers Came to Be**  
Oral language Development  
Bilingual vocabulary development and labeling
  
3. **Materials Needed:** Flower puppets on socks for teacher  
Photocopies of flowers—  
stapler or scotch tape  
magic markers  
crayons or watercolors  
contact paper
  
4. **Procedures:** Let each child have 1 set of drawings 8½" x 11"  
Color - noting pictures of actual flowers
  
5. **Things to Talk About:** Creative language experiences

# Flowers Matching Game



- 1. Name of Activity:**           **Flowers Matching Game**
- 2. Objectives:**                    Attention to detail and shapes  
  Matching colors with words  
  One-to-one correspondence  
  Conceptual understanding of "smallest to largest"
- 3. Materials Needed:**           **Book: How The Flowers Came To Be**  
  Felt flowers of all colors cut in shapes of flowers found in the book.  
  Choctaw basket in which to keep the felt flowers
- 4. Procedures:**                    After reading and discussing the book, the following activities may be done:
- a) point to a flower in the book and let children locate the same flower shape in the felt flowers.
  - b) Say a color name and let children hold up flowers of that color.
  - c) Let children find the same number of felt flowers as there are flowers on a page the teacher points to
  - d) Let children arrange the felt flowers from smallest to largest.
- 5. Things to Talk About:**        What other gifts has nature given us (trees, rivers, etc.)? Why did the sisters go down to Earth?

# The Tale of the Possum



1. **Name of Activity:** **The Tale of the Possum (A Story)**
  
2. **Objectives:**  
To improve listening skills  
To encourage creative expression  
To reinforce concept of story sequence
  
3. **Materials Needed:**  
Book, **The Tale of the Possum**  
Possum puppet  
Tree (limb from a real tree)  
Raccoon puppet
  
4. **Procedures:**  
- Read and discuss the story  
Let children use puppets to act out the story as it is read again.  
Later, let children tell story and act it out at the same time using the puppets.
  
5. **Things to Talk About:** You tell me the story. What is it about the story that you like?  
What is the last thing that happened in the story?



# 'Possum Attendance Chart'



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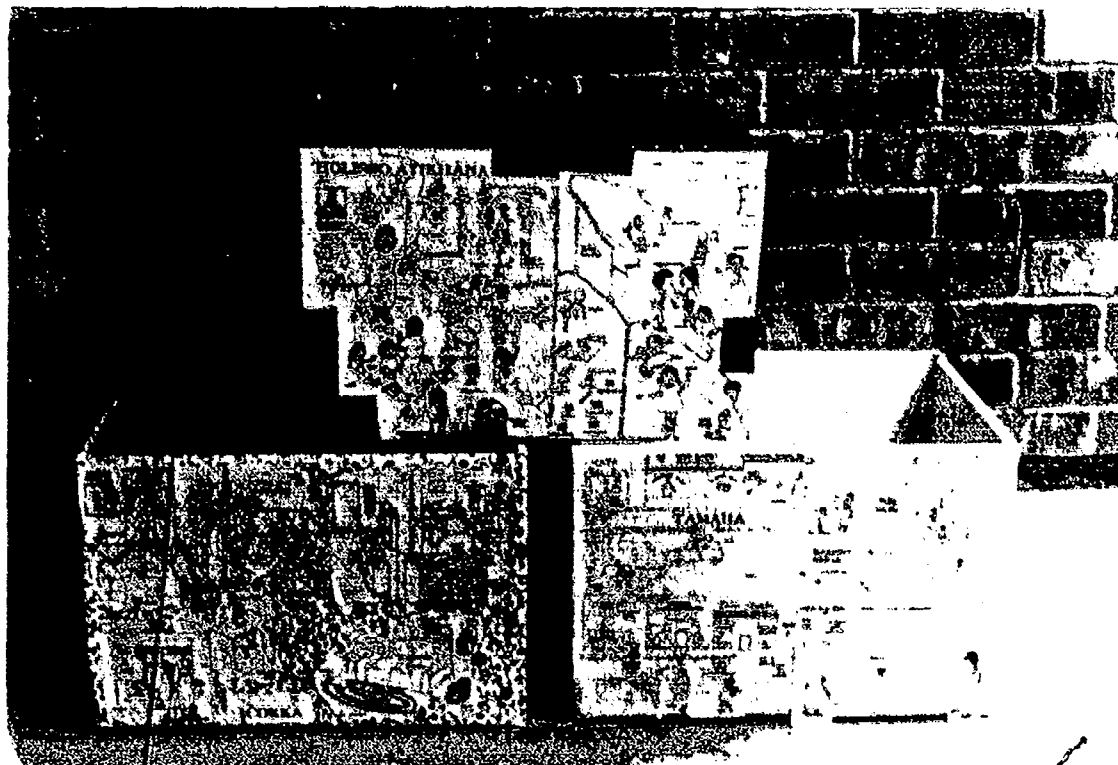
- 1. Name of Activity:** 'Possum Attendance Chart'
- 2. Objectives:** Promote positive self-concept  
Develop and strengthen name recognition
- 3. Materials Needed:** Brown and green construction paper  
possum pattern drawn on gray construction paper or color the  
possum gray with pink tail  
contact paper  
pipe cleaner (pink if possible) as reinforcement for tails
- 4. Procedures:** Make a tree with several branches from which children can  
hang their possums.  
Add a green top or green leaves.  
Make a possum for each child with his name written in black  
magic marker.  
Cover the possums with clear contact paper.  
As each child comes into school, have him hang his possum on  
the tree.
- 5. Things to Talk About:** The attendance chart can be used at circle time for counting,  
name recognition, one-to-one correspondence, etc...  
The possum is common in Choctaw stories.  
He likes to play tricks.

# “Possum and Raccoon” Story



1. **Name of Activity:** "Possum and Raccoon" Story Sequencing
  
2. **Objectives:**
  - Interpreting pictures and details
  - Developing logical thinking
  - Strengthening left-to-right progression
  - Placing a series of pictured events in sequence to tell a story.
  
3. **Materials Needed:**
  - Group of pictures from "Possum and Raccoon" story
  - Small pocket chart for pictures made by stapling a 1/2" strip along bottom of cardboard rectangle.
  - Small envelope for pictures.
  - Large envelope for entire activity storage.
  
4. **Procedures:**
  - The child hears "Possum and Raccoon" several times in several forms (i.e. hand puppet show, storybook, flannelboard, stick puppets, etc.)
  - The child looks through the pictures.
  - He decides what he thinks happened in the story and places the first pictures in the sequence at the left.
  - The next picture shows the second event, and so forth, until the story is told.
  
5. **Things to Talk About:** Tell me about this story. Which picture happened first? How do you think the 'possum feels in this story? How do you think the raccoon feels? Why do you think they feel this way? What part of story did you like best?

# Na Yo Pisa Intellectual Kits



1. **Name of Activity:** **Na Yo Pisa Intellectual Kits**
  
2. **Objectives:**
  - Stimulate language development
  - Encourage creative expression
  - Develop classification skills
  - Identify common items
  
3. **Materials Needed:**
  - 3 large boxes for child-created containers for activity
  - Photocopies backed with cardboard and covered with contact paper
  - Actual items from Na Yo Pisa (or presentation)
  
4. **Procedures:**
  - Let children create 1 box to look like a typical home, 1 box as a school, 1 box as a store
  - Collect items found in **Na Yo Pisa** (if size is prohibitive, cut out pictures from magazines and paste on tagboard)
  - Students classify items
  - Students match actual item to picture of item in **Na Yo Pisa**
  
5. **Things to Talk About:**
  - What things are made to be used? What things are decoration?
  - What is used for entertainment? What are other categories?
  - Makeup a story about an item in the kit.

# Na Yo Pisa Household Sorting Box



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- 1. Name of Activity:** Na Yo Pisa Household Sorting Box
- 2. Objectives:** Identify common household items  
Strengthen eye-hand coordination  
Develop classification skills
- 3. Materials Needed:** 1 large cardboard box with lid  
3 small cardboard boxes of similar size, with no lids.  
Colored construction paper  
Contact paper or wrapping paper  
Colored felt tip markers  
Glue  
Tape  
Scissors

#### HOUSEHOLD ITEMS

|                |            |              |
|----------------|------------|--------------|
| plates         | cups       | cookie       |
| measuring cups | toothbrush | hairbrush    |
| scissors       | lipstick   | toilet paper |
| bandaid box    | telephone  | teapot       |
| washcloth      | towel      | sponge       |
| baby bottle    | dustpan    | records      |
| etc.           |            |              |

- 4. Procedures:** Put all household items collected in large box  
Cover three small boxes with colored construction paper, contact paper, or wrapping paper.  
On the outside of each of these boxes, draw a room from a house (i.e. kitchen, bathroom, living room.)  
Write the name of each room under its picture
- 5. Things to Talk About:** Child takes household item from large box. "In what room would you find the washcloth? What item could be found in more than one room? Would you like to collect pictures (or items) so we could make another game about school, or town?"



# Washer Toss



1. **Name of Activity:** Washer Toss
  
2. **Objectives:** Eye-hand coordination  
Small and Large muscle Coordination  
Taking turns in a group
  
3. **Materials Needed:** Several washers from hardware store (2-3" in diameter and decorated with magic marker to show Choctaw designs)  
A 8" hole in the ground (or a large, heavy can)
  
4. **Procedures:** Children, one at a time, try to throw washers in the hole. Start at 4 feet distance and increase by 1 foot each time child shows proficiency.  
One point is gained for each washer pitched in the hole.
  
5. **Things to Talk About:** What else are washers used for? Count the washers gotten in the hole, not gotten in the hole, etc.

# Na Yo Pisa Word Cards



- 1. Name of Activity:** Na Yo Pisa Word Cards
- 2. Objectives:** Stimulate verbal skills  
Develop word-associate skills  
Expand vocabulary in Choctaw & English
- 3. Materials Needed:** Tagboard cards  
Photocopies (or pictures cut from magazines) of objects with word printed underneath  
Glue  
Felt tip markers  
Contact paper  
Stapler  
Scissors
- 4. Procedures:** Use as flash cards for verbal recognition of pictures.  
Use for classification activities.  
Possible categories for classification: Home, school, town  

|         |                    |
|---------|--------------------|
| people  | inside/outside     |
| stores  | things people wear |
| animals | things people do   |
|         | things people use  |
- 5. Things to Talk About:** Imagine what is unseen in pictures. Take field trips to the places depicted in Na Yo Pisa. Play charades... Do all the things people are doing in book. Think of all the words you can for each object (i.e. show = theater, movie, flick, cinema, Ellis...)

# Šokoši Aħiha (Little Pig)



37

1. **Name of Activity:** Šokoši Afiha (Little Pig)
2. **Objectives:**  
Improvement of listening skills  
Development of English and Choctaw language skills  
Counting experience (1-10 in both language)
3. **Materials Needed:** The book, Šokoši Afiha (Little Pigs)
4. **Procedures:**  
Read and discuss the book with the children, in the language desired.  
Let children count the pigs in the truck on the last page.  
Let children use the finger puppets to repeat the story and act it out.
5. **Things to Talk About:** Use a map of the Choctaw communities and let children find each community on the map.

# Help The Little Pigs Find The Hominy



- 1. Name of Activity:** **Help the Little Pigs Find the Hominy**
- 2. Objectives:** Familiarize children with Choctaws Communities  
Identify shapes of circle, diamond, half-diamond, squares, rectangle.  
Identify colors
- 3. Materials Needed:** 2 sheets posterboard  
5 piggy markers  
magic markers  
1½" x 2" cards with shapes and community pictures drawn on them.  
Community names should be written on the picture card also.  
Some of the cards should be return cards  
For example: "Ran out of gas. Go to Bogue Homa"  
"Return to Conehatta and make another basket."  
"Hurt in the stickball game. Sit out a turn in the Pearl River."  
"Need a new hat band. Go to Red Water."  
"Go to Tucker and try for another home run."  
"Oops, torn shirt! Go to Standing Pine for a new one."  
Candy Corn or Corn nuts for "feast" at end of game.
- 4. Procedures:** Five children may play the game  
The first child chooses a card and moves to the nearest space indicated by the card.  
Encourage children to identify the shape and color they land on, or the community  
The first child to reach the pot of hominy gets to pass out the hominy (candy corn or corn nuts)
- 5. Things to Talk About:** Talk about the importance of the community, and the sharing that must take place within and among communities.  
Discuss the cultural tradition of sharing whatever we have with others.  
Discuss the feelings the person or people who "get" might have.  
Discuss the importance of taking care of each other.



# Bacon and Eggs



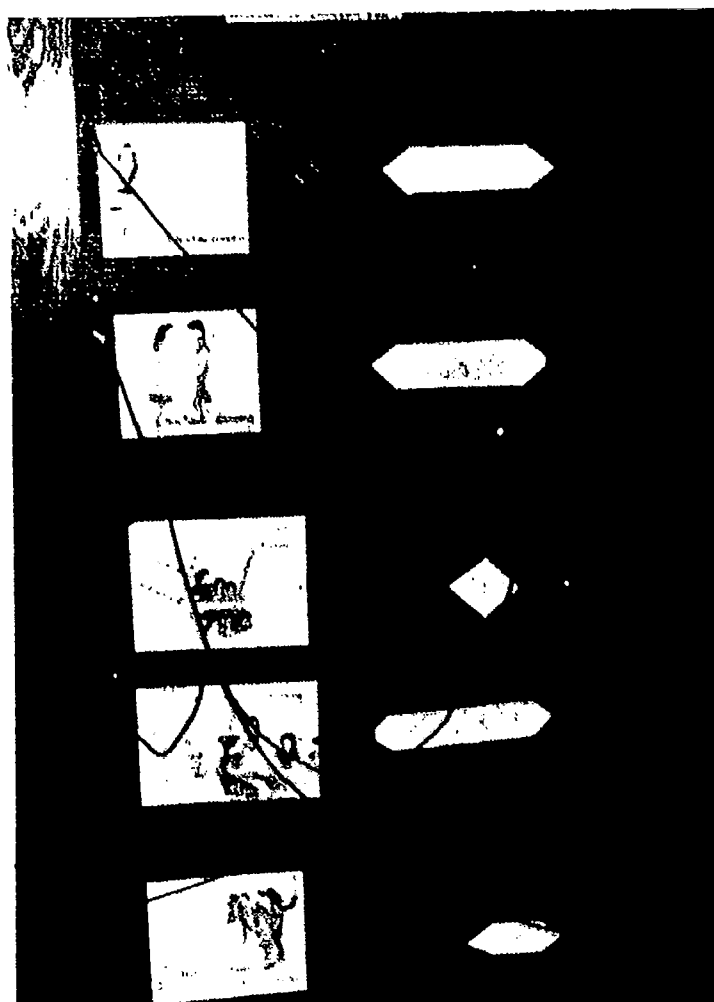
1. **Name of Activity:** Bacon and Eggs
2. **Objectives:** Importance of meat in our diet  
Importance of pig  
Manipulative practice
3. **Materials Needed:** Paper plates  
Felt pieces to represent bacon (brown felt cut to look like bacon) and eggs (white felt with yellow centers to look like eggs)
4. **Procedures:** Child pretends he or she is having a meal.  
They select the number of bacon pieces and eggs they want to eat and arrange them on the plate.
5. **Things to Talk About:** Where does bacon come from? In what other ways is the pig important to Choctaw? What other foods do you like to eat with bacon and eggs?

# Welcome To Choctaw Fair



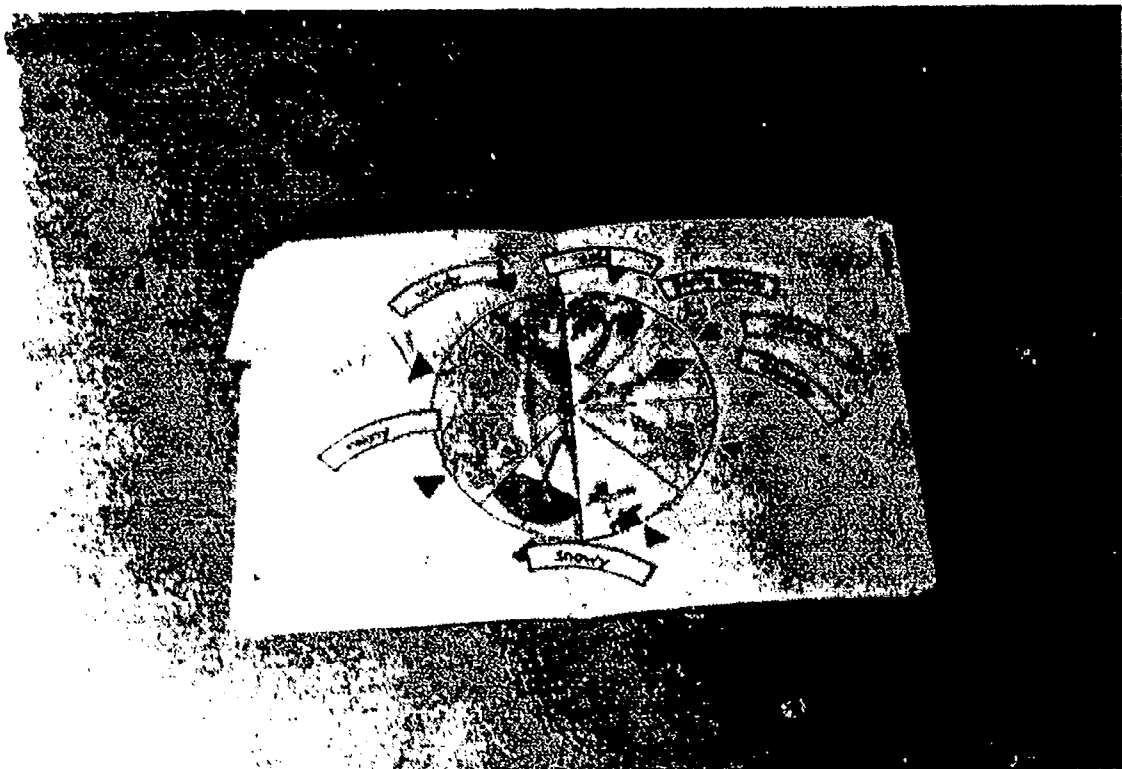
1. **Name of Activity:** **Welcome to Choctaw Fair (A Book)**
  
2. **Objectives:**
  - Practice in numeral identification
  - Identification of shapes: diamond, triangle, circle, rectangle
  - One-to-one correspondence
  
3. **Materials Needed:**
  - The book, **Welcome to Choctaw Fair**
  - Numerals 1-5 written on cards
  
4. **Procedures:**
  - Read and discuss the book with the children
  - Let the children identify numerals and count aloud as each page is read.
  - Later, hold up one of the numeral cards and let the children find the pages that has that number of people on it.
  - Let children find and point to shapes on the various pages; diamond, triangle, circle and rectangle.
  
5. **Things to Talk About:** Let children share the experiences they have had at the Choctaw Fair.

# Number Matching Game



1. **Name of Activity:**            **Number Matching Game**
  
2. **Objectives:**                    One-to-one correspondence  
    Language development  
    Matching practice
  
3. **Materials Needed:**            3 large, red posters which contain pictures, numerals, and yarn  
    Masking tape
  
4. **Procedures:**                    Child looks at the picture as the teacher reads the words which  
    go with it, and then places the yarn attached to it on the correct  
    numeral (hold it on the numeral with masking tape)
  
5. **Things to Talk About:**        What other things do you see at the Choctaw Fair? What is  
    your favorite thing to do at the Fair?

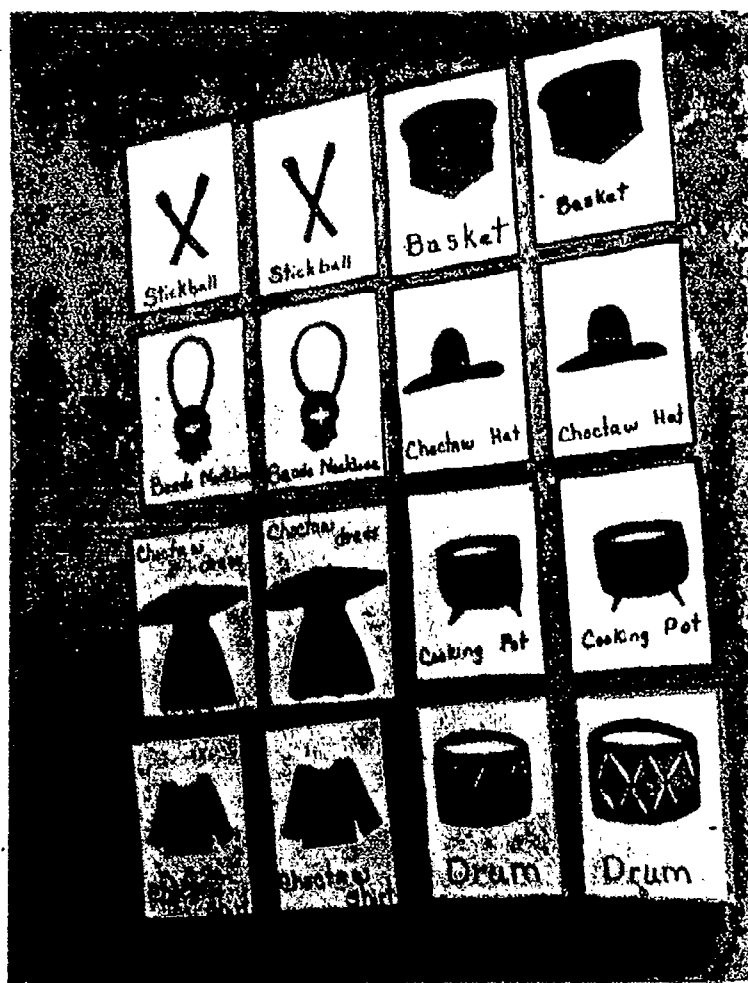
# Weather Match



1. **Name of Activity:** **Weather Match**
  
2. **Objectives:** Reading readiness-matching words with pictures.  
Attention to details  
Classifying  
Learning label names for weather
  
3. **Materials Needed:** Weather Match folder  
Weather labels (can be kept in envelope attached to back of folder)
  
4. **Procedures:** The child matches the correct word (weather label) with each picture.  
Less confident children may rely on color coding while acquiring readiness skills which lead to reading (the teacher should say the word and then let the child see if he or she can locate it).  
Confident and developmentally ready children will be able to match the labels and pictures on their own, eventually.
  
