

9

*-YEAR PROGRAM*

***Guide to Implementation***



Cree

**LANGUAGE and CULTURE**

[ GRADES ] 4 5 6

2009

**Alberta**  
EDUCATION





**9**-YEAR PROGRAM  
*Guide to Implementation*

# Cree

LANGUAGE and CULTURE

Grades 4–5–6

2009

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# Chapter 1

## Introduction

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### Chapter Summary

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

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### Message to the Teacher

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You are about to explore, with your students, the beauty and diversity of the Cree language and culture. The Cree people are the largest First Nations group in Canada, with over 80 000 Cree speakers. A significant number of Métis also speak Cree.

Cree-speaking people are spread over a vast geographic area, so there is a remarkable diversity in the language. Any language spoken over a large area develops regional differences in pronunciation, vocabulary and grammar. Adaptations of the language materials in this Guide may need to be made for your community.

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

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

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

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

## Cree Worldview

*Ka-kî-kiskêyihôtân ôma, namoya kinwês mâka aciyowês pohko ôma ôta ka-hayayak wasêtam askihk, êkwa ka-kakwêy miskêtân kiskêyihôtamowin, iyinîsiwin, kistêyitowin, mîna nânisitôtâtowin kakiya ayisîniwak, êkosi ôma kakiya ka-wahkôtowak.*

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

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

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

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

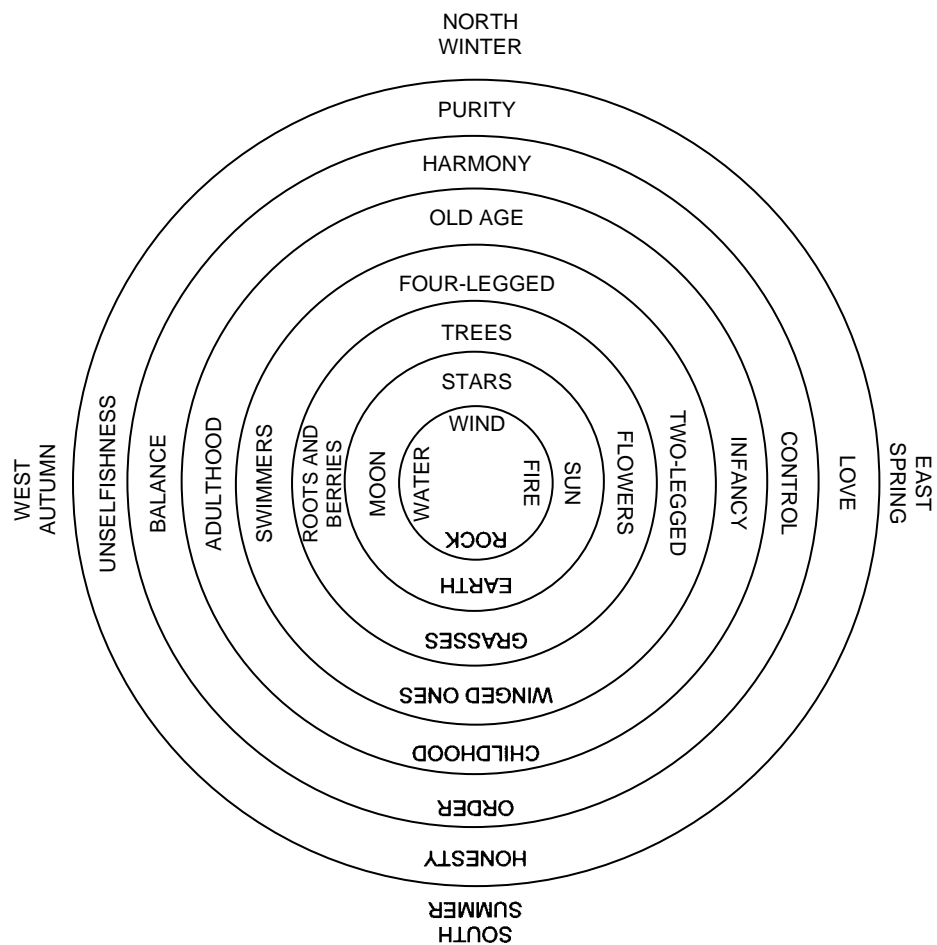
Four aspects common to Mother Earth in the Cree worldview that can be honoured in the classroom are:

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

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

## Circle of Life

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Adapted with respect: Saskatoon Tribal Council

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

## Cree Values

The underlying foundation for all elements of this *Cree Language and Culture Nine-year Program Guide to Implementation, Grades 4–5–6* is Cree values—those viewpoints and ways of being that characterize the Cree way of life. They are as important today in educating students in the Cree language and culture as they have ever been.

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

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

The primary Cree values are:

- *Wâhkôhtowin* – kinship
- *Mîyo wîcêhtôwin* – getting along together
- *Mâmahwohkamâtowin* – working cooperatively
- *Manâtisiwin* and *manâhçihitowin* – respect for self and respect for each other
- *Pîkiskwêstamowêwin* – speaking on behalf of others
- *Kiskinwahasimôwêwin* – accepting guidance
- *Kiskanowapâhkêwin* – a keen sense of observation
- *Nanahihtamowin* – obedience, to listen with an open heart
- *Kisêwâtisiwin* – compassion, loving kindness
- *Tâpwêwin* and *kanâcisowin* – honesty and clean living
- *Wîchitowin* – sharing
- *Okîhtowihiwêwin* – generosity
- *Tapâtêyimisôwin* and *êkakistêyimisowin* – humility.

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

From *Wâhkôhtowin* or Kinship flow other key values. Getting along together or *Mîyo wîcêhtôwin* is what makes a community work, and the way we get along together is by working together cooperatively or *Mâmahwohkamâtowin*, meaning that people help each other. This occurs in the community and with students in the

classroom. In cooperative learning, students work together in pairs, small groups or as a class, learning more from that process and from trusting one another than from doing something alone. This is learning in which positive feedback, not negative, is given; in which competition, if it exists, is friendly and does not involve a win for one person or group, and a loss for another; in which students are encouraged to take risks only when they are ready, and not before.

“We respect ourselves and others, we willingly share with others and we have compassion for whatever circumstances people face in their daily lives.”

Cree Elder

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

A *Nêhiyaw* value that is rapidly being lost is the value of humility or humbleness—*Tapâtêyimisôwin* or *Namôya kistêyimisôwin*. In traditional Cree culture, you do not speak about your accomplishments. You do not need to boast or brag about what you have done; you let your life speak for itself. You also wait to speak until someone asks you to speak. Included within the value of humility is the praising of other people’s work and accomplishments. Humility is also connected with *Nanahitamowin*—obedience and listening with an open heart.

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

The value of sharing is expressed in various Cree communities as *Wicihitowin*, *Pahkwênamâtowin-wîchihitowin* or *Nisohkamâtowin*. Sharing food is a common outward expression and also ties in with generosity—*Okihitowihiwêwin*.

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

*Sâkîhitôk mina wîchihitôk.*

Love one another and help one another.

Cree proverb

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

## Nêhiyaw Pedagogy

Traditional Cree pedagogy—methods of teaching and ways of knowing and learning—is based on the principle of oneness with nature. It is a holistic approach that encourages the idea that everything interconnects. It involves mutual respect, attention and the desire to learn. It is important to view the classroom as an extension of this philosophy and as a vibrant part of the community.

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

“Children were surrounded by Elders and adults within the community circle. An Elder might say, ‘Come here and I will explain. This is something you need to know.’ Elders provided knowledge and it was lifelong daily learning.”

Cree Elder,  
Kêhêwin First Nation

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

Traditional pedagogy relied on the idea, “If children ask, they are ready to know.” Children went to *Kihtêyâyak* and community adults to gain knowledge and skills in areas where they were interested and willing to learn. Children were also invited by *Kihtêyâyak* to come and listen and observe, as *Kihtêyâyak* and parents sensed when a child was ready and needed certain knowledge. In line with *Kiskonohamâsôwin*, the *Kihtêyâyak* and community adults balanced education between instructing the children and providing enough information for children to learn for themselves.

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

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

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

## Oral Tradition

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

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

Storytellers have always been respected within traditional *Nêhiyaw* culture. Storytellers carry within their stories the legends, spiritual truths and history of the Cree people. Stories pass on the values and beliefs that are important to Cree people and preserve the language. Storytellers speak from the heart and the listener listens from the heart. In traditional oral cultures, children who show an aptitude start their training in the art of storytelling at an early age.