5. **Things to Talk About:** Feelings that different kinds of weather promote in people.  
What clues in the picture help us know the kind of weather it represents.

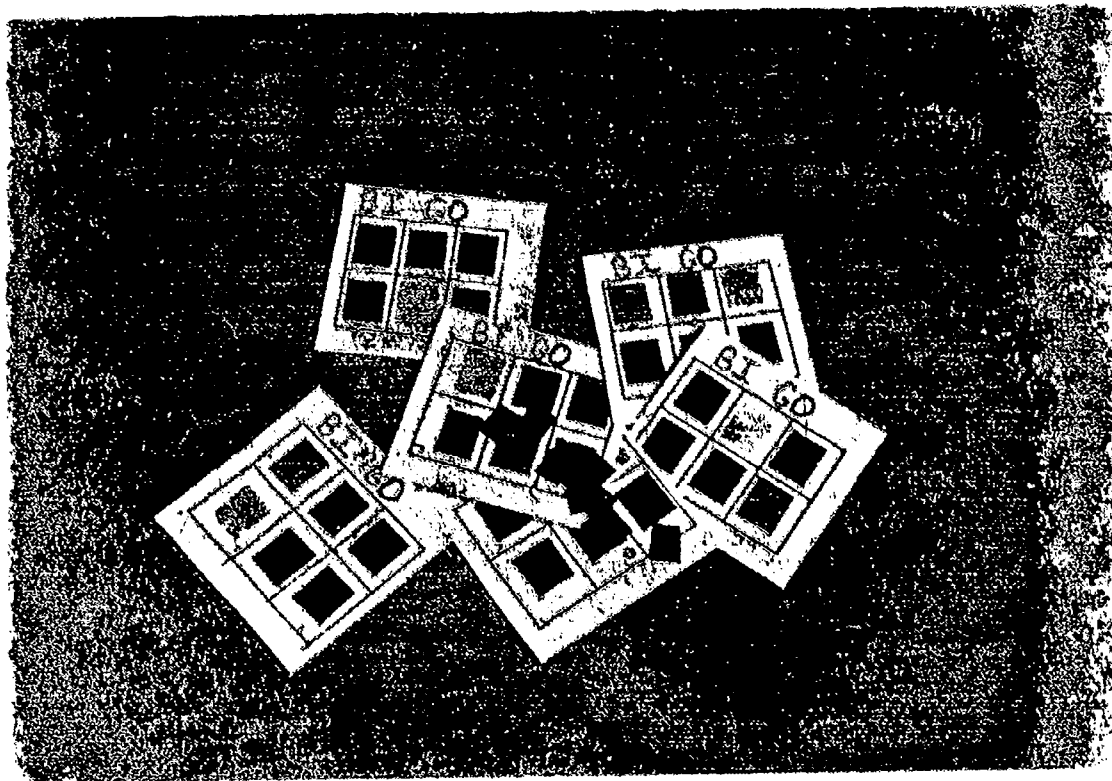


# Match the Choctaw Object



- 1. Name of Activity:** Match the Choctaw Object
  
- 2. Objectives:** Promote visual discrimination  
Develop eye-hand coordination  
Practice matching skills
  
- 3. Materials Needed:** 1 piece of tagboard 14" x 15"  
Black felt tip pen  
Scraps of tagboard in contrasting color  
1) Basket, 2) Cooking pot, 3) Drum, 4) stickball, 5) Bead  
Necklace, 6) Choctaw Shirt, 7) Choctaw Dress, 8) Choctaw  
Hat
  
- 4. Procedures:** Individually or in small groups the children should match each  
shape to its outline on the board.
  
- 5. Things to Talk About:** Of each picture on the tagboard.

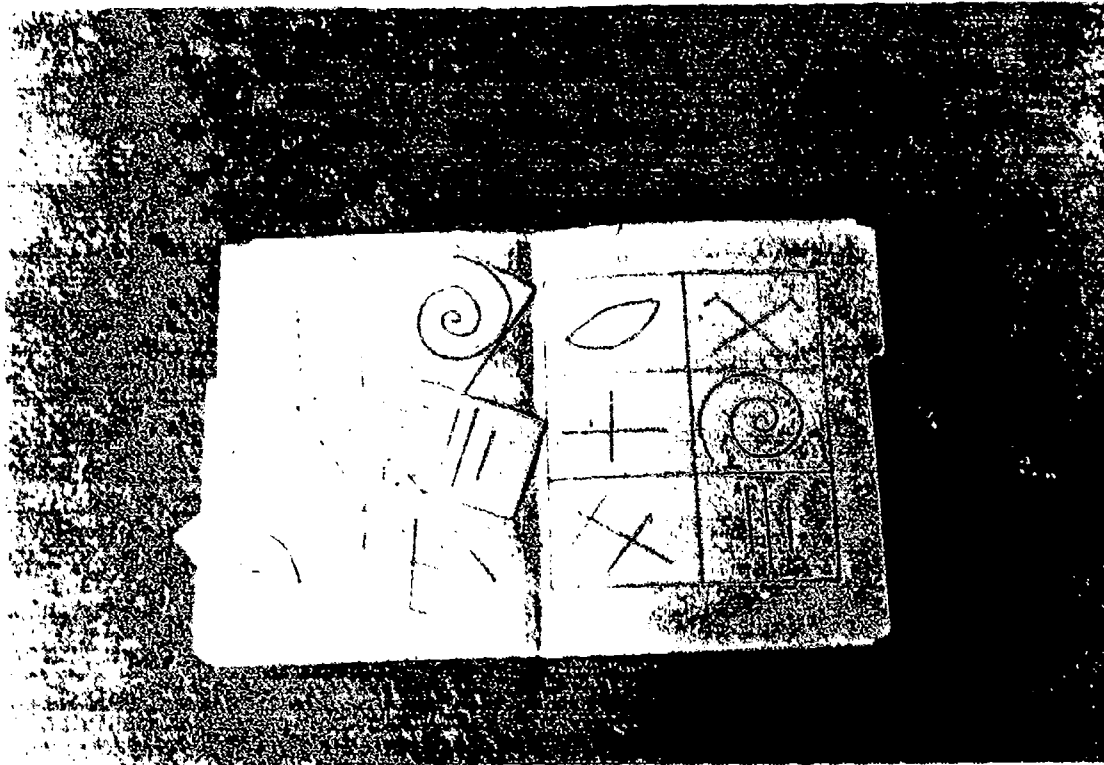
# Color Bingo



51

1. **Name of Activity:**        **Color Bingo**
  
2. **Objectives:**                Language development in English and Choctaw  
Development of visual discrimination skills  
Reading readiness development
  
3. **Materials Needed:**        Bingo cards with six colors on them  
Chips (square of construction paper) for placement on the  
Bingo cards.
  
4. **Procedures:**                As the color words are called out the child places a chip on the  
square which represents the color word. Work on only one  
language at a time - do not mix Choctaw and English color  
words during a game.
  
5. **Things to Talk About:**    Find other things in the room which are **green** (substitute other  
colors with the direction to find things). Name some things out-  
side which are **blue**.

# Design Match



53

1. **Name of Activity:**           **Design Match**
  
2. **Objectives:**                   Visual discrimination skill  
  Pre-reading skill  
  One-to-one correspondence
  
3. **Materials Needed:**           Design match folder  
  Design cards (can be kept in envelope attached to back of folder).
  
4. **Procedures:**                   The child matches the correct design card with the design in the folder by placing it on top of the design.  
  Confident children can be challenged by attempting to arrange the design cards in the same pattern as contained in the folder.
  
5. **Things to Talk About:**       Find two lines which cross each other. Find a line which curves.

# Aċi Ittiholba Ahōcīh

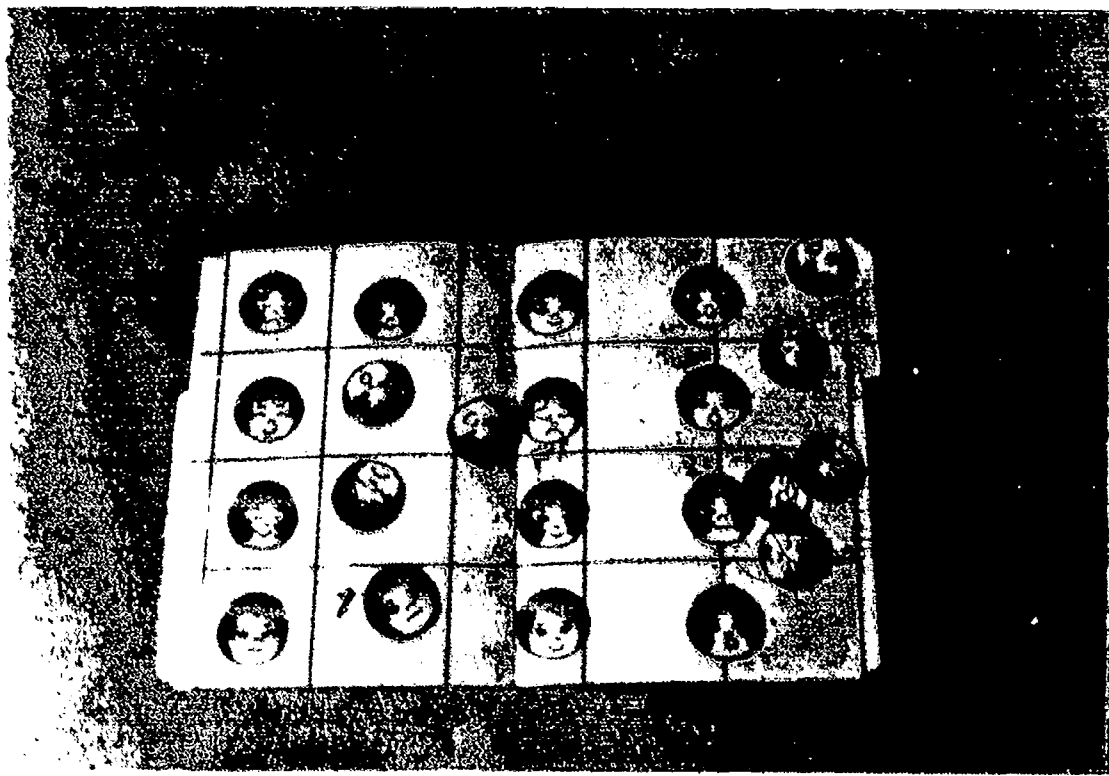


55

1. **Name of Activity:** **Aci Ittiholba Ahocih (Match Choctaw Quilt Design)**
  
2. **Objectives:** To have the children recognize Choctaw quilt designs and to match them with the right one.
  
3. **Materials Needed:**
  - 4 poster boards
  - Black magic markers
  - Design pattern; stickball sticks, crosses, etc.
  - Felt-tips of different colors
  - Design patterns should be drawn on posterboard
  
4. **Procedures:**
  - A group of 4 individual can play.
  - First step - set the cards out
  - Second step - Get the designs that you made with the felt
  - This game familiarizes the children with different Choctaw designs. It also shows the children how their ancestors used these designs on quilts.
  
5. **Things to Talk About:** Talk about the importance of keeping traditions going. Also the significance of different designs that are used on the quilts made by the Choctaws.

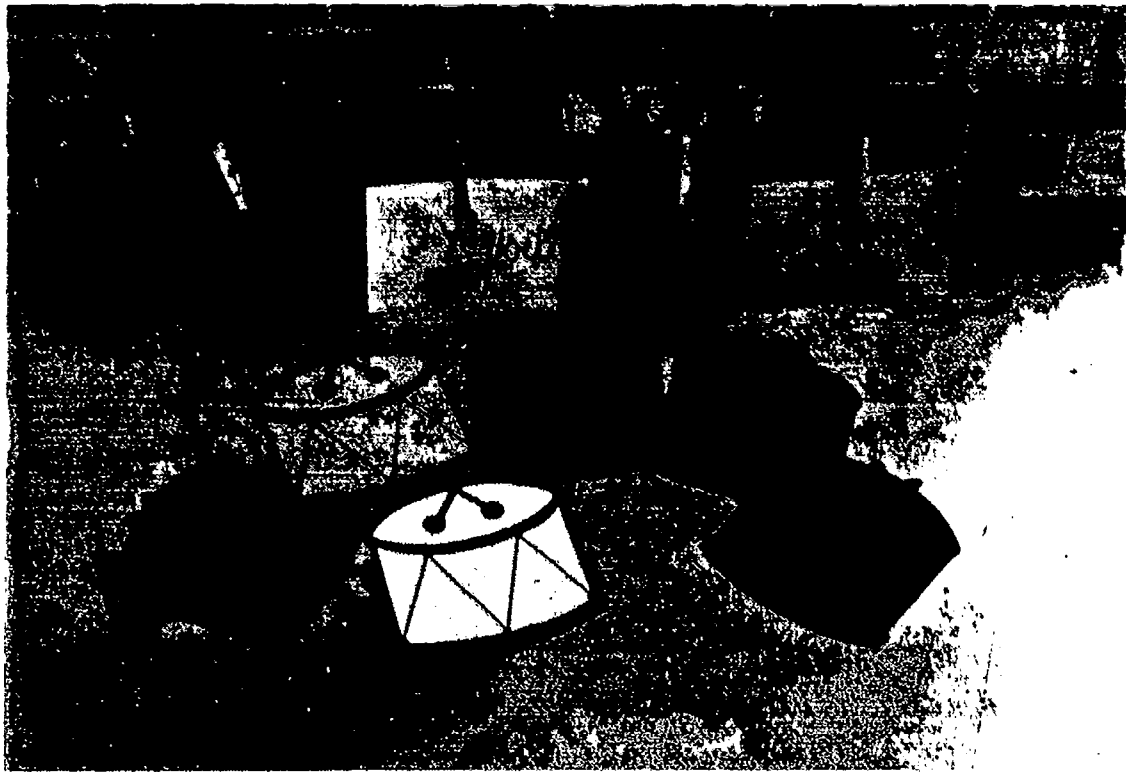


# Matching Choctaw Faces



1. **Name of Activity:** **Matching Choctaw Faces**
2. **Objectives:** Development of visual discrimination  
Attention to details  
One-to-one correspondence
3. **Materials Needed:** Matching Choctaw people folder  
People faces to match those in folder (can be kept in envelope attached to back of folder)
4. **Procedures:** The child places the faces, one at a time, on the identical face inside the folder.  
Less confident children may need praise after each correct match.
5. **Things to Talk About:** Ask the child to describe why particular sets of faces match.  
Ask the child why a particular pair of faces do not match.

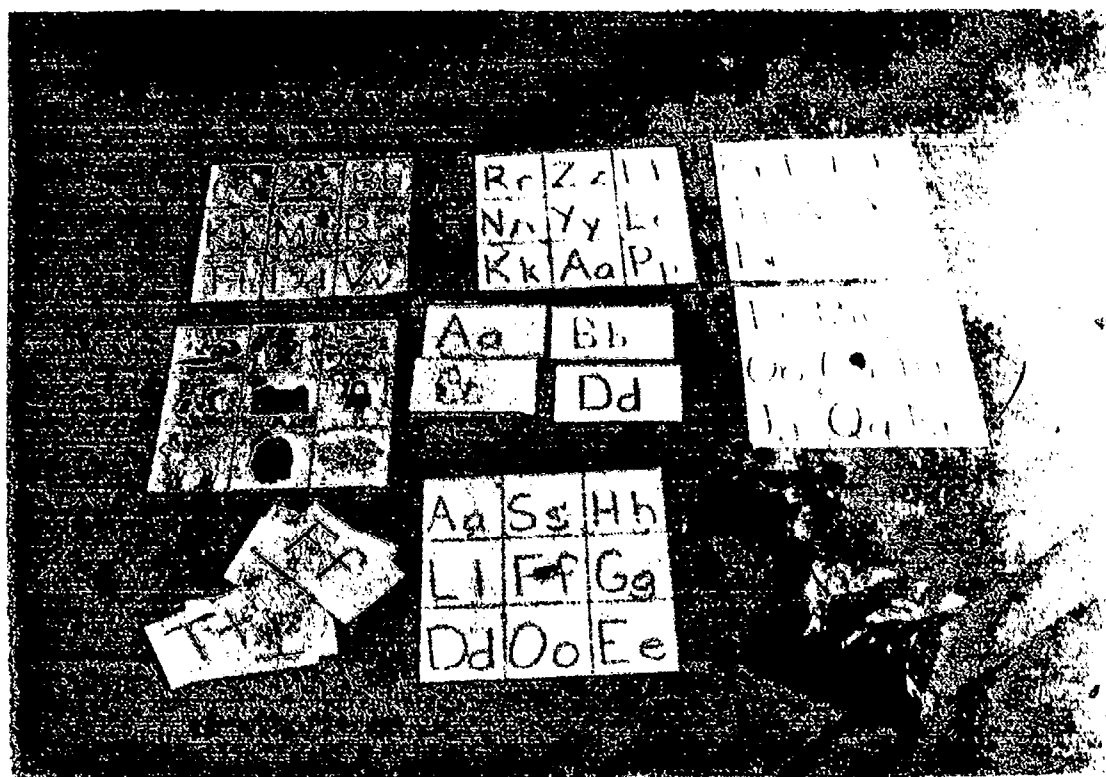
# Color Match Drums



59

1. **Name of Activity:** **Color Match Drums**
  
2. **Objectives:**
  - Improvement of matching skills
  - Development of eye-hand coordination
  - Development of visual-discrimination skills
  - Vocabulary development in English
  
3. **Materials Needed:**
  - Different colored drums
  - Construction paper of different colors
  - Cut in 5 x 7 sizes with the color of the paper printed on the paper clothes pin pinned to the pieces of construction paper.
  
4. **Procedures:**
  - Child selects a drum and finds the piece of construction paper which is the same color and has the word written on it.
  - The child pins the construction paper piece on the drum with the clothes pin.
  - The child then says the name of the color.
  
5. **Things to Talk About:** Discuss shades of colors, such as the different shades of green, blue, etc., and let children find colors which represent different shades of the same color.

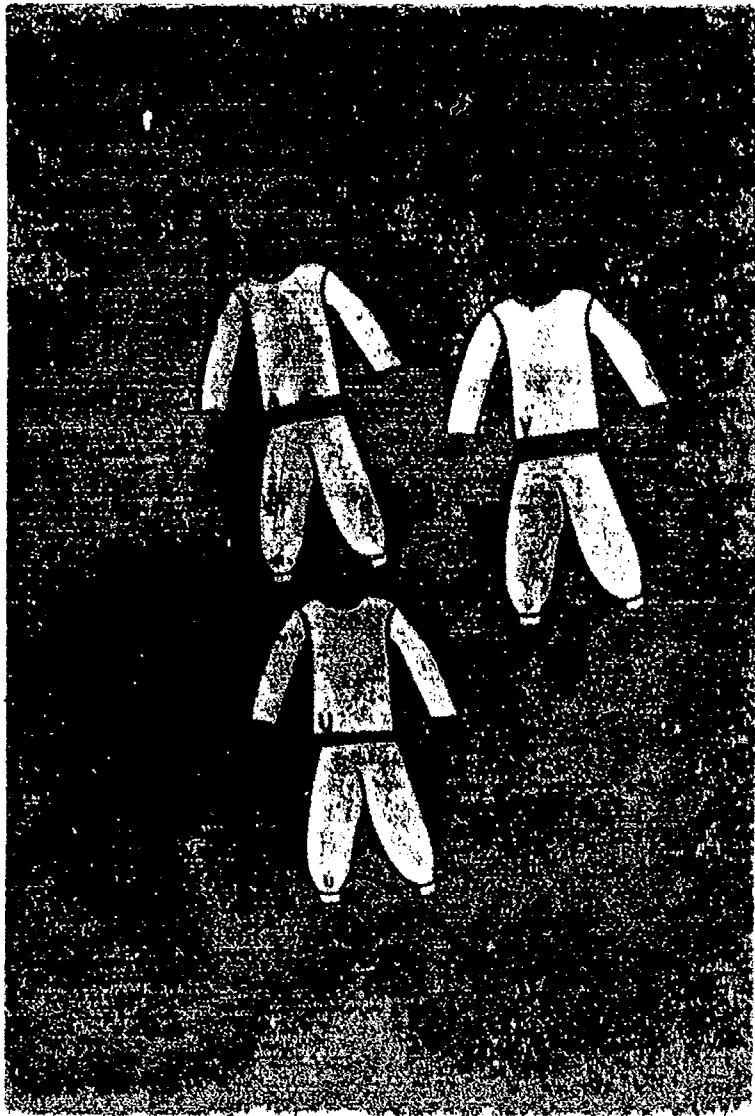
# Picture Letter Bingo Game



CI

1. **Name of Activity:** **Picture/Letter Bingo Game**
  
2. **Objectives:** Language Development  
Sound/symbol recognition  
Pre-reading skills
  
3. **Materials Needed:** 6 game cards (9" square) which contains pictures of things on one side and alphabet letters on the other side.  
3 x 5 cards with an alphabet letter on each  
Large dried beans
  
4. **Procedures:** Give each player a card and some beans.  
Picture game: Teacher holds up a 3 x 5 card with a letter on it and the players look to see if any of their pictures begin with that letter; if so, they place a bean on it.  
Letter game: Teacher says the letter name (or a word beginning with the letter name) and players place a bean on the letter if they have it.
  