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

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

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

## Protocol with *Kihtêyâyak* (Elders)

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

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

Issuing invitations to *Kihtêyâyak*, especially in traditional communities, requires following the correct protocol. Find out about the specific procedures in your community, since they can vary from area to area. It is important that students be prepared in advance about expected behaviours. It is also important to check with your school administration for any rules your school may have for inviting speakers or guests into the school.

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

## Language Variation

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

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

For example, in the five Cree dialects the word *you* varies:

Atihkamek – *kîra*  
Moose Cree – *kîla*  
Plains Cree (Northern Plains Cree and Southern Plains Cree) – *kîya*  
Swampy Cree – *kîna*  
Woodland Cree – *kîtha*.

The Cree contained in this Guide is the Plains Cree Y dialect, which has two distinct variations: Northern Plains Cree (NPC), known also as Bush Cree (*Sakâw Nêhiyawêwin*), which is spoken north of Edmonton, and Southern Plains Cree (SPC), known also as Prairie/Plains Cree (*Paskwâw Nêhiyawêwin*). You may experience one or both of the two variants in your community and should feel free to adapt the language taught based on the language used in your region.



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

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

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

## Using This Guide

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

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

The activities are divided into four sections, each with its own emphasis: Applications, Language Competence, Community Membership and Strategies. It is advisable to integrate activities from all four sections when planning year, unit and lesson plans. There are more activities listed than you could use in a single lesson, so it is important to plan ahead and select those that will work best.

Various teaching and learning strategies are included in the sample activities and assessments and noted in the Strategies section.

The Appendices at the end of this Guide provide additional information, vocabulary, background, tools and resources.



# Chapter 2

## Teaching and Learning Cree Language and Culture

### Chapter Summary

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

### Communicative Language Competence

The *Cree Language and Culture Nine-year Program Guide to Implementation, Grades 4–5–6* is based on a communicative competence program. This means teaching and learning should increase each student’s ability and comfort in using Cree. Communicative competence means being able to use the language in many situations with ease and with minimal errors.

“We use the Cree of our forefathers to create new memories for our students.”

Loretta J. Pete Lambert,  
Director of Education  
Miyo Wahkohtowin  
Education Authority

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

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

## Developing Cree Language Competence

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

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

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

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

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

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

## Teaching for Cree Language Competence

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

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

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

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

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

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

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

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

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

*“Kispin ki-nohtê  
nêhiyawanâwâw,  
tanêhiyawêyêk  
pohko.*

If you want to learn  
your language, you  
need to use it.”

Freda Ahenakew,  
Muskeg Lake,  
Saskatchewan

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

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

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

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

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

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

Students come with different strengths, learning styles and habits. The following practices may be helpful in developing their literacy skills.

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

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

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

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

- Have activities or tasks focusing on grammar integrated into daily learning activities and classroom routines. The routines should be integrated properly into the theme or topic, such as colours, animal names and numbers, so that students do not repeat meaningless isolated patterns.
- Integrate grammar into **all** activities.

## An Effective Cree Language Learning Environment

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

“Our language is a gift from the Creator that we carry for our children; our language carries the knowledge of this land; our language carries our knowledge of who we are; our language carries our future.”

Blue Quills First Nations College

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

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

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

A minimum of 150 minutes per week should be devoted to Cree language learning. Dividing the time into daily lessons is the most effective way of teaching so that students retain what they have learned. If Cree language is to be retained and be a vital part of the lives of students, it must be used on a regular basis. Integrating Cree language into other areas of the curriculum is also an effective way of increasing language learning.

Within the Cree classroom environment:

- Cree is the language of status in the classroom.
- Students have the opportunity to learn Cree and gain cultural knowledge through meaningful interactions with peers, community members and Elders.
- Classroom experiences are linked to practical life experiences and use the natural environment.

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

## Suggested Teaching and Learning Strategies

Reflecting traditional Cree pedagogy, teaching and learning strategies have been organized into the following categories:

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

The categories are not rigid and some strategies may belong in more than one category.