5. **Things to Talk About:** Let children drop a bean and then tell the letter the **picture** begins with that the bean landed on, or name a word that begins with the **letter** that the bean landed on.

# Matching Clothes Game



63

1. **Name of Activity:** **Matching Clothes Game**
  
2. **Objectives:** Recognition of upper and lower-case letters of the alphabet  
Sequence of alphabet  
Manipulative practice
  
3. **Materials Needed:** Shirts (decorated as Choctaw shirts) with upper-case letters printed in lower-left corner of shirt.  
Pants (decorated as Choctaw pants) with lower-case letters printed on bottom of left leg.
  
4. **Procedures:** Children match upper and lower-case letters of the alphabet by placing the clothes on the table in a row.  
Later, children can arrange the clothes in alphabetical order.
  
5. **Things to Talk About:** Point to the first letter of the alphabet. . .the last. . .the middle. Point to **M** (teacher says a letter name and the child points to it; repeat with other letters).

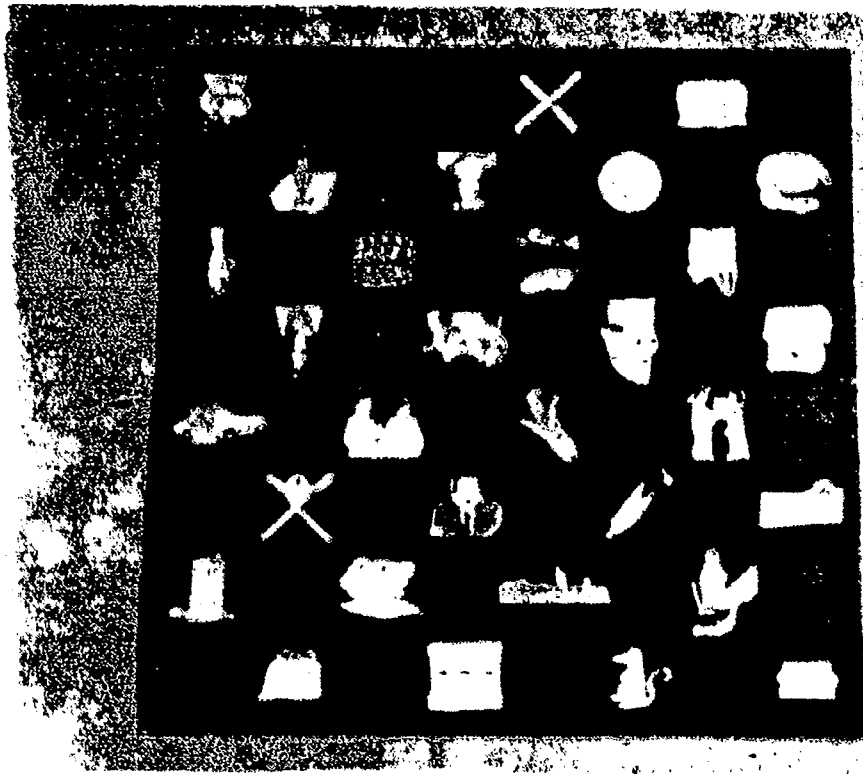


# Choctaw Frog Pattern Match



1. **Name of Activity:** Choctaw Frog Pattern Match
  
2. **Objectives:** Visual discrimination  
Matching skills
  
3. **Materials Needed:** Posterboard or file folder  
Wallpaper samples  
Construction paper  
Markers
  
4. **Procedures:** Draw a large frog with various shaped spots on construction paper  
Cut out designer wall paper sample and paste to outline shapes  
Cut out separate outline shapes on construction paper and glue wallpaper patterns on shapes  
Children can then match patterns as well as shapes

# Drop and See



1. **Name of Activity:** **Drop and See**
  
2. **Objectives:**  
Improvement of matching skills  
Concept development about: "the Community" and "things"  
that go together  
Language development
  
3. **Materials Needed:**  
Red and black checker-type board containing pictures of  
familiar Community things  
A set of cards which contain pictures of the same things on the  
board  
A bean or piece of corn (dried) for dropping
  
4. **Procedures:**  
Game 1—"The Community": Distribute the cards to 2-4  
children, and have them place the cards face up in front of  
them. Then the first player drops the bean or corn on the  
board. When the bean or corn drops on a picture, ask all the  
children to look at their cards and find one or two cards that  
belong with the picture, based on their knowledge of their com-  
munity. When they are found they are placed in a stack. Repeat  
with the next player, and continue until all the cards have been  
used.  
Game 2—"Things That Belong Together": The first player  
drops the bean or corn. When the bean or corn drops on a pic-  
ture, the teacher displays 2-4 cards and tells the player to point  
to any cards that go with the picture. (If none of the cards  
belong with the picture, the player says: "None of the cards  
belong with the picture.") Each player keeps the cards which  
he says belong with the picture, when he or she is correct.  
Repeat with the next player, and continue until all cards are  
gone. The player with the most cards wins the game.
  
5. **Things to Talk About:** Name some other things in the Community which belong  
together (school = books, pencils, etc.)

# Choctaw Clothesline Game



1. **Name of Activity:** Choctaw Clothesline Game
  
2. **Objectives:** Recognition of upper and lower-case letters of the alphabet  
Sequencing the alphabet letters  
Practice with letter names of the alphabet
  
3. **Materials Needed:** Clothes pins with upper-case letters printed at the bottom of the pin and another set with lower-case letters printed at the bottom of the pin (keep pins in a can or basket)  
String/yarn for clothesline
  
4. **Procedures:** Put a clothes line in the room.  
Let children match the upper and lower-case letters by pinning them on the line.  
Later, let children put upper and lower-case letters in correct sequence on the clothes line.
  
5. **Things to Talk About:** Say different letter names (or point to them) and let children think of words which begin with the letters.

# Going Barefoot



1. **Name of Activity:** **Going Barefoot**
  
2. **Objectives:** Alphabet recognition  
Association of symbols with sounds  
Sequence practice
  
3. **Materials Needed:** Construction paper feet with an upper-case letter printed on the ball section of the foot and its matching lower-case letter printed on the heel section of the foot.
  
4. **Procedures:** Arrange the feet in alphabetic order.  
Let child remove shoes and walk on the feet, stopping on the letter which begins his or her name.  
Later, scramble the letters and let the child place them in proper sequence.
  
5. **Things to Talk About:** Say a word, such as "dog" and let child step on the letter it begins with.



# Carrot Crunch



73

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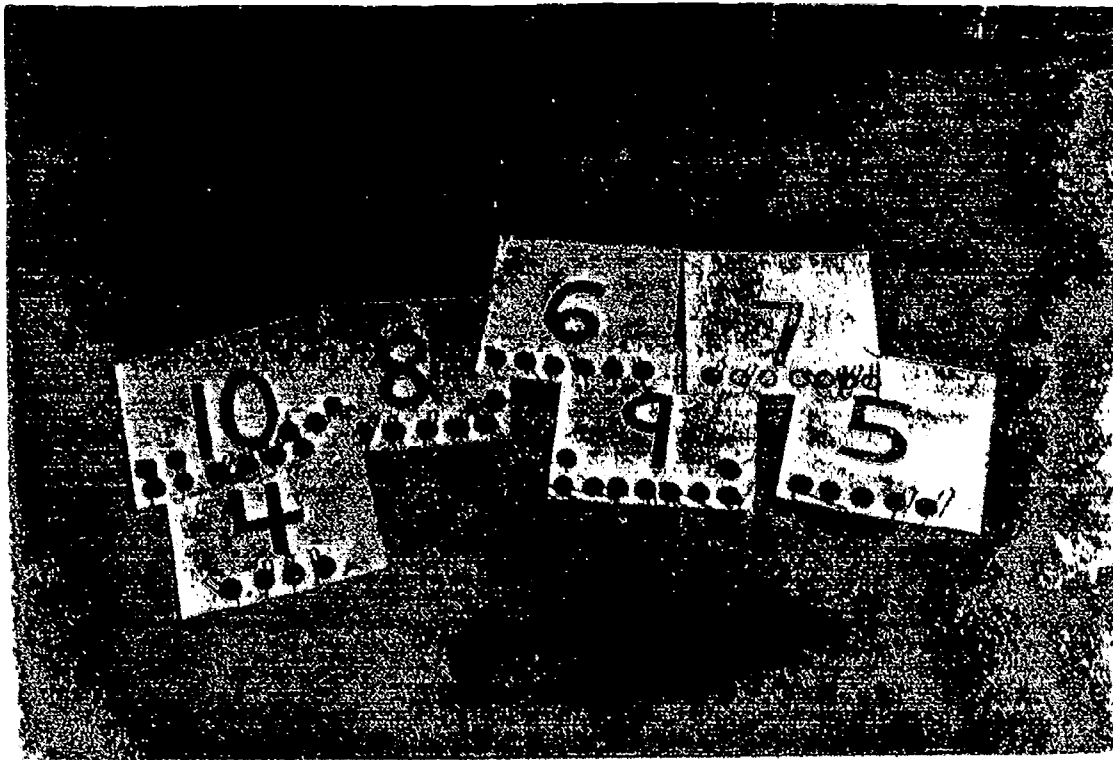
1. **Name of Activity:** Carrot Crunch
2. **Objectives:** Practice in letter recognition, numbers, and color words.  
Visual Discrimination  
Reading readiness skills
3. **Materials Needed:** Tennis ball can covered with paper or cloth and a slit in the plastic lid from rim to rim  
4 large carrots from poster board (8-9" tall including green tops) with lines drawn horizontally on them; one carrot contains a set of upper-case letters; another, a set of lower-case letters; another, a set of numerals (1-10); and the last contains color words.
4. **Procedures:** Carrots are stuck into lid of can with only the green top showing  
As the teacher pulls up the carrot, the child will say the letter, etc. that is exposed.
5. **Things to Talk About:** Other Carrots may be made which contain pictures (and child says a word that begins with same sound as the picture does) drawings with something missing (and child tells what is missing), etc.

# Nani Game (Fishing game)



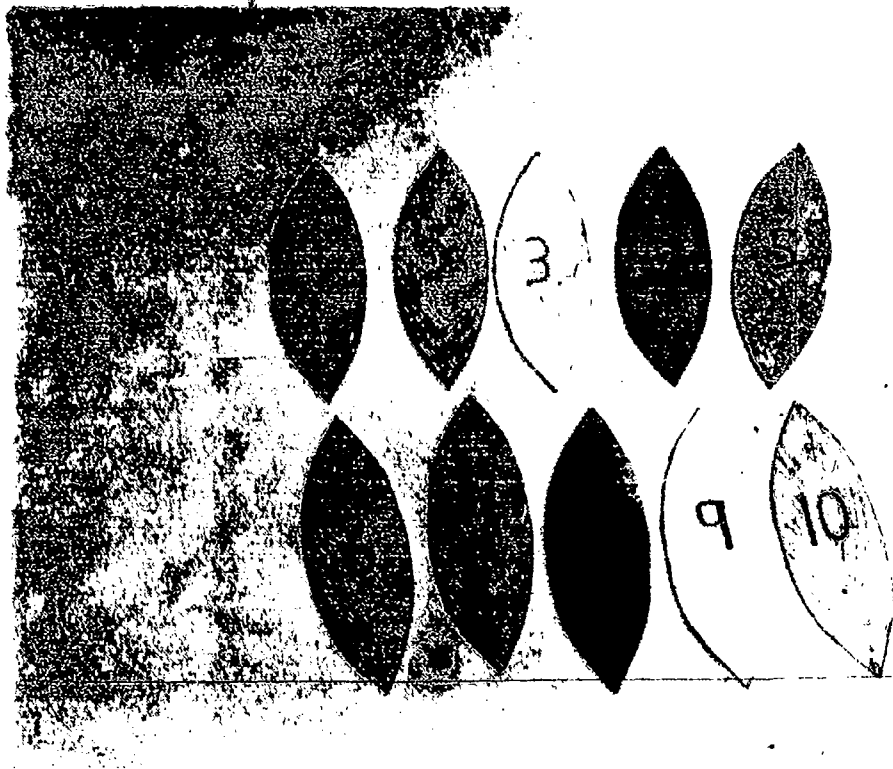
1. **Name of Activity:** Nani Game (Fishing game)
2. **Objectives:**  
Recognition of Choctaw and English alphabets and numerals  
**one to ten**  
Recognition of likenesses and differences in symbol shapes
3. **Materials Needed:**  
Construction-paper (or cardboard)  
Fish with Choctaw and English letters/symbols on them  
Cane fishing poles with yarn fishing lines containing magnets  
at the end of the lines  
Paper clips attached to fish
4. **Procedures:**  
Each student uses a fishing pole and tries to get the magnet on  
the end of the fishing line to attach to a paper clip on a fish.  
The child says the name of the letter or symbol which he pulls  
up with the fishing pole. If the child does not know the let-  
ter/symbol the teacher says it and the child repeats it.
5. **Things to Talk About:** Is the letter/symbol in the English or Choctaw alphabet or  
both? What are the English and Choctaw words for the  
numerals. Hold up the number of fingers that the numeral  
represents

# Stickball Counting



1. **Name of Activity:**     **Stickball Counting**
  
2. **Objectives:**           Improvement of counting skill, 1-10  
                                  One-to-one correspondence  
                                  Language development (counting in English and Choctaw)
  
3. **Materials Needed:**    Ten poster boards (6" square) which contain a numeral and  
                                  circles (to represent balls) to match the numeral  
                                  Large paper clips (to represent stickball sticks)
  
4. **Procedures:**           Child selects a board and then clips a paper clip over each ball  
                                  (pretending to catch the ball with stickball stick), counting as  
                                  he or she does it. When all have been clipped, the last number  
                                  said is the numeral on the board.
  
5. **Things to Talk About:**  Look around the room and find sets of objects/things which  
                                  reflect the same number on the board.

# Counting Feathers

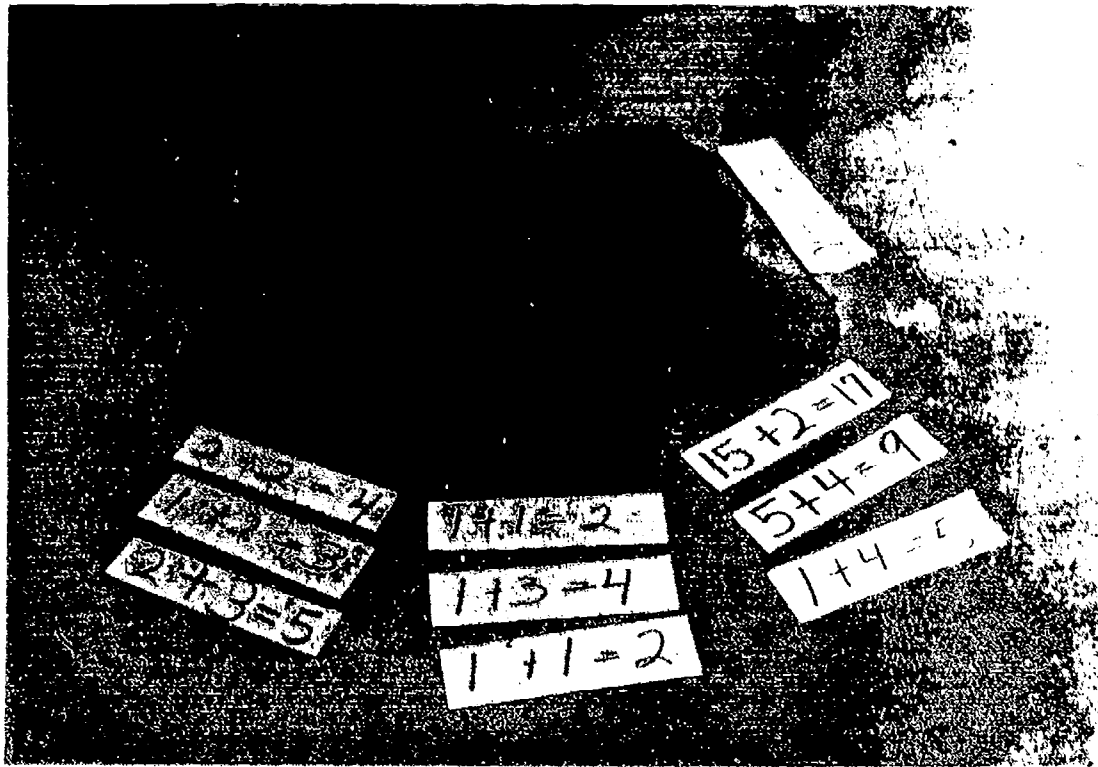


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- 1. Name of Activity:**        **Counting Feathers**
  
- 2. Objectives:**                Recognizing numbers in Choctaw and English  
   Importance of numbers  
   Putting numbers in sequence
  
- 3. Materials Needed:**        Posterboard  
   Tagboard  
   Markers  
   Scissors  
   Rubber Cement  
   White Construction paper
  
- 4. Procedures:**                Draw feathers on construction paper and paste them on the  
   tagboard.  
   Cut and color.  
   Name and identify the numbers on the feathers.
  
- 5. Things to Talk About:**    Importance of understanding the sequence of numbers.



# Tali (Rock) Number Game



81

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1. **Name of Activity:** Tall (Rock) Number Game
2. **Objectives:** Numerical recognition practice  
Addition facts of 20  
Concept of addition (putting groups of things together)
3. **Materials Needed:** Set of card strips with addition facts printed on them (example:  
 $2 + 4 = 6$ ,  $10 + 5 = 15$ , etc.)  
Set of 20 construction paper rocks (brown construction paper)  
with numerals 1-20 on them.
4. **Procedures:** Place the rocks on the floor with the numbers in random order.  
Hold up an addition fact and let child find the rock which  
matches the answer on the card strip.  
Let child place it on the rock.  
Continue until all strips are correctly matched.
5. **Things to Talk About:** Use objects (paper strips, paper clips, beans, corn, etc.) to let  
child place under the card strip in correct numbers to match the  
addition fact.

# Number Jigsaw Puzzle



1. **Name of Activity:**      **Number Jigsaw Puzzles**
  
2. **Objectives:**              Reinforce counting skills  
Develop one to one correspondence  
Promote visual discrimination  
Encourage eye-hand coordination  
Increase small muscle coordination
  
3. **Materials Needed:**      10 tagboard cards 4½" x 9"  
Colored felt tip markers  
Clear contact paper or laminate  
Ruler  
Pencil  
Scissors
  
4. **Procedures:**              Draw or paste an object on one side of a card and the number 1  
on the other side.  
Draw or paste two objects on one side of a card and the other  
side.  
Repeat through ten.  
Cover all pieces with clear contact paper.  
Cut each card in half vertically with a different cutting pattern,  
zigzag, wavy, straight edge, etc.
  
5. **Things to Talk About:**      Children should match the halves of the card and then se-  
quence the cards from 1 to 10.

# Hit the Rabbit



1. **Name of Activity:** **Hit the Rabbit**
2. **Objectives:** Large and small muscle development  
Eye-hand coordination
3. **Materials Needed:** Wooden board with rabbit drawn on it  
Bean Bag
4. **Procedures:** Child throws the bean bag on the board.  
Point are given as follows: 5 if hits head, 4 if hits stomach, 3 if hits front legs, 2 if hits back legs, 1 if hits tail.  
Child stand 4-3 feet from the board.
5. **Things to Talk About:** Talk about rabbit sticks and how they are used. How can rabbit meat be cooked or served?

# Choctaw Design Sewing Cards



1. **Name of Activity:** Choctaw Design Sewing Cards  
(Diamond and  $\frac{1}{2}$  Diamond Designs)
2. **Objectives:** Focus children's attention upon the design which is found on Choctaw clothing.  
Develop fine motor coordination.  
Develop concepts of "in" and "out", "up" and "down".  
Identification and matching colors.
3. **Materials Needed:** 6" x 2" strips of tagboard with diamond or  $\frac{1}{2}$  diamond design drawn in different colors  
15" strands of colored yarn (red, yellow, blue, orange, green, purple, black, etc. . .)  
magic markers  
hole punch  
large yarn needles  
clear contact paper
4. **Procedures:** Cover cards with clear contact paper and punch holes at every point in the design.  
Thread needles with yarn and place on the table with the cards.  
Have children select a card and matching yarn.  
Direct the children to start stitching by bringing the needle up from under the card and then bring the needle down through another hole.  
Continue by telling the children to stitch in and out of the holes.  
The thread may be secured by knotting the end or it may be tied loosely onto the card.
5. **Things to Talk About:** Encourage the children to talk about where they have seen the design before, who they have seen making it and where the design came from originally.

**NOTES FOR THE TEACHERS:**

The diamond design symbolizes the diamond-back rattlesnake which possesses many sacred and mysterious qualities. This design is significant in Choctaw Culture. The diamond design is applied onto Choctaw men's and women's clothing, and woven into their basketry and beadwork.  
If possible, display an article of clothing which has the design or a picture of Choctaw dress so that the children can relate what they are doing to the actual design.



# Choctaw Chanter's Sticks



1. **Name of Activity:** Choctaw Chanter's Sticks
2. **Objectives:** Appreciate music  
Promote eye-hand coordination  
Explore culture through music  
Introduce students to rhythm of dances
3. **Materials Needed:** 2 dowels (per child) cut to 1 1/4 x 9"  
Sand ends of dowels where cut  
Let children color with paint or magic marker  
(Sticks are usually solid dark color)
4. **Procedures:** Play record or tape of Choctaw dance  
Have kids beat aloud with chanter  
They can move around if they want to but getting the rhythm of dance is important here.
5. **Things to Talk About:** Have you ever heard a dance like this? When? Where? Do you know any dances? Did you like the sound the stick made? Did you like sound of the chanters? Who do you know that is a chanter?

# How Hominy is Made



97

1. **Name of Activity:**        **How Hominy is Made, a Sequence Story**
  
2. **Objectives:**            Development of story sequence  
                                 Improvement of listening skills  
                                 Attention to picture detail  
                                 Reinforce the traditional procedure for making hominy
  
3. **Materials Needed:**     Seven sheets of construction paper with a drawing glue to each one.  
                                 Each drawing depicts a step in making hominy.
  
4. **Procedures:**            As the procedure for making hominy is described, the teacher holds up the sheet of construction paper which contains the drawing of the step being described.  
                                 Later, the children can arrange the drawings in the correct order.
  
5. **Things to Talk About:**   Let children tell what each drawing is showing. Let children tell how they can help their mother or grandmother make hominy.

# Manipulation Board



1. **Name of Activity:**           **Manipulation Board**
  
2. **Objectives:**                    To improve hand and finger dexterity  
  Eye-hand coordination
  
3. **Materials Needed:**           Large boards (made from cardboard box pieces covered cloth and a picture made from felt/cloth attached) with instruction at bottom of each, (i.e. Tie my apron - back of Choctaw girl is shown with 2 long ties to tie her apron with.)
  
4. **Procedures:**                   Give the child a board and show him or her how to do the manipulative task.  
  Let child repeat the task until he or she reaches proficiency.
  
5. **Things to Talk About:**       Name some other things which can be tied. (Board can be constructed which require snapping, buttoning, lacing, tucking, buckling, etc.)

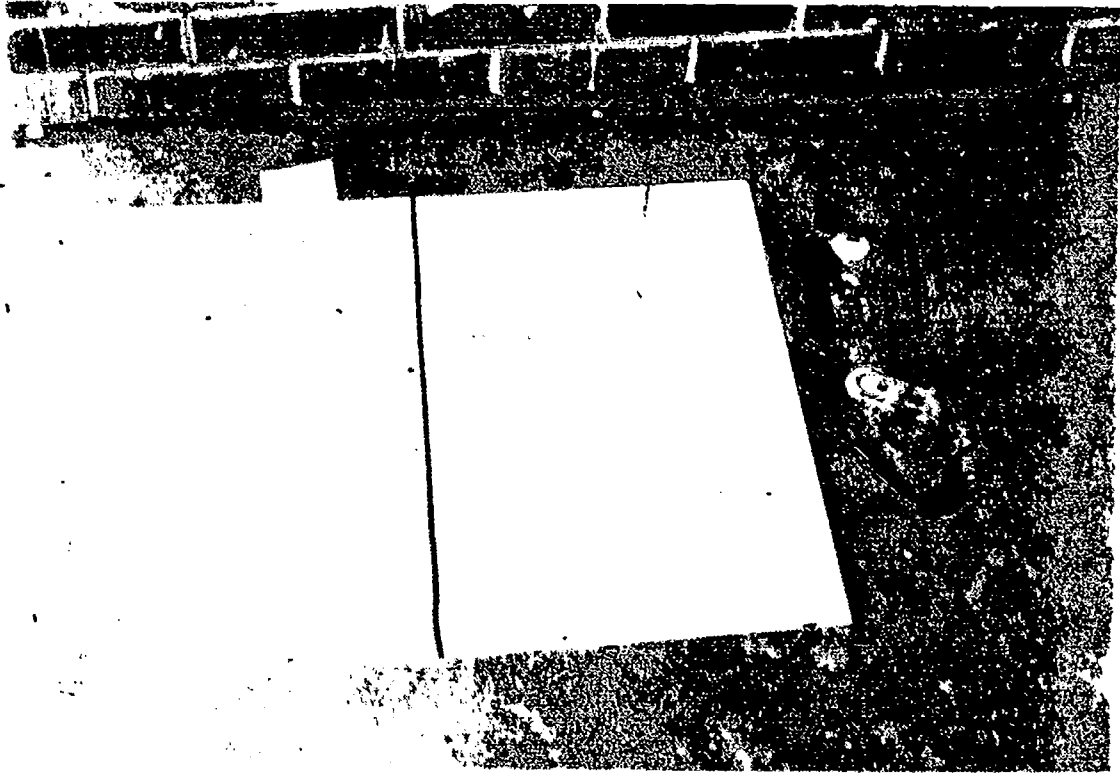
# Siti (Rattlesnake Puzzle)



1. **Name of Activity:** Siti (Rattlesnake Puzzle)
2. **Objectives:** Part to whole recognition  
Fine motor skill development
3. **Materials Needed:** Wooden puzzle (which is a picture of a rattlesnake)
4. **Procedures:** Let the child assemble the puzzle.  
Help should be given to children who have trouble by demonstrating how to do it.
5. **Things to Talk About:** What is this a picture of (seek both Choctaw and English labels)? Have you ever seen a live snake? Tell me a story about a snake.

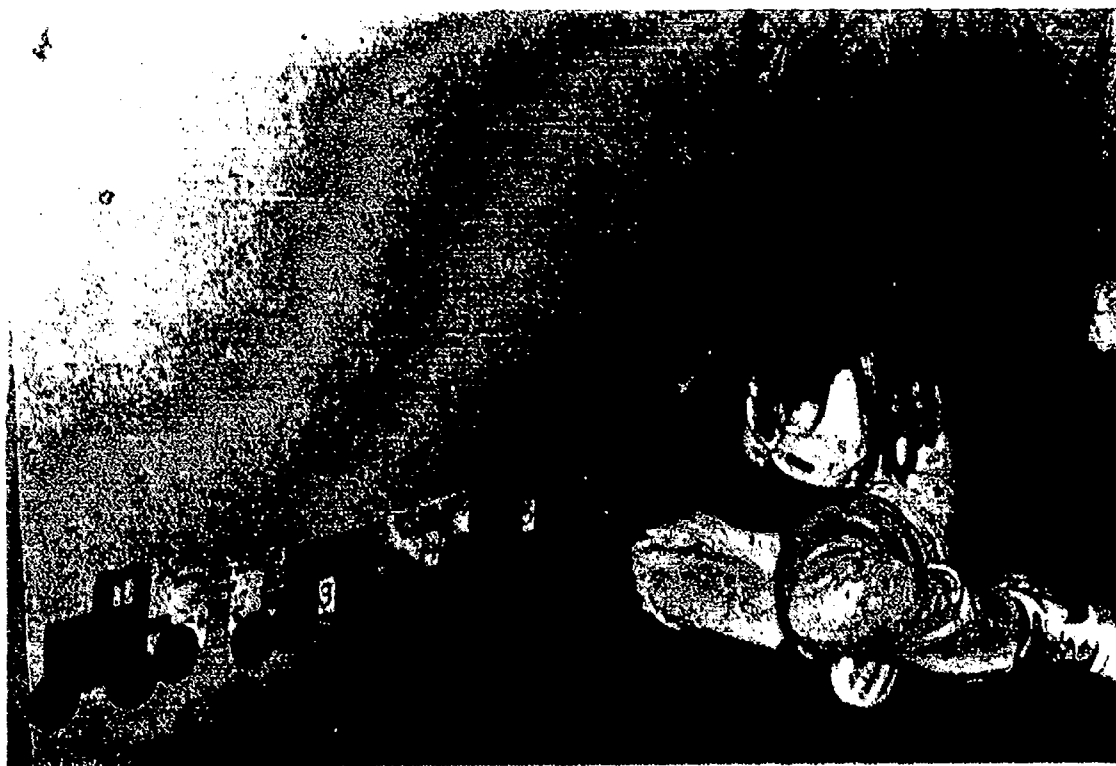


# Tracing Game



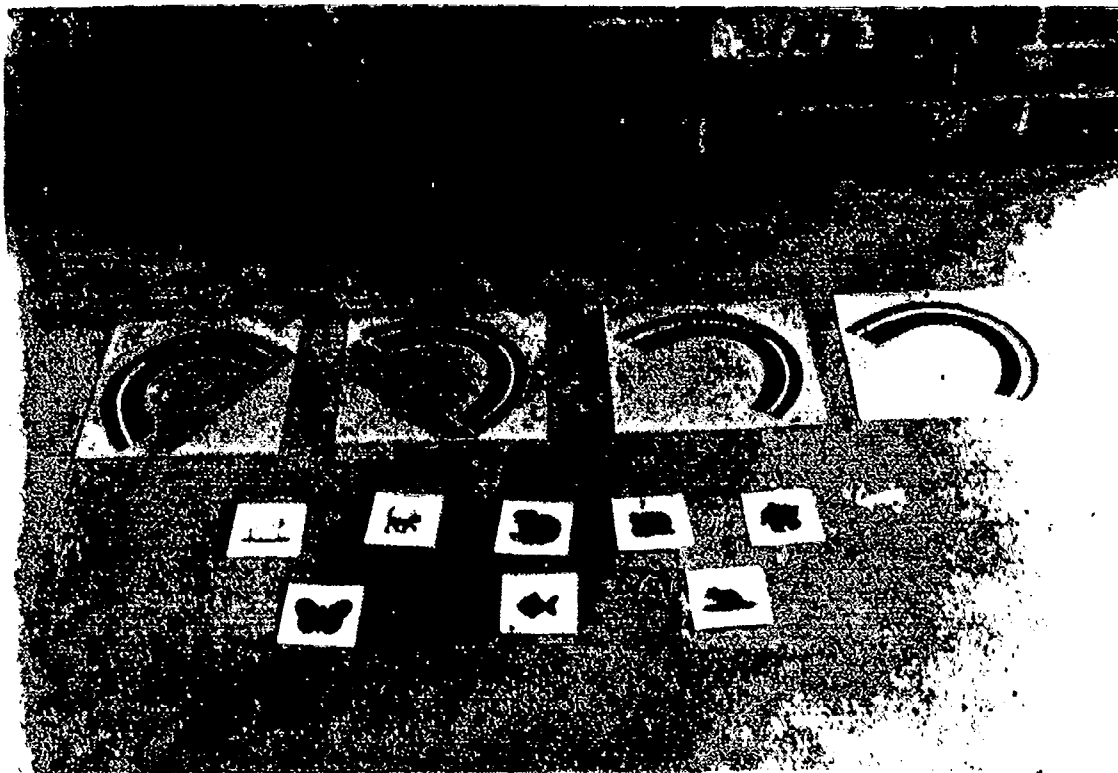
1. **Name of Activity:** **Tracing Game**
2. **Objectives:** Matching shapes  
Vocabulary development  
Eye-hand coordination
3. **Materials Needed:** Large poster board (2 x 3 feet) with traced outline of objects on it.  
Assortment of objects (those which have been traced on the poster board).
4. **Procedures:** Let children place the objects, one at a time, on its traced outline on the poster board.  
He or she should name the object after placing it on the poster board.  
Later, children can select an object and try to trace around it on a sheet of paper.
5. **Things to Talk About:** Point to the **brush** (substitute the various names of the objects).  
Point to something that is: (describe the object without naming it).

# Days of Week Train



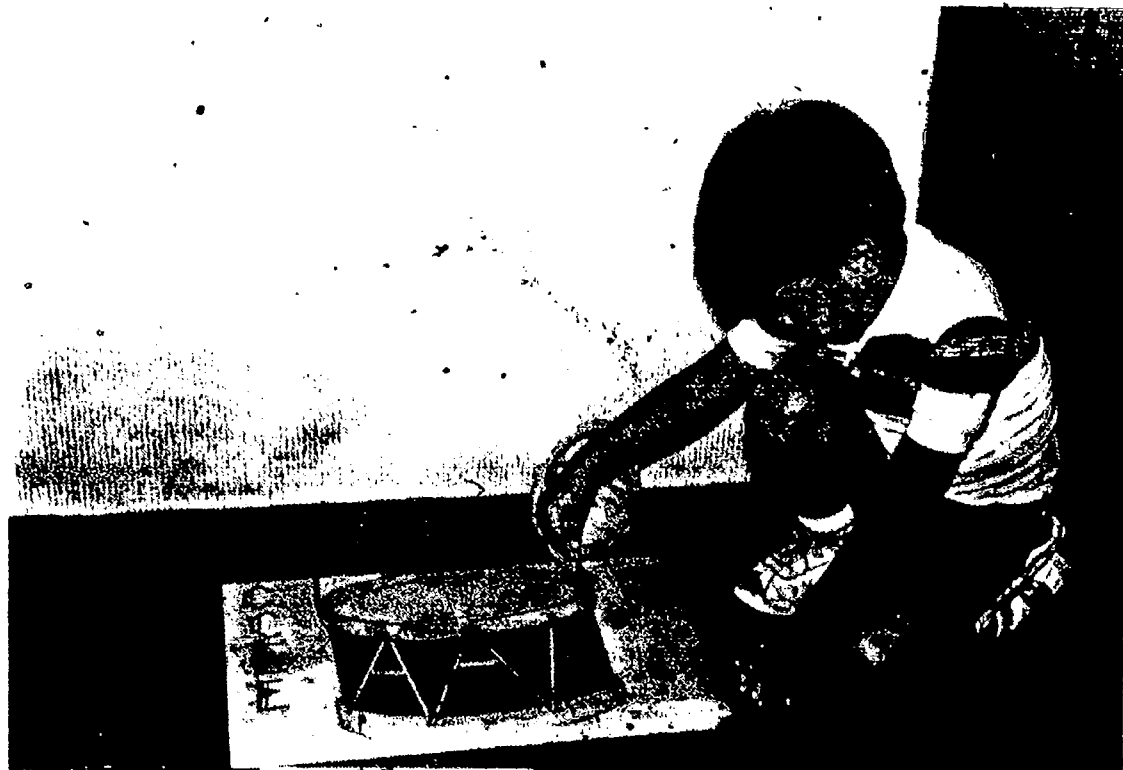
1. **Name of Activity:** Days of Week Train (Choctaw & English)
  
2. **Objectives:** Learning days of week; reading  
Learning about the Calendar  
Reinforcing left-to-right progression
  
3. **Materials Needed:** Paper for cutting out outline of seven train cars  
black marking pen  
clear contact paper  
container for train
  
4. **Procedures:** Draw off cars with a colored hook on each end to match with the hook of the next car.  
This makes the activity self-checking.  
Also provide a calendar for reference as the child orders the days.
  
5. **Things to Talk About:** Ask the children to associate certain activities with specific days. Example; what day do we go to Church? What day is the first school day? How many days are there in a week? How many in a weekend? Which day begins with a "W"? Which begins with an "M", etc.

# Rainbow Game



1. **Name of Activity:**     **Rainbow Game**
  
2. **Objectives:**            To develop concepts of placement: over, under, beside, etc.  
                                  To develop vocabulary  
                                  Manipulative practice
  
3. **Materials Needed:**     Set of 10" square cards with rainbows drawn on them (5-10  
                                  cards)  
                                  10 sets of small cards with animals drawn on them (2½"  
                                  square)
  
4. **Procedures:**           Give each child a rainbow card and a set of animal cards.  
                                  Say: "place the duck **over** the rainbow" (let children do it).  
                                  "Place the frog **beneath** the rainbow" (let children do it).  
                                  Continue until interest wanes.
  
5. **Things to Talk About:** Use these words also: on top of, on, to the left of, to the right of  
                                  on the right end of, just below the middle, etc.

# Choctaw Drum Nail Game



1. **Name of Activity:** **Choctaw Drum Nail Game**
  
2. **Objectives:**
  - Classifying according to size
  - Developing ability to think ahead and make predictions
  - Developing tactile and visual senses
  - Making comparisons
  
3. **Materials Needed:**
  - Piece of wood  $3\frac{1}{2}$ " thick and 8" x 16"
  - 15 small nails ( $1\frac{1}{4}$ " ) with heads
  - 15 medium nails ( $2\frac{1}{4}$ " ) with heads
  - 15 large nails ( $3\frac{1}{4}$ " ) with heads
  - Hand or power drill with small, medium, and large bits to match nails, container for nails.
  
4. **Procedures:**

A child takes a can of nails and spread them out on a small rug so he can see all of them.  
He puts the nails one at a time into the appropriate holes.  
The task is self-checking; the child ends up with extra nails and the wrong sized holes if he makes a mistakes along the way.
  
5. **Things to Talk About:** Discuss how the child puts nails into the board. Did you see any pattern as you did it? Can you tell by looking at the nail where it goes? How? Ask child to make distinction between small and large nails. What shape do nails outline? Do different size nails make different parts?

NOTE: Holes should be drilled at same depth.



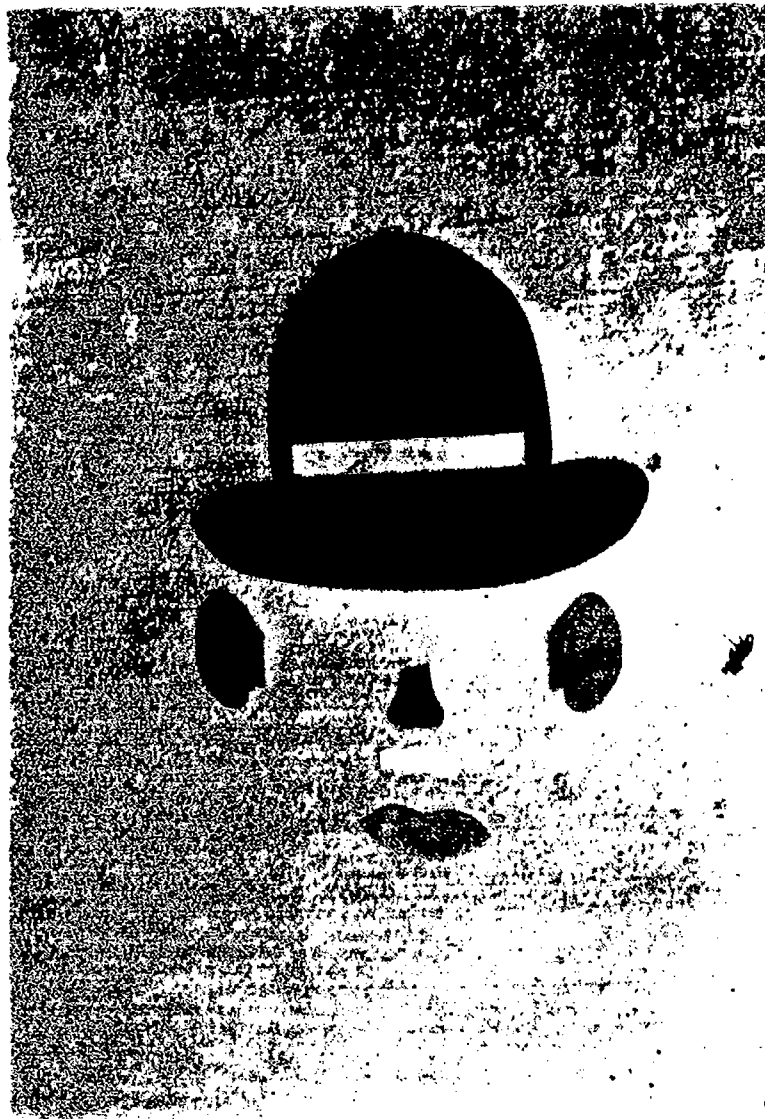
# Making Ginger Men



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1. **Name of Activity:**           **Making Gingerbread Men**
  
2. **Objectives:**                   Part-to-whole relationships  
                                  Manipulative practice to improve finger dexterity  
                                  Creative expression
  
3. **Materials Needed:**       \* Gingerbread men cut from brown construction paper  
                                  Circles of different colored construction paper (Use paper-hole punch to make these)  
                                  Glue  
                                  Pieces of yarn of different colors and children's scissors (don't forget to have left-handed scissors available)
  
4. **Procedures:**               Give each child a gingerbread man, some circles, and some yarn.  
                                  Tell them to decorate the gingerbread man using the circles of yarn.  
                                  Help them with the glue and the scissors (if they need to cut the yarn shorter).
  
5. **Things to Talk About:**   Tell a story about your gingerbread man. Have you ever eaten gingerbread? If so, did you like it?

# Self-Concept Activity



1. **Name of Activity:** Self-Concept Activity
2. **Objectives:** Promote self-esteem  
Language development  
Part-to-whole relationship
3. **Materials Needed:** Construction paper cut outs which include: face, eyes, ears, lips, nose, Choctaw hat, beadwork for hair (barrettes, headbands, etc.), Choctaw earrings, Choctaw girl's hair. (make several sets of these.)
4. **Procedures:** Give each child a complete set of the head parts. (only girls will get the beadwork of hair, earrings, and hair.) Let each child assemble the head parts to form a complete head. Tell children to pretend the head is their head and to tell the group their name, where they live, and their favorite foods.
5. **Things to Talk About:** Let children name the people who live in their home, describe their favorite play activity, etc.

# Stringing The Drum



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1. **Name of Activity;**      **Stringing the Drums**
  
2. **Objectives:**              Improvement of hand and finger dexterity  
   Eye-hand coordination  
   Aids small-muscle development
  
3. **Materials Needed:**      Drums cut from poster board of various colors, with holes  
   around the bottom and sides of drum (use paper-hole punch  
   for these)  
   Yarn of various colors
  
4. **Procedures:**              Give each child a drum and a long piece of yarn.  
   Let the child string the drum by going in and out the holes with  
   the yarn.
  