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



## Combined Grades in the Cree Language and Culture Classroom

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

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

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

Some benefits of a combined-grade classroom are:

- Social interaction takes place between students of different ages. Older students often develop a sense of responsibility, while younger students can be challenged and given opportunities to move ahead.
- Students of the same age can work at different levels in a way that is less obvious to other students. For example, an older student with less developed skills can participate effectively and contribute to the group at the same level as younger students.
- Older students are able to review and internalize their learning through participation in cooperative learning groups.
- When a new concept is introduced to one grade level, it is practised or reinforced by the other grade level.

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

### *Cycling Areas of Experience*

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

### ***Combining Concepts***

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

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

### ***Using Cooperative Learning Groups***

When organizing cooperative learning groups, you can often put different grades together. In this way, students can work together in a manner that benefits them all.

### ***Building an Inviting and Positive Atmosphere***

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

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

Assessment practices do not differ between single-grade and combined-grade classes, although certain methods may have to be adapted. Teachers will still need to teach grade-specific concepts separately and monitor student progress accordingly.

# Chapter 3

## Planning for Instruction

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### Chapter Summary

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

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### Why Plan?

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

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

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

## Sample Planning Procedure

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

Remember that your plans are working documents. They need to be solid enough to provide a framework to guide instruction but flexible enough to be easily adapted to suit student interests and needs.

## Areas of Experience – Themes

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

Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> <li>• my family</li> <li>• my daily routines</li> <li>• my body</li> <li>• seasons</li> <li>• weather</li> <li>• clothing</li> <li>• my house</li> <li>• things around me</li> <li>• any other lexical fields that meet student needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>• foods</li> <li>• school</li> <li>• measurements</li> <li>• time</li> <li>• money</li> <li>• my community and neighbourhood</li> <li>• music/dance</li> <li>• animals</li> <li>• extended family</li> <li>• games</li> <li>• any other lexical fields that meet student needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>• community roles and occupations</li> <li>• activities/leisure</li> <li>• nutrition/health</li> <li>• places/locations</li> <li>• modes of travel</li> <li>• animals/birds</li> <li>• music/dance</li> <li>• any other lexical fields that meet student needs and interests</li> </ul>

## Key Elements of the Year Plan

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

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

Community and relationships are very strong and important to Cree people. To ensure that Cree communities remain strong, educating young people in the Cree language and culture is fundamental. Any classroom plan must therefore reflect a past, present and future Cree heritage. Input from and recognition of the role of the community, particularly its *Kihtêyâyak* (Elders), needs to be part of any plan. It is often wise for a teacher to have as a mentor a *Kihtêyâya* (Elder) from the community.

The community calendar is a valuable tool in making a year plan. Community events can be excellent opportunities for students to use and practise Cree.

Classroom discussions and creative language activities based on real community events and experiences give meaning to language learning.

Four key elements important to a year plan are:

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

### **1. Curriculum Outcomes**

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

In this Guide, both general and specific outcomes have been clearly identified for each grade level. The outcomes identify the knowledge, skills, strategies and linguistic competence that students are expected to achieve by the end of a grade. They integrate the six language arts: listening, speaking, reading, writing, viewing and representing. Students will develop knowledge, skills and strategies specific to oral, print and multimedia texts for a variety of purposes and applications.