5. **Things to Talk About:**    What are drums used for? Have you ever seen someone make a  
   Choctaw drum? If so, how did they make it? Who is a Choctaw  
   person that make drums?

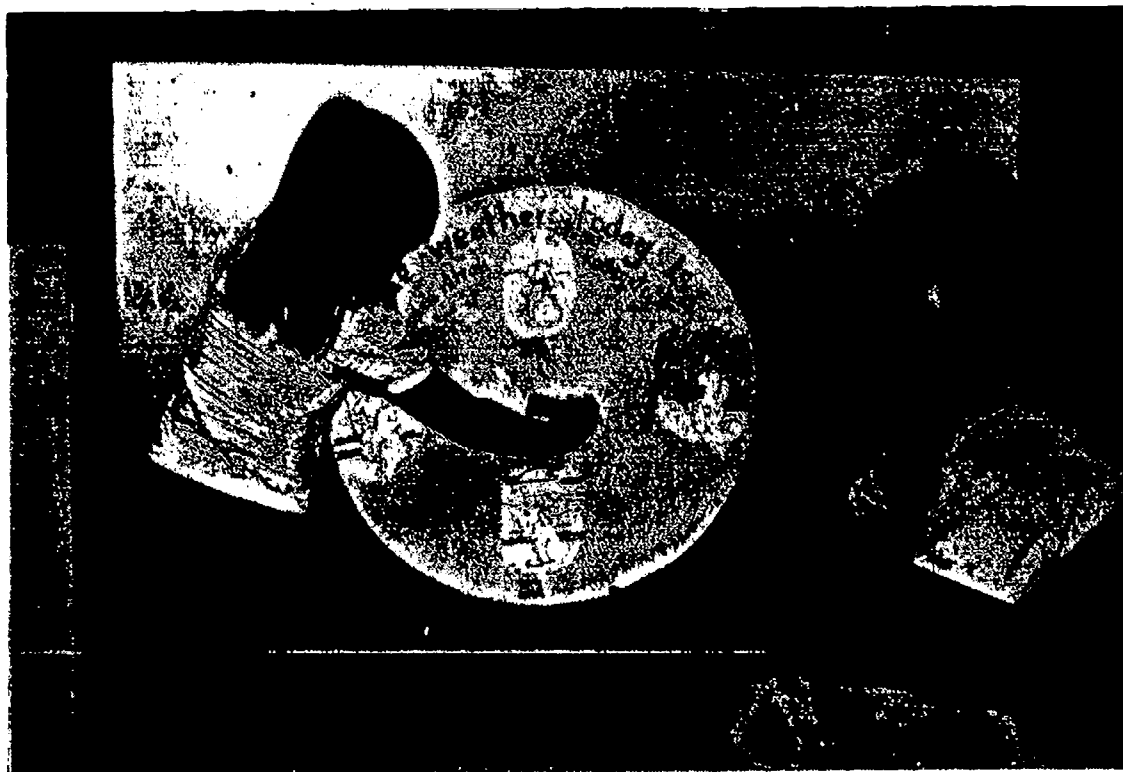
# Choctaw Washer- Hook Board



1. **Name of Activity:** **Choctaw Washer-Hook Board**
  
2. **Objectives:**
  - Experiencing one-to-one correspondence
  - Developing eye-hand coordination
  - Strengthening small muscles used in writing
  - Working with and distinguishing among various sizes
  - Making comparisons
  
3. **Materials Needed:**
  - Plywood 12" x 16"
  - Piece of wood nailed to edge of plywood to make it stand
  - Brass cup hooks of various sizes: 10 small, 10 medium, 10 large
  - Metal washers: 10 small, 10 medium, and 10 large
  - Container for the metal washers
  
4. **Procedures:**
  - The child matches washer size to hook size and hangs washers on hooks
  
5. **Things to Talk About:**
  - Talk about different sizes the child sees. Ask the child to tell what they did with circles. Have children trace circles on a piece of paper to make a pictures.



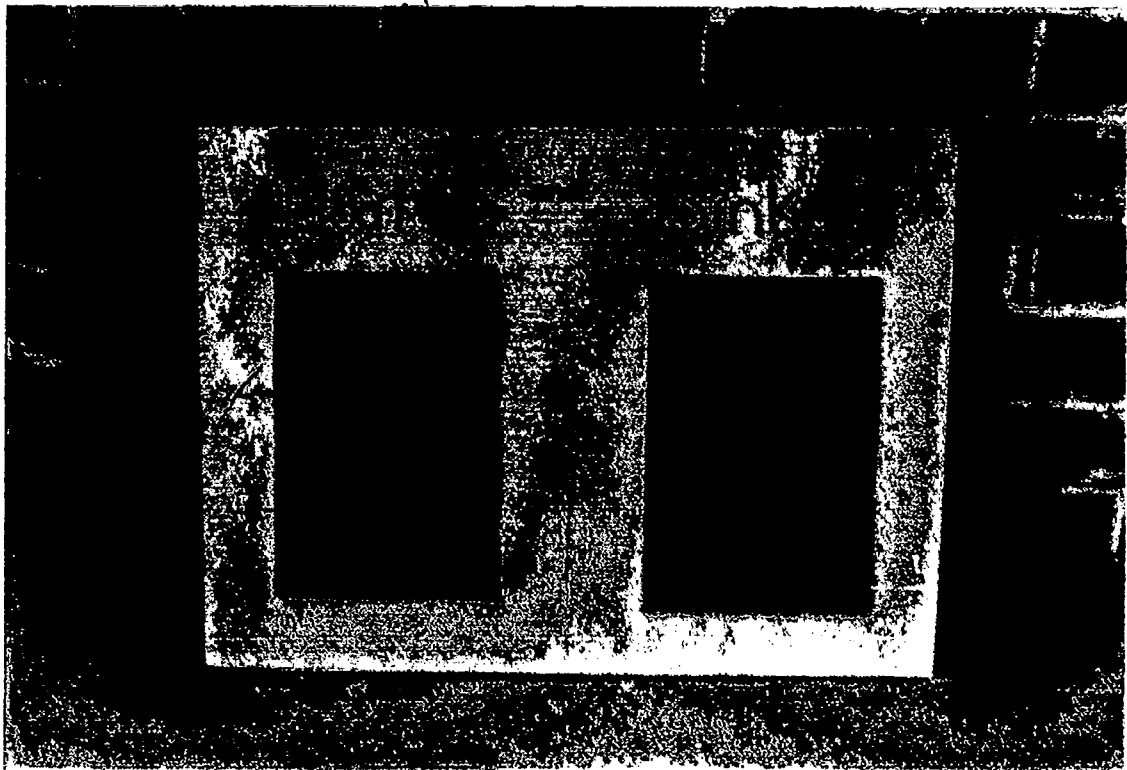
# Cokfi Weather Chart



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- 1. Name of Activity:** Čokfi Weather Chart
- 2. Objectives:** Help the children recognize the different types of weather.  
Strengthen Choctaw language skills.  
Reinforce the concept of weather.
- 3. Materials Needed:** Posterboard  
White construction paper  
Colored felt-tip markers  
Brass fastener  
Clear contact paper  
Scissors  
Pictures of different weather conditions named in Choctaw.
- 4. Procedures:** Draw or make out of felt-tip and construction paper-things depicting the weather conditions.  
Name and identify the different weather conditions.  
Draw an arrow and cut it out and place it on the posterboard.  
Also laminate the figures.
- 5. Things to Talk About:** How does the weather change from one season to another?

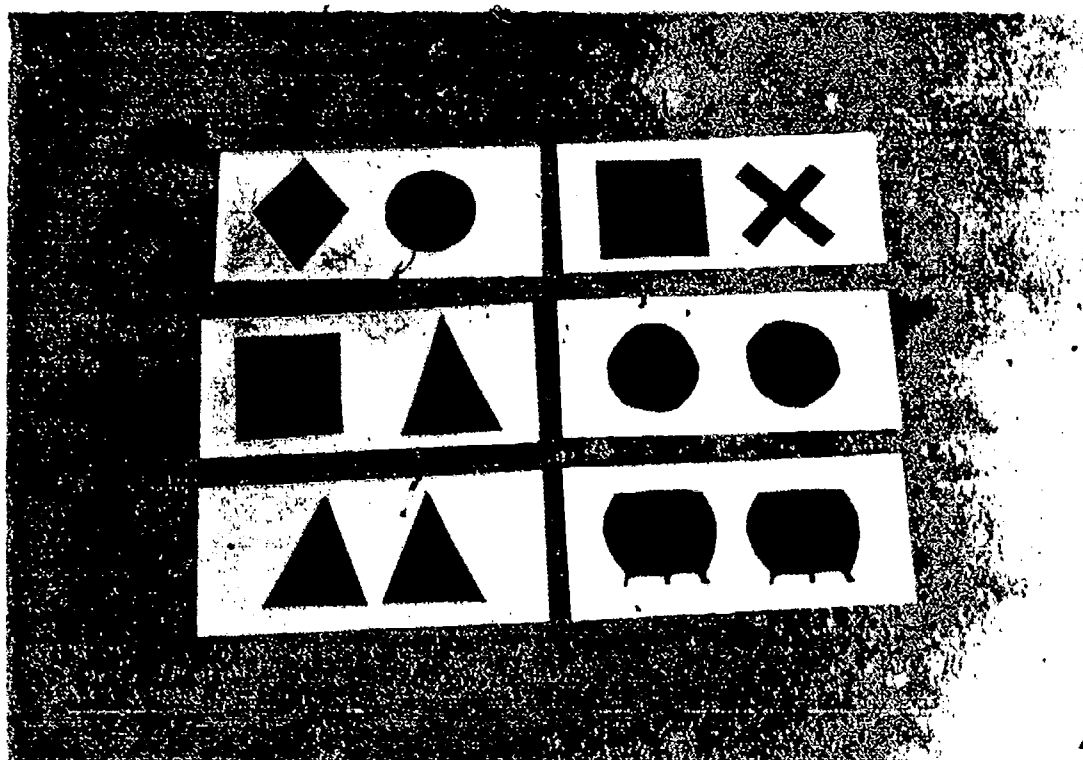
# Sorting Objects/Pictures



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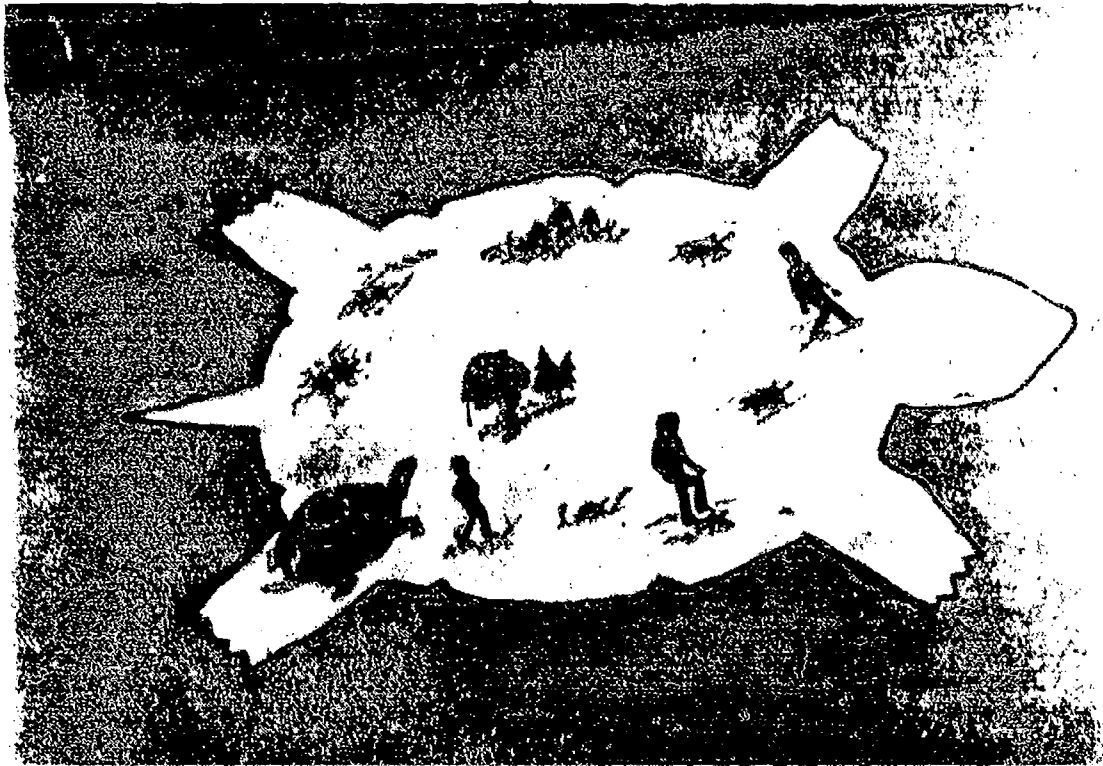
1. **Name of Activity:**      **Sorting Objects/Pictures**
  
2. **Objectives:**              Categorization skill  
  Concept/vocabulary development  
  Science readiness  
  Tactile awareness development
  
3. **Materials Needed:**      Poster boards with two opposite concepts represented on each one, such as hard and soft; float and sink; short and tall; rough and smooth, etc.
  
4. **Procedures:**              Given groups of objects and pictures, the child sorts them according to the concept they represent by placing them under the correct word (concept) on the poster boards.
  
5. **Things to Talk About:**    Can you name some other things which are hard? Soft? Rough? Smooth?, etc. How does something feel to you when it is rough? smooth? hard? soft?, etc.

# The Same Difference Game



1. **Name of Activity:**     **The Same - Difference Game**
  
2. **Objectives:**            Seeking similarities and difference  
                                  Notice details  
                                  Making comparisons of symbols and pictures  
                                  Developing a concept of opposites
  
3. **Materials Needed:**       12" x 18" tagboard  
                                  Card board to back the tagboard  
                                  4-4" x 9" pieces of construction paper  
                                  Marking pens to line one of the pieces of construction paper  
                                  Masking tape to straighten all edges  
                                  Clear contact paper  
                                  Pictures showing similarities and differences  
                                  Card boards to back the pictures
  
- ✓ 4. **Procedures:**           The child sorts through the cards one at a time and decides  
                                  whether the pictures are "different" or "same".  
                                  - If they are the same, they are placed to the side over the two  
                                  picture that are the same color  
                                  If different they are placed on the other side where the two pic-  
                                  tures aren't the same color
  
5. **Things to Talk About:**   Why did you put all these cards together all on the same pile?  
                                  Why did you choose this side of the answer board to put them  
                                  on? Where are the picture that are different? Tell what is dif-  
                                  ferent about the two picture. What color is this dress? house?  
                                  ball? etc.

# “Loksi” Story Sequencing

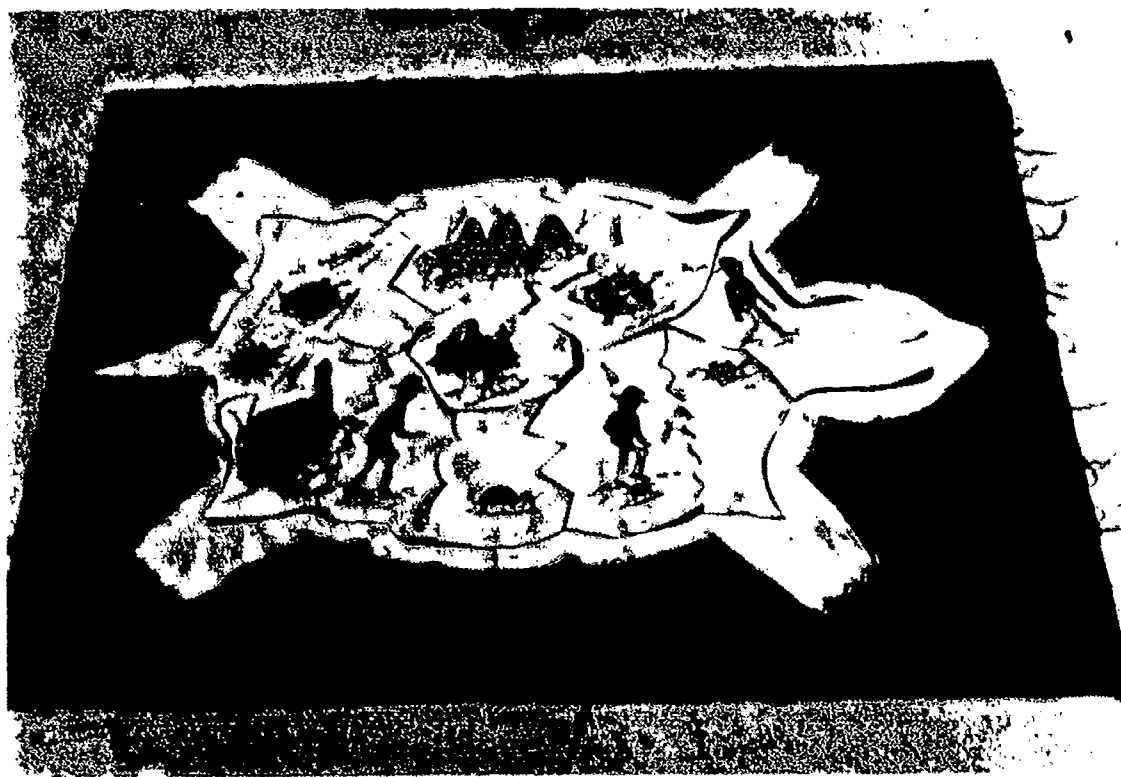


1. **Name of Activity:** "Loksi" Story Sequencing
2. **Objectives:** Placement of story events in correct sequence  
Picture interpretation  
Development of listening skills
3. **Materials Needed:** The story, "Loksi"  
Felt cloth with drawings on it which depict the sequence of the story
4. **Procedures:** Read or tell the story to the children.  
Point to the drawings at the appropriate places in the story.
5. **Things to Talk About:** Which drawing/picture is the story about? How do you think the turtle felt before the ants sewed him back together? Which drawing/picture happened first in the story? second? third?, etc., last?

One day a man was walking along on a trail he came upon something that looked a lot like a rock. He looked at it. Kick it over and saw that it had legs. Still, not realizing that it was a turtle he stomped on it and broke its shell. The man did not know the turtle was hurt so he walked on. The turtle laid there wondering what would happen to him. Until one little black ant came along and found him. He looked at the turtle for a long time, and then ran back to the other ants and told them to bring with them different kinds of thread. They worked to sew the turtle together. They all worked hard to rebuild its shell. When they were finished, the turtle shell was different colors. This is the reason, many turtles you see today have many different colors or drawings on their shells.



# “Loksi” Story Puzzle (Cloth)



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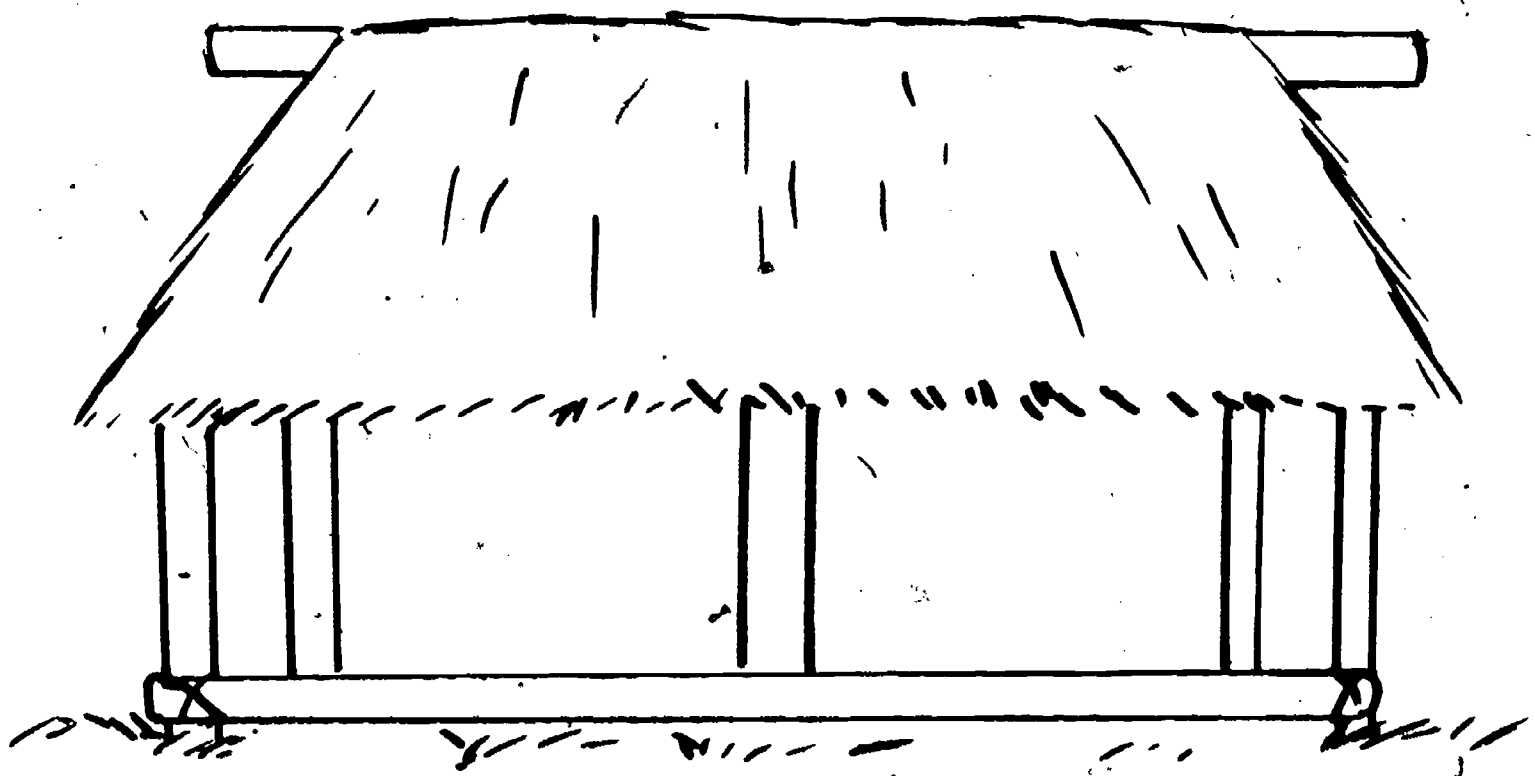
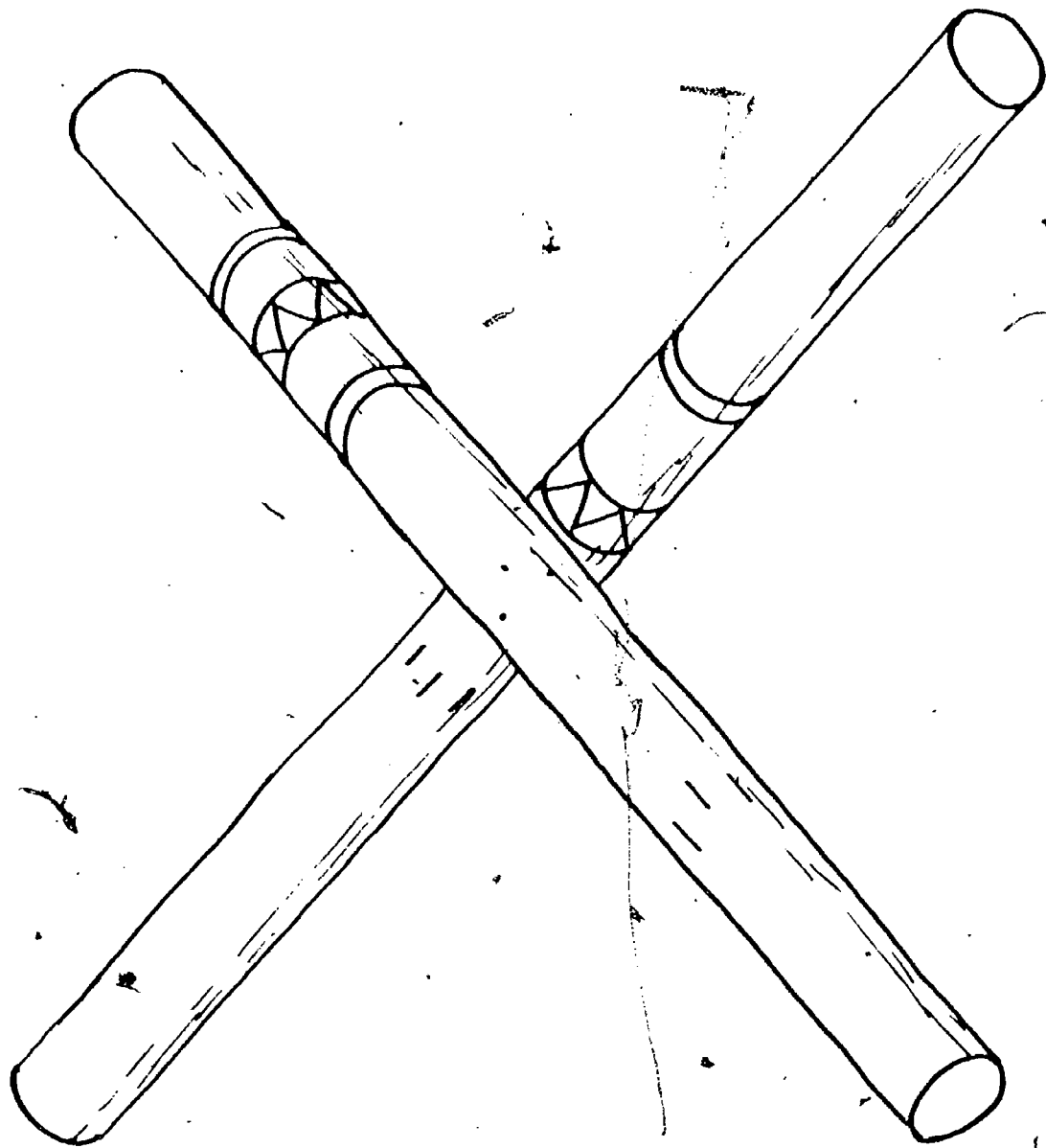
1. **Name of Activity:** "Loksi" Story Puzzle (Cloth)
2. **Objectives:**
  - Improvement of sequence skills
  - Eye-hand coordination
  - Manipulative development
3. **Materials Needed:**
  - Large piece of black cloth (3 ft. by 4 ft approximately)
  - Felt turtle with inside cut into puzzle pieces (each drawing/picture is a separate piece)
  - Straight pins
4. **Procedures:**

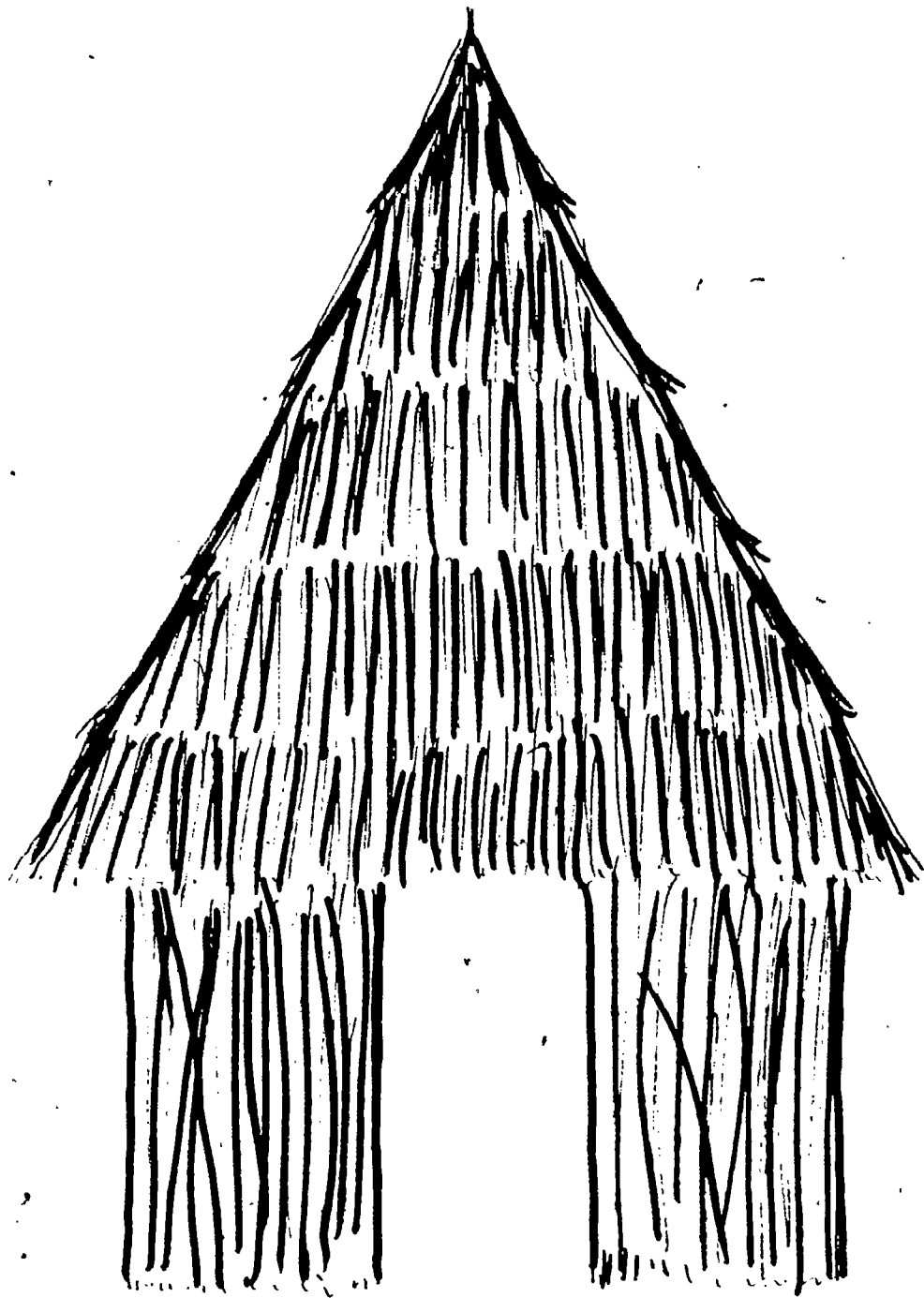
After having heard the story, "Loksi" read or told to them, the children assemble the puzzle by finding the first drawing, second drawing, etc. (as each piece is found the teacher can use a pin to keep it in place on the cloth.
5. **Things to Talk About:**

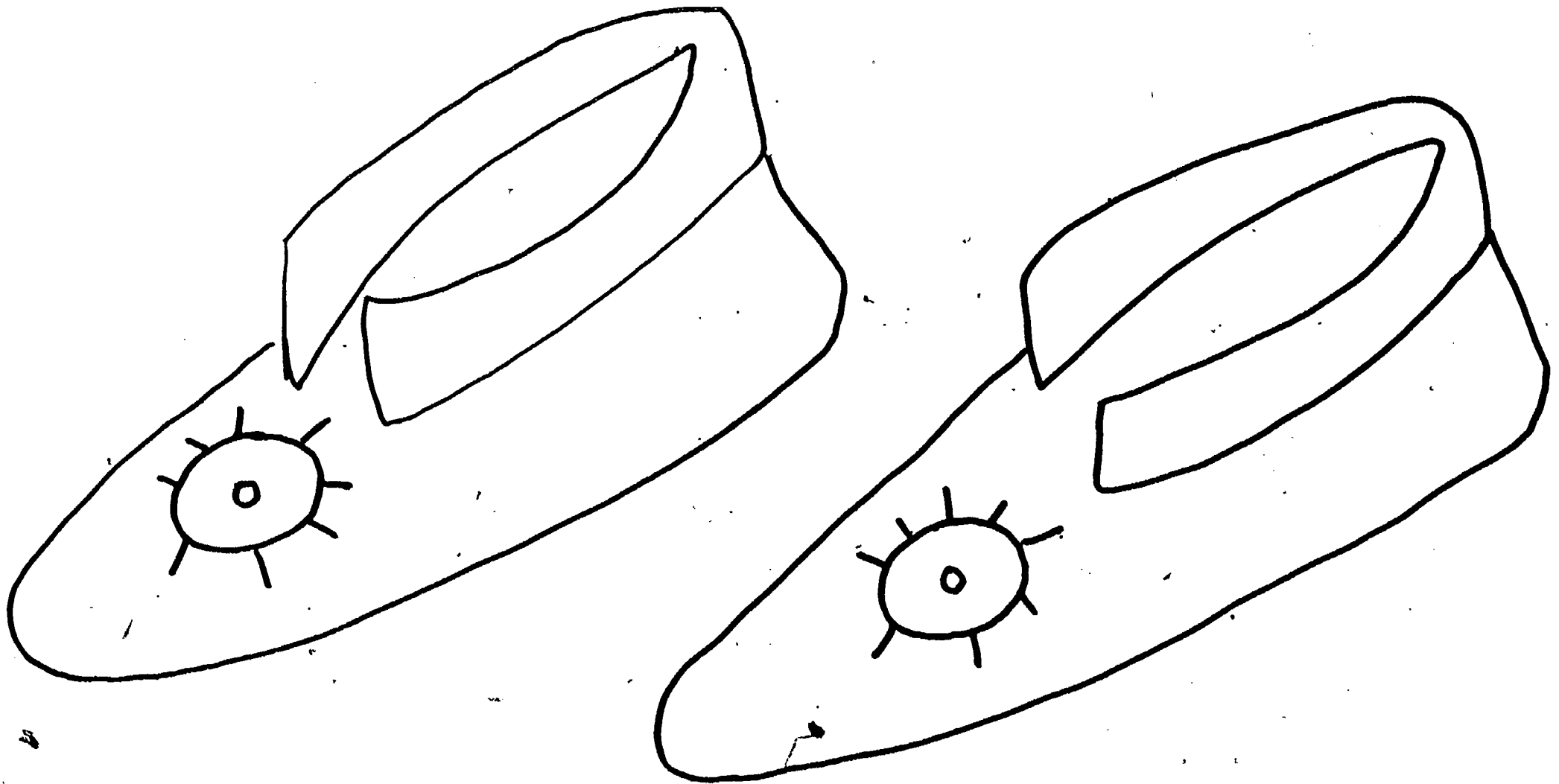
Why do you think the man stomped the turtle? Is this story true or fantasy (explain that we use fantasy stories for enjoyment)? Why do turtles put their head inside their shells? Where do turtles live?

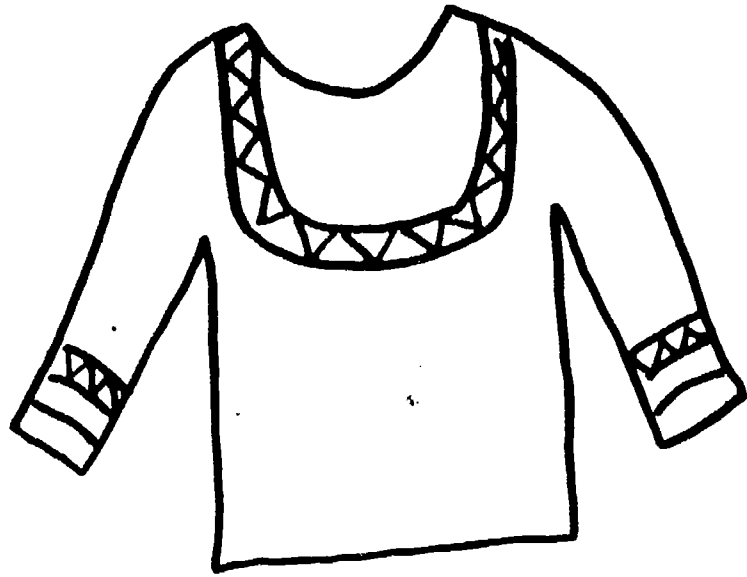
# APPENDIX

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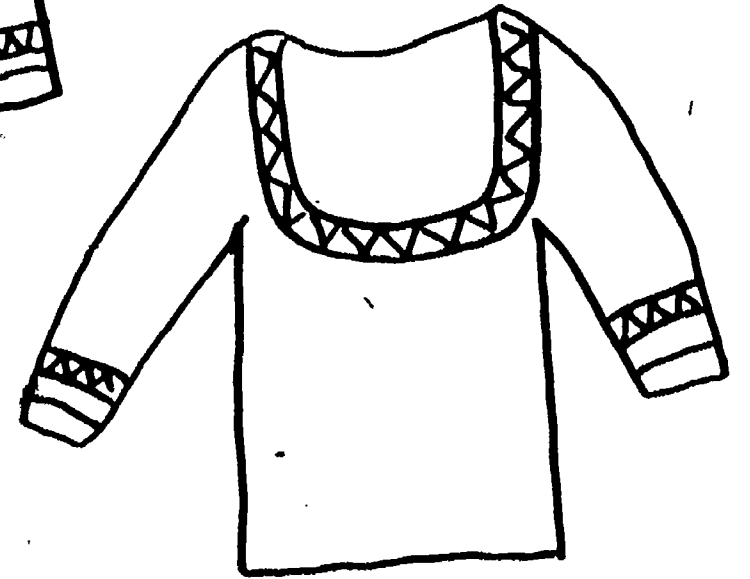
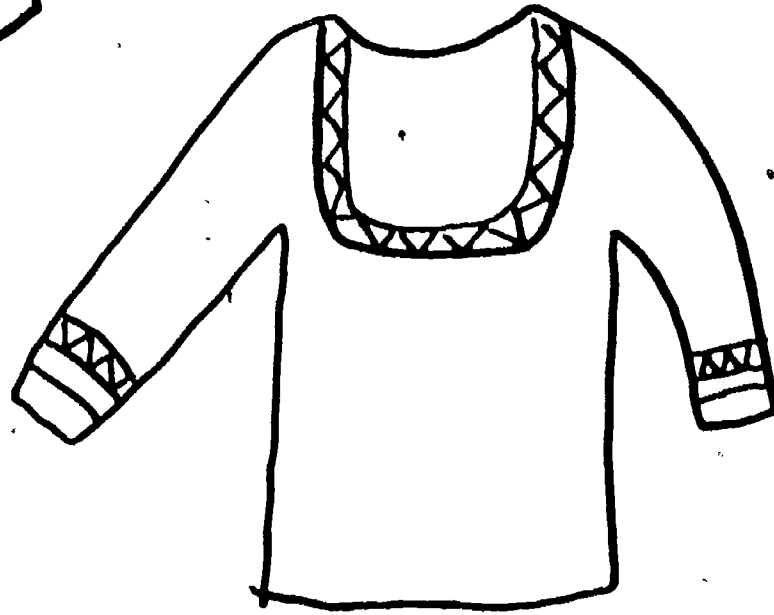




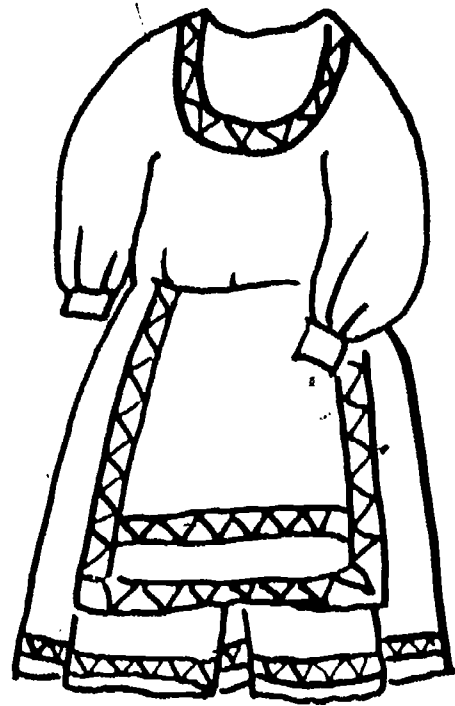




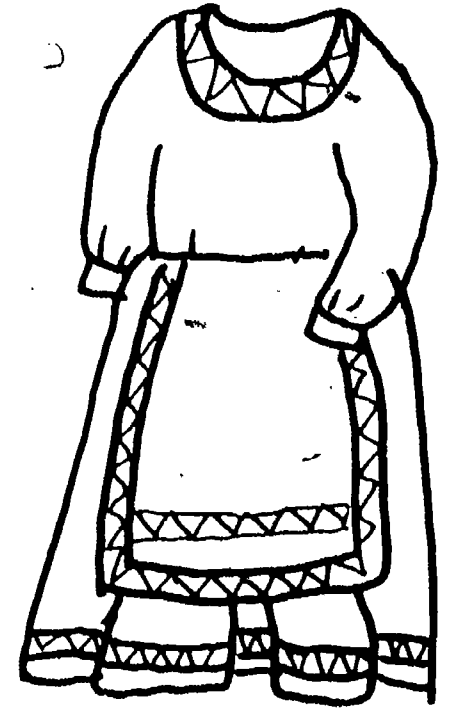
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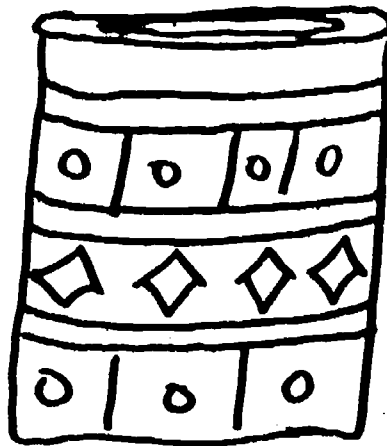
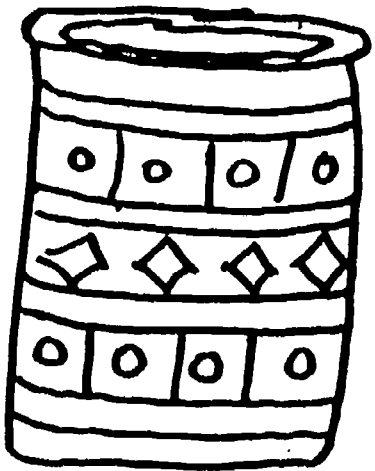
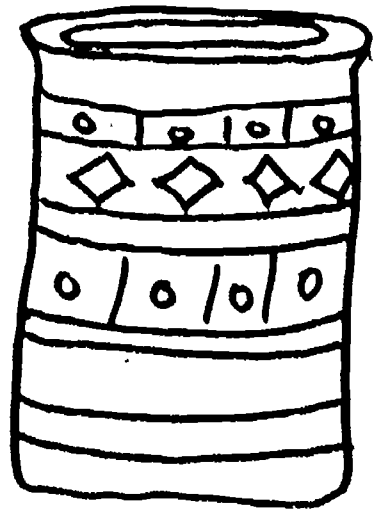
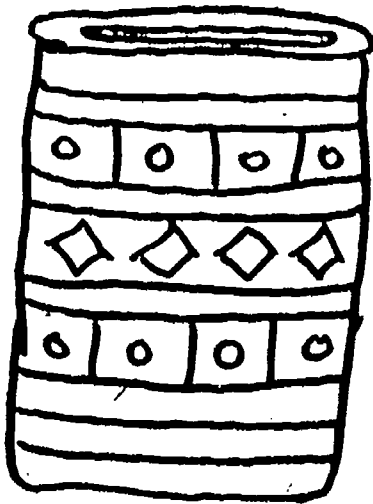
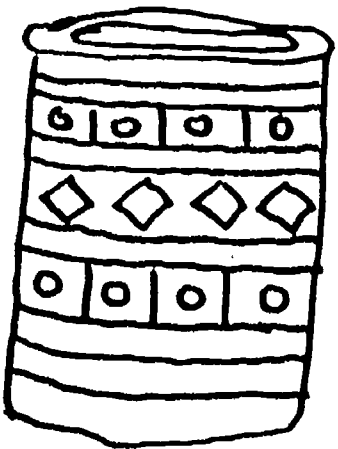


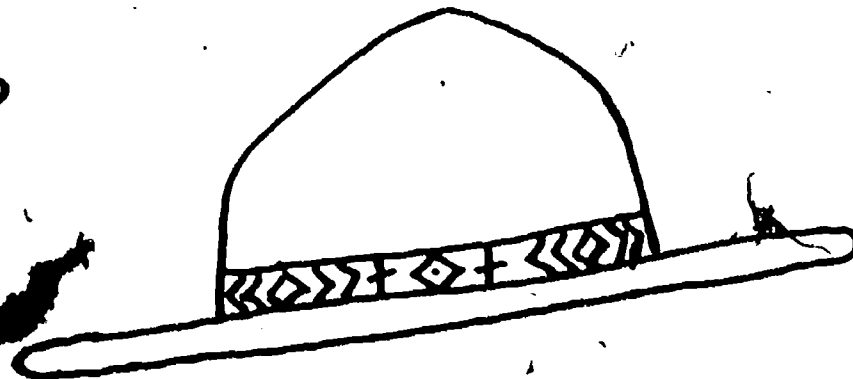
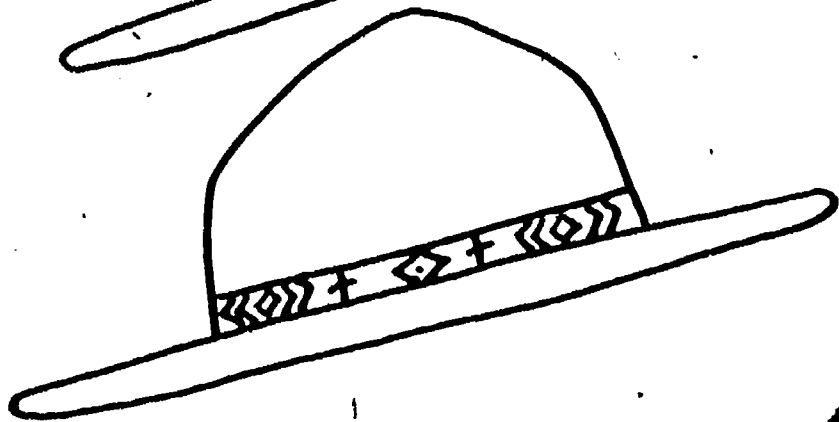
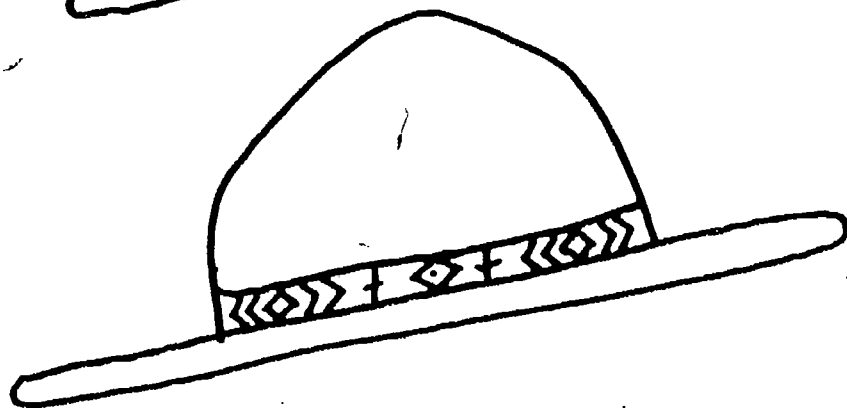
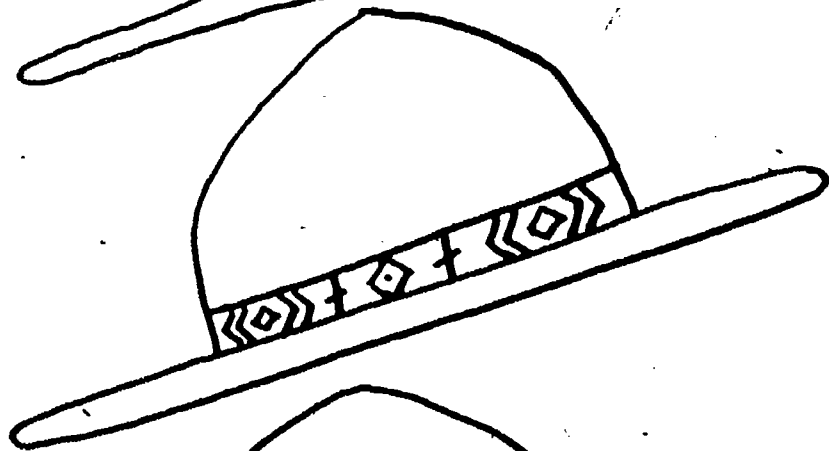
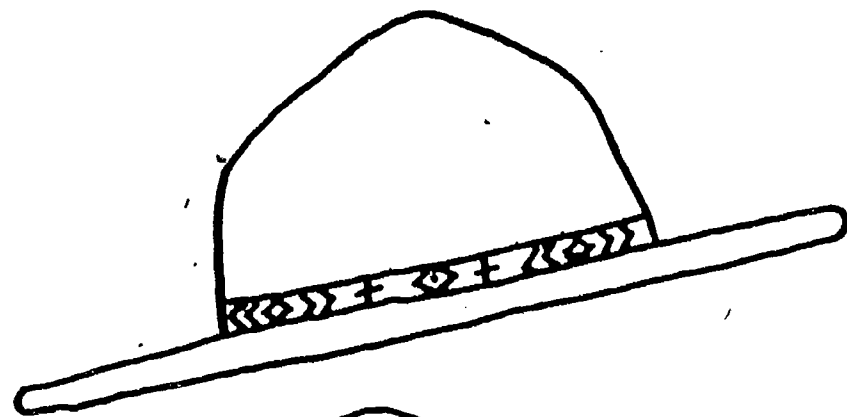
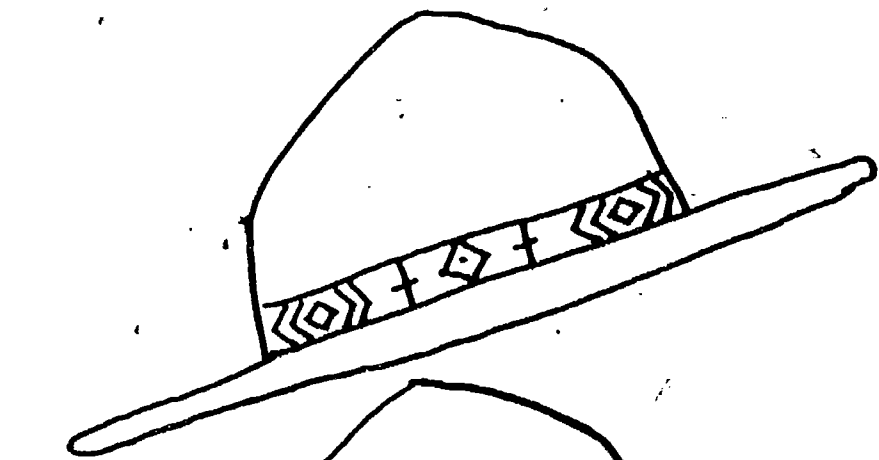
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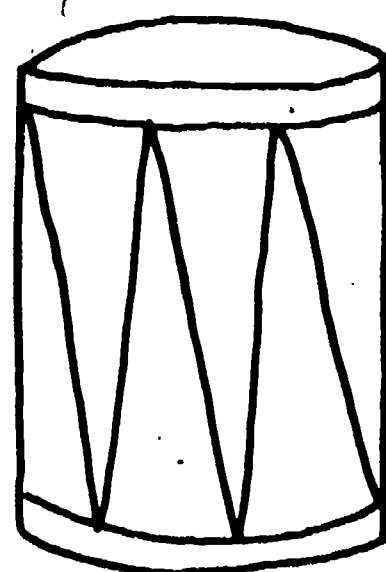
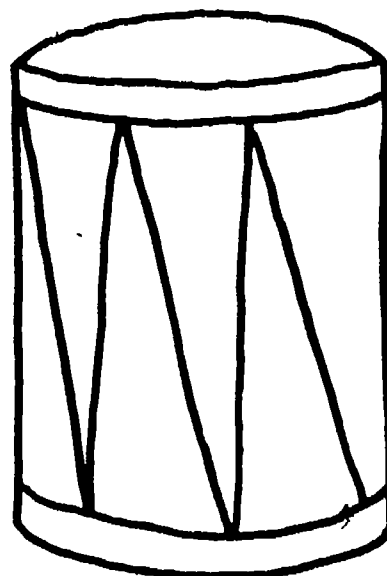
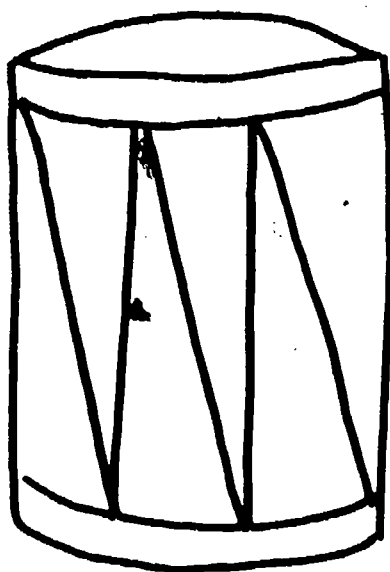
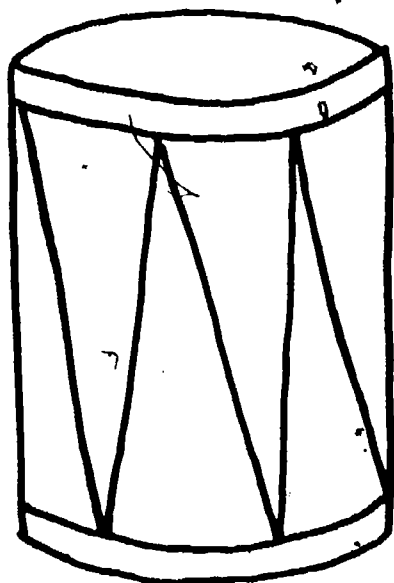
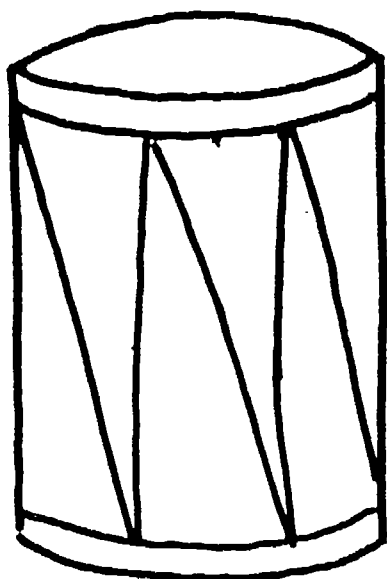
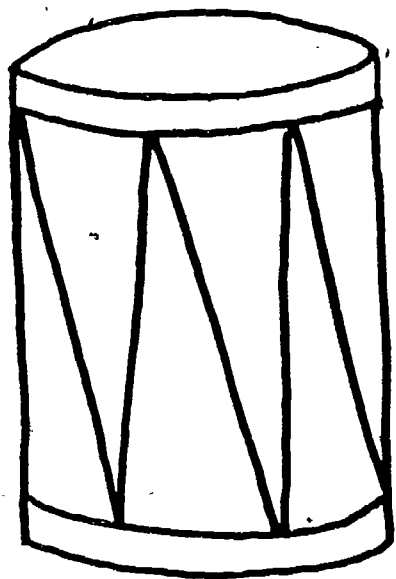


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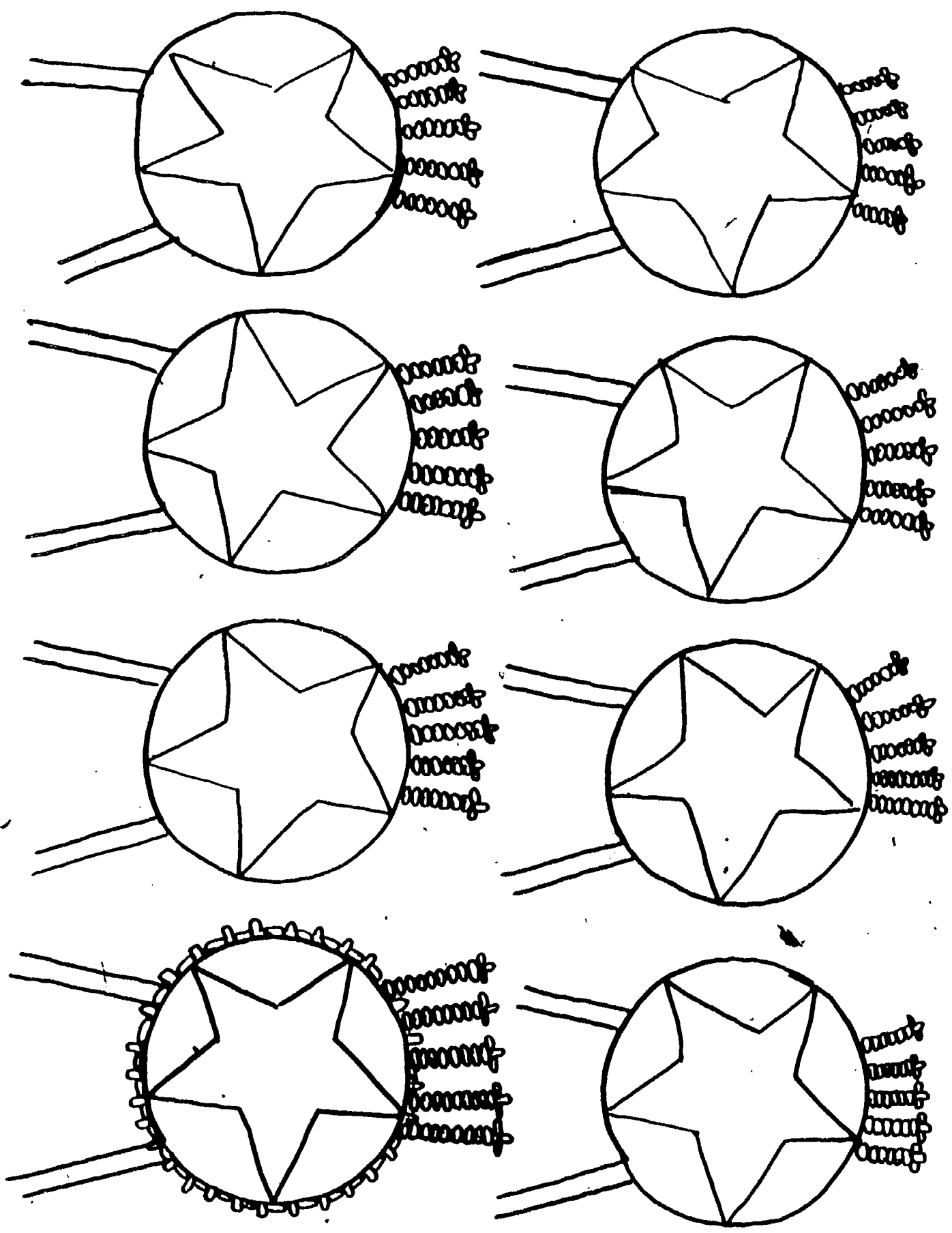


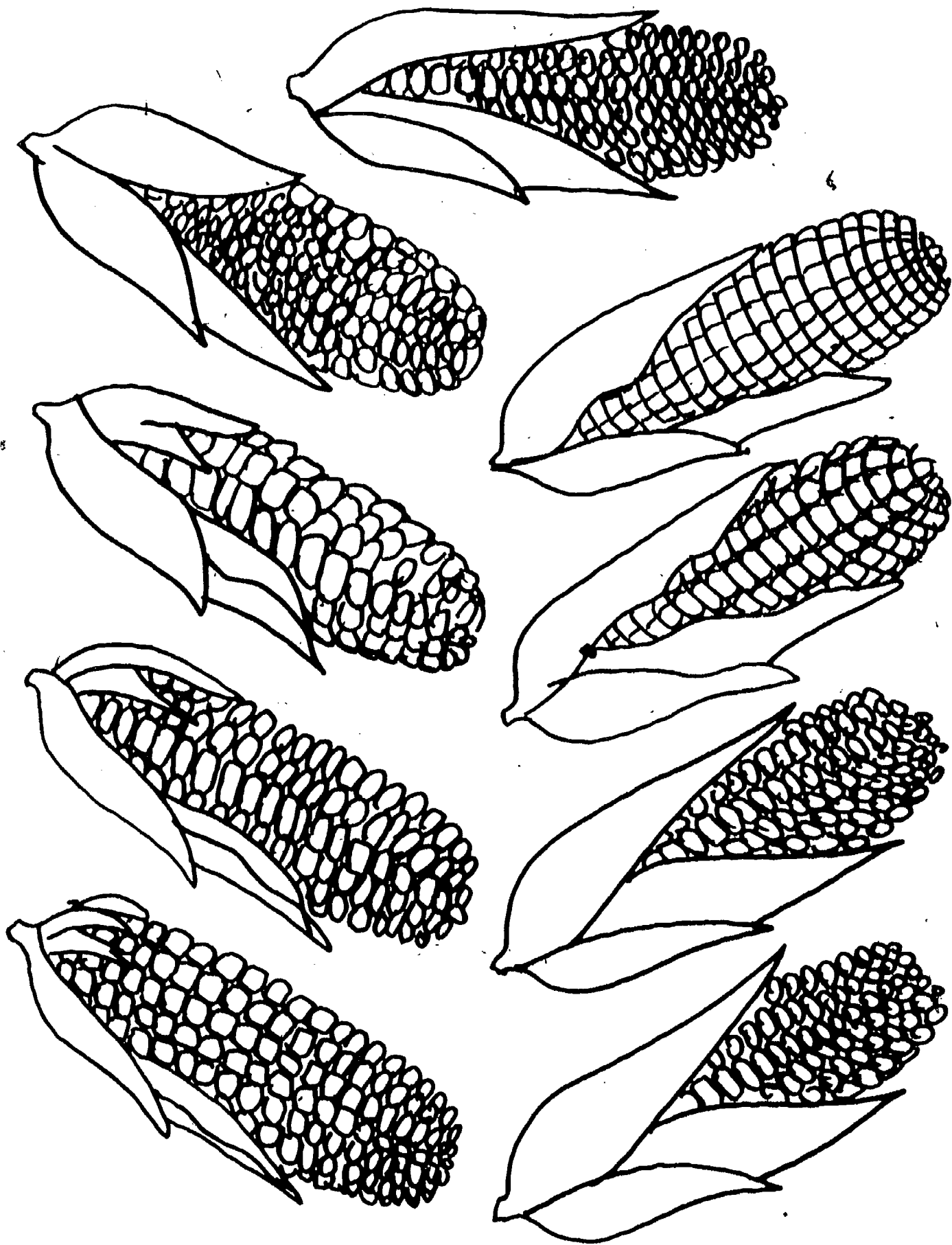


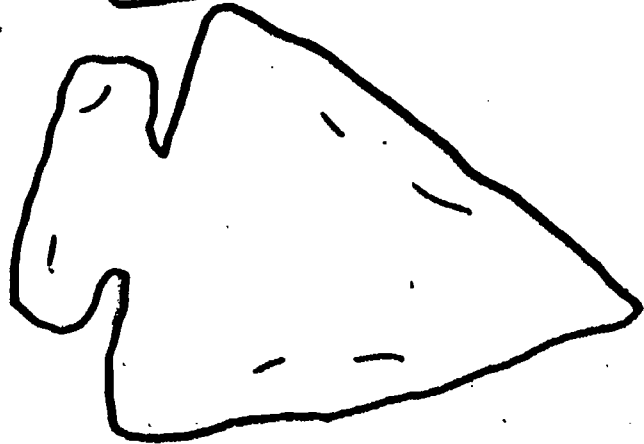
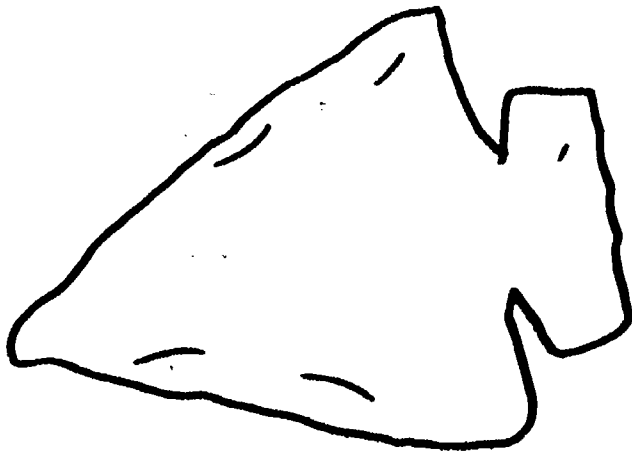
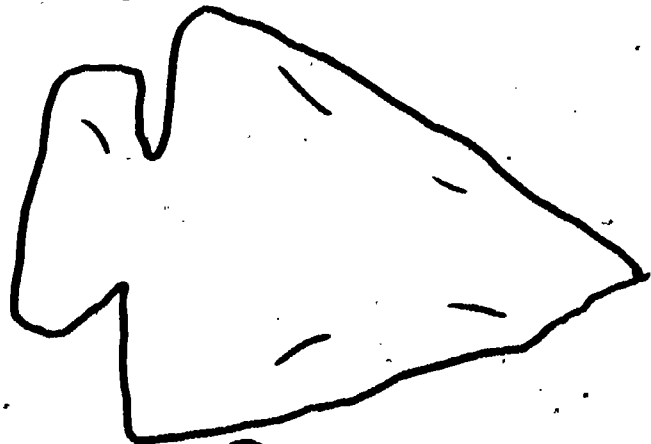
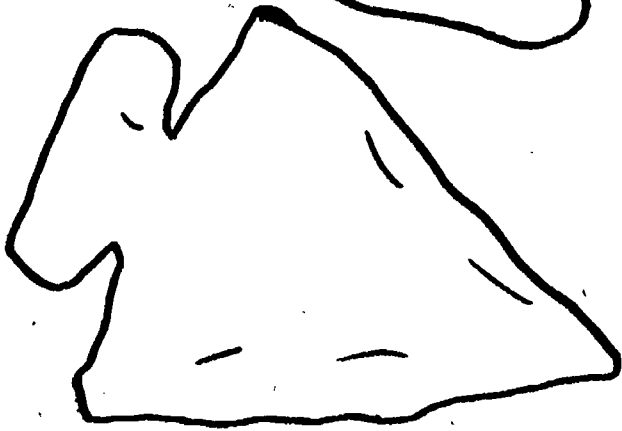
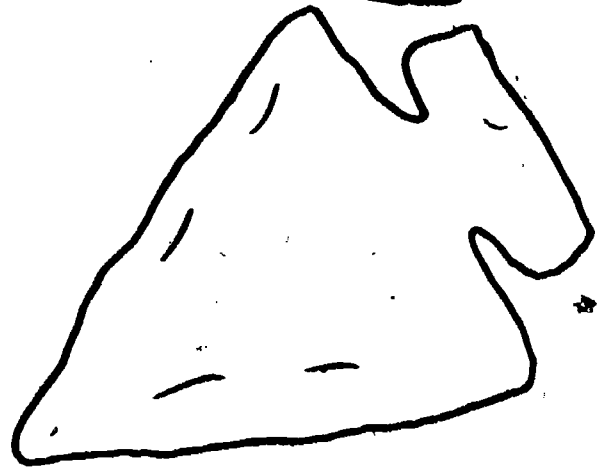
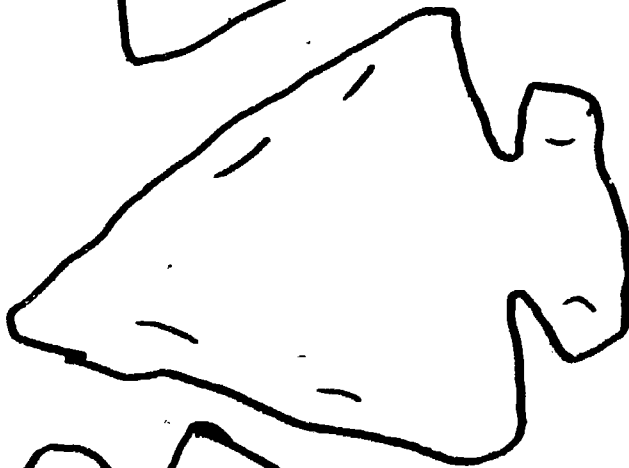
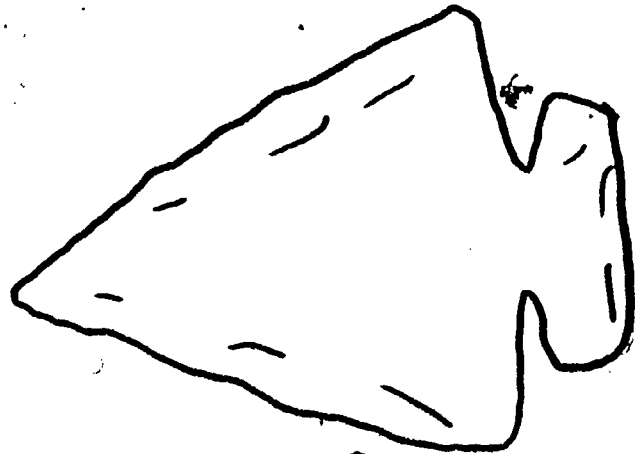
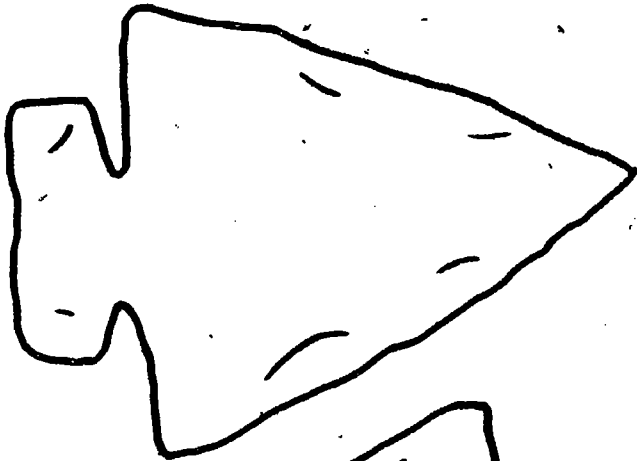
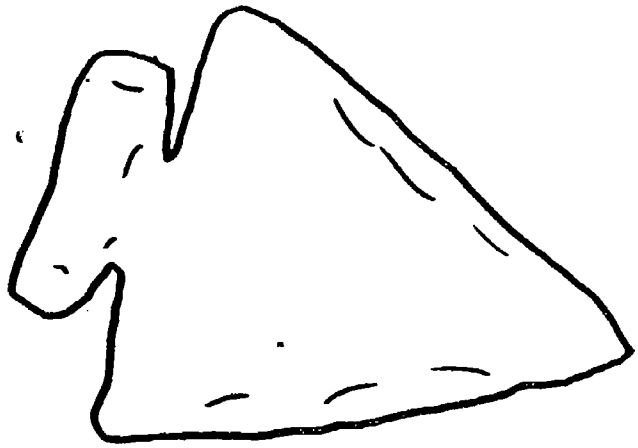
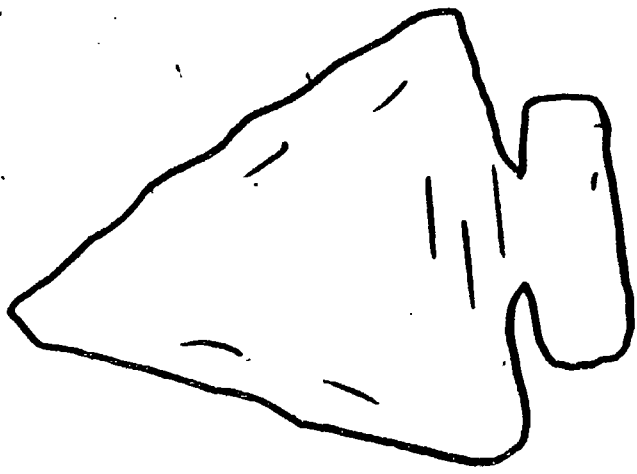


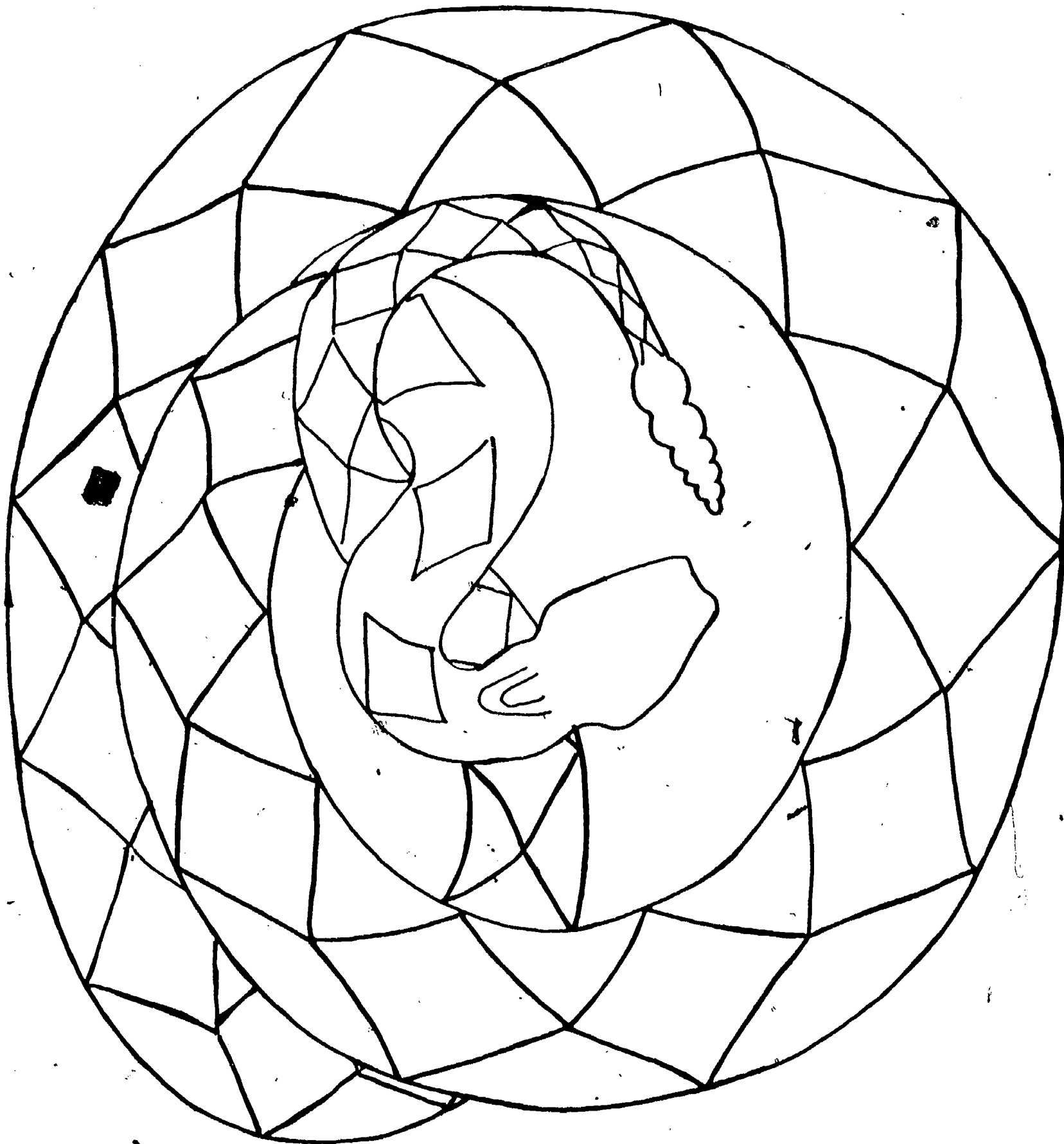


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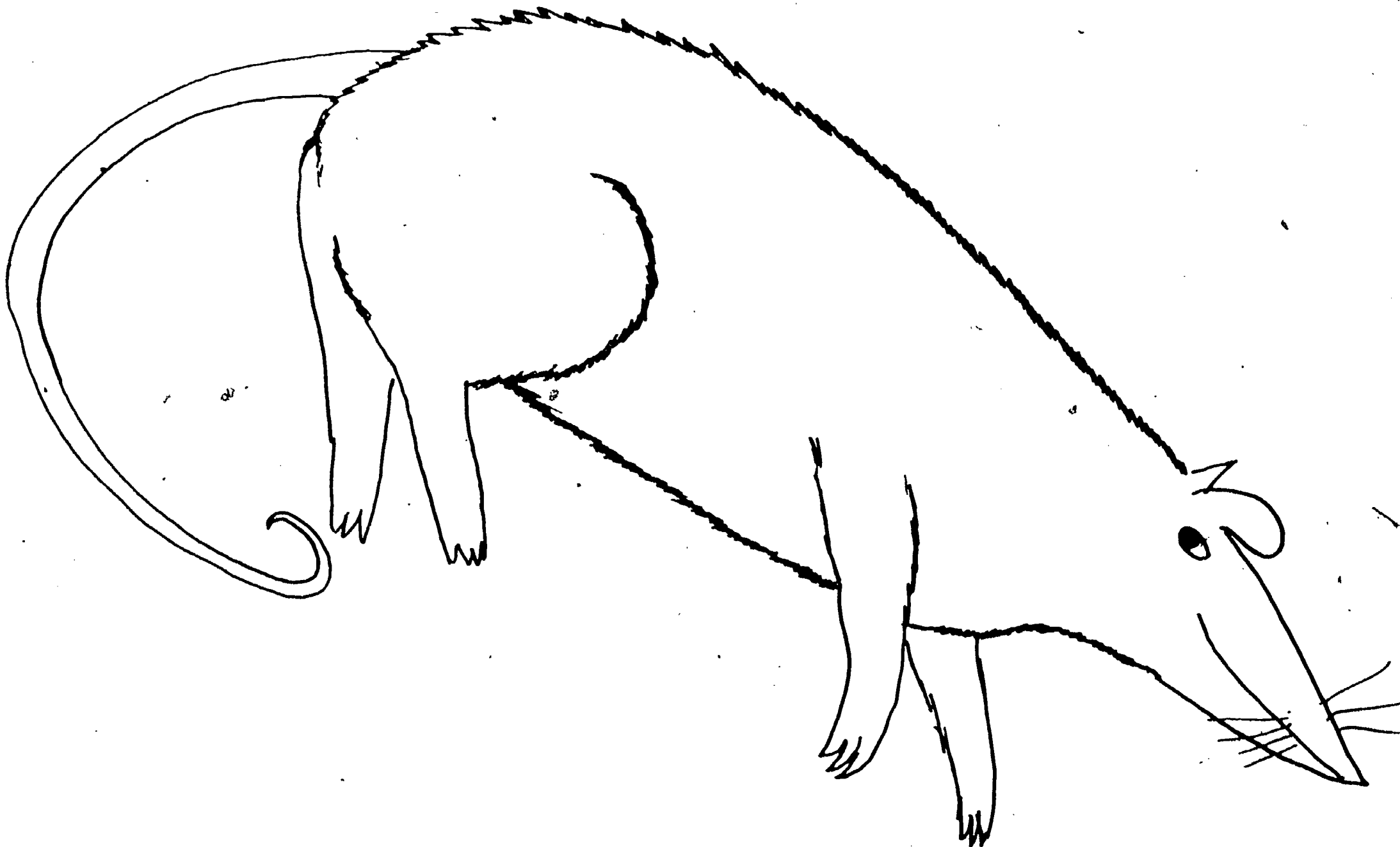




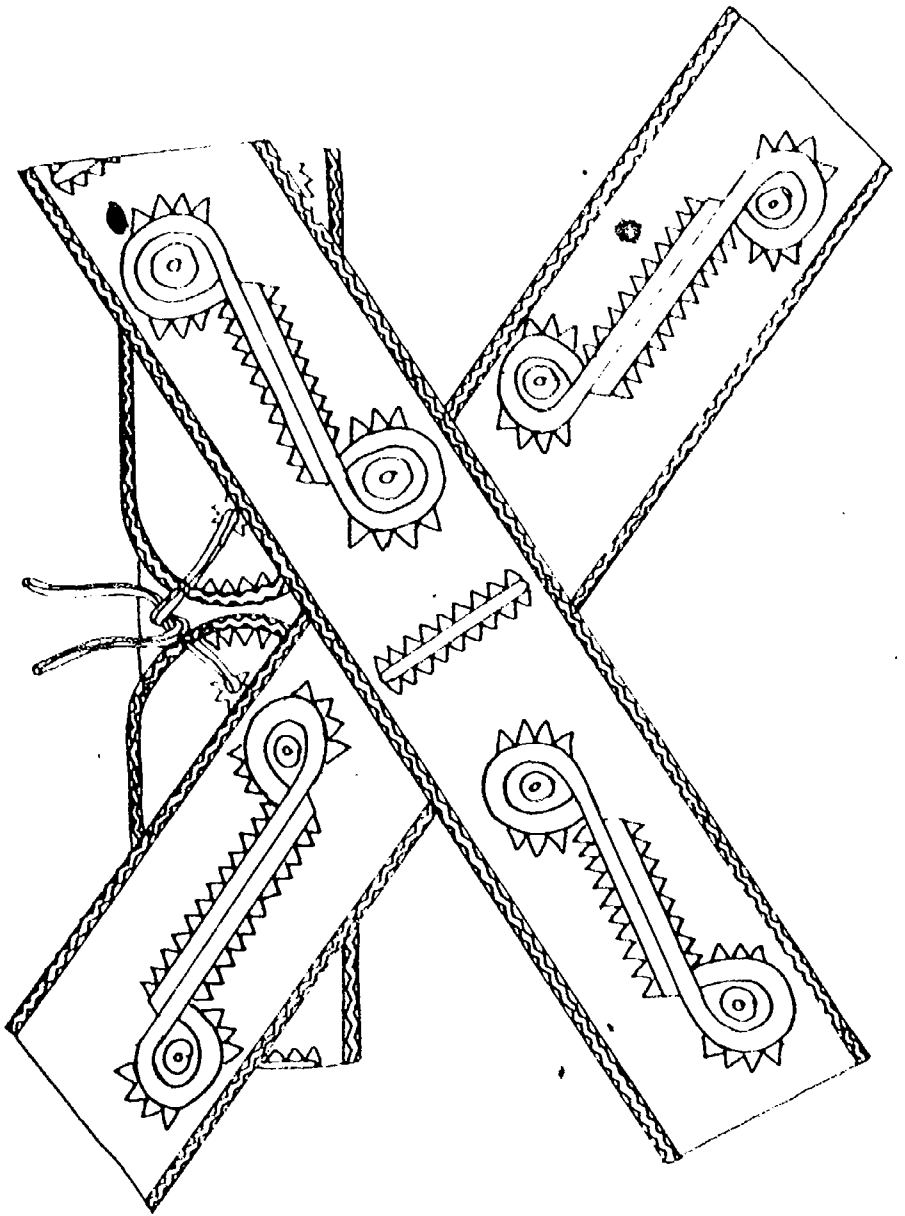




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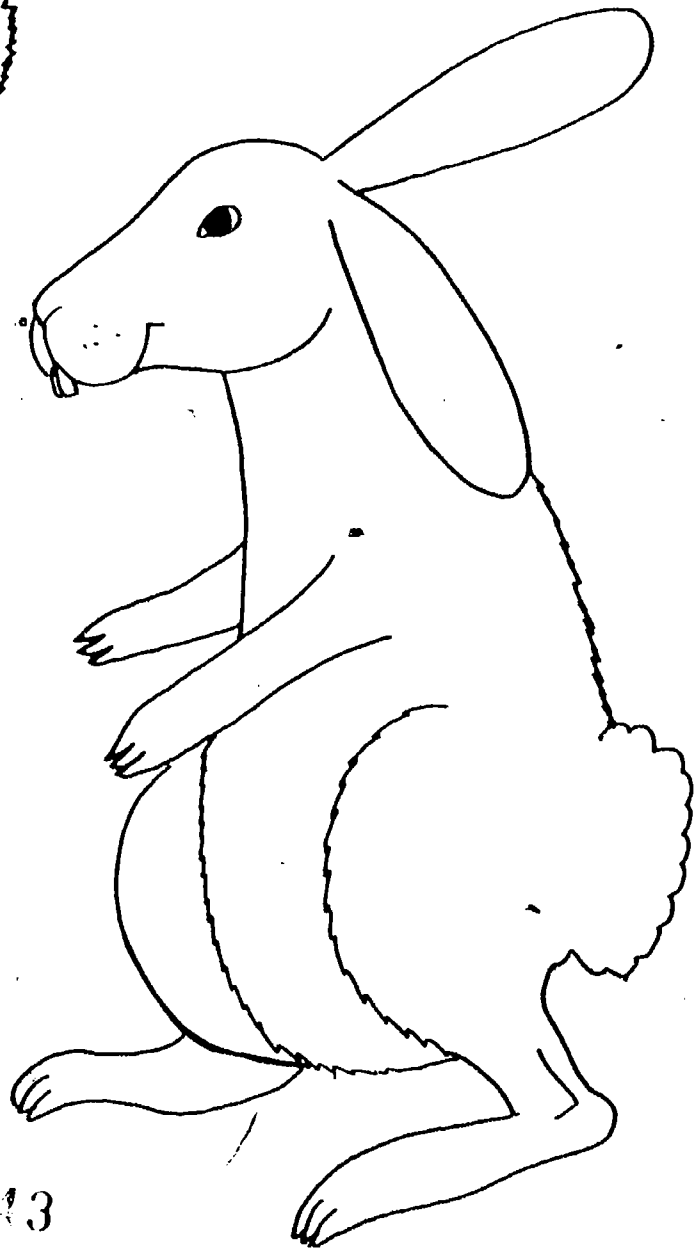




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