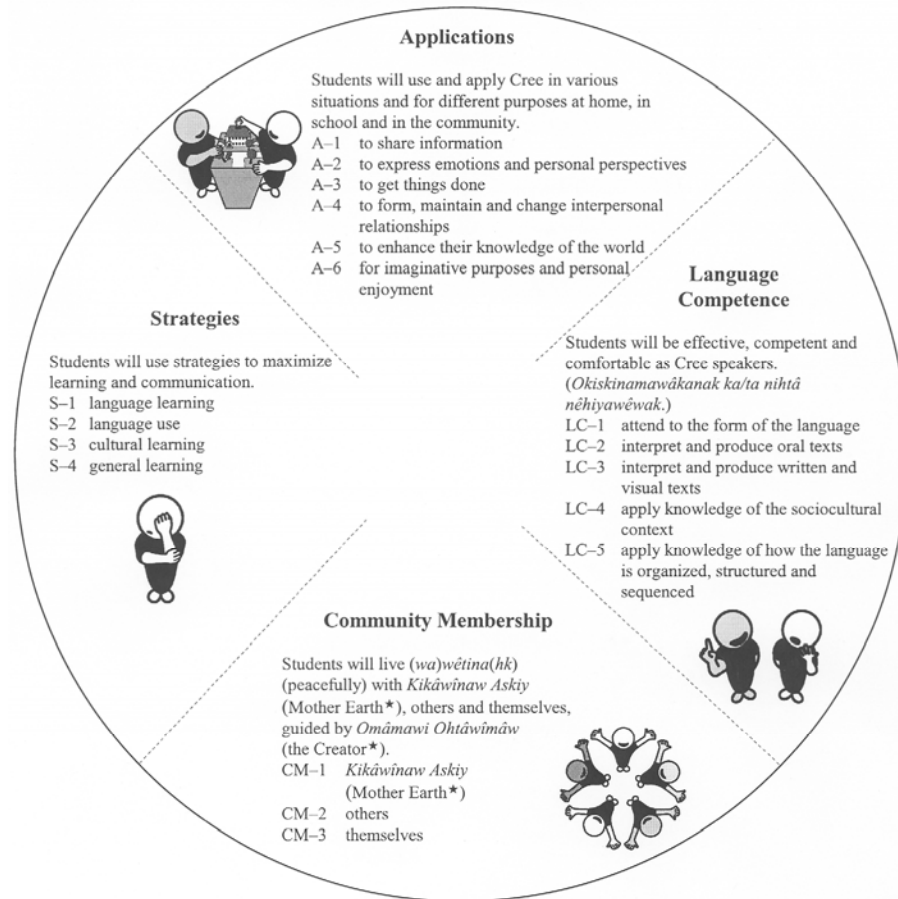
The outcomes are the starting points for the year plan at each grade level. A good understanding of these outcomes assists the teacher in:

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

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

- Applications
- Language Competence
- Community Membership
- Strategies.

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



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

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

*Community Membership* deals with culture and how the language is integrated with the culture.

The *Strategies* section includes skills and processes that help improve both learning and communication.

*Ātiht ōhi isihcikēwina poko okiskinohamākēwak ta āpacihâtacik (tâpiskôc miyâhkasikēwin) êkwa Kihîtyâyak ta mamisîtôthcik.*

(Some of these activities, such as smudging, require extreme care, caution and sensitivity on the part of the teacher. Teachers should consult Elders in their local community regarding traditional practices.)

★ discretionary

## 2. Student Knowledge, Experience and Involvement

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

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

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

Choosing teaching and learning activities with students' interests, strengths and abilities in mind will assist them in achieving the outcomes of the Cree Language and Culture Program of Studies. Each specific outcome should be meaningful to your students and could potentially be met through a wide range of teaching and learning activities. This *Cree Language and Culture Nine-year Program Guide to Implementation, Grades 4–5–6* contains numerous sample teaching and learning activities that can be helpful when planning for instruction. These are only meant to provide examples and you should feel free to create your own activities to meet the needs and interests of your students.

## 3. Assessment and Evaluation

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

For more information on assessment and evaluation, see Chapter 4.

## 4. Resources

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



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

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

## Developing Unit Plans

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

A task-based or project-based approach to learning Cree allows students to develop language competence and communicative skills by doing things rather than by simply studying the language. The students do not begin by learning the form or grammar. Instead, they find themselves in a situation where they must use the language for a definite purpose to complete a clearly defined task or project. All content, activities and evaluation in a unit grow out of the task. Specific language content is determined once the task has been identified. Grammar is taught by using the language, not as a separate lesson, and it becomes a focus when students need to know elements of the Cree language to accomplish the task more effectively. The task provides the framework in which all skills, knowledge and attitudes are developed.

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

1. **With the students, decide on a unit task of interest to students and within their capabilities.** This task becomes the main element around which the unit is organized and can often take the form of a project to be worked on over several weeks.
2. **Look for community resources that might be useful in preparing students to carry out the task.** These may include Elders and other respected community members, content experts in the community and community organizations and events. Text resources should be attractive and rich in visual supports, such as charts, pictures, diagrams, videos.
3. **Work with students to determine what is needed to carry out the task** and the process to follow in producing the product; e.g., working in groups, doing research, interviewing people. Facilitate language function, vocabulary, grammar, historical and contemporary elements of the culture, strategies and

general knowledge through a variety of activities, including drama, puppets, role-play, storytelling and sharing circle. Where possible, use community resources.

4. **Outline a series of steps or mini-tasks directly related to the unit task to facilitate students' learning and use of language to carry out that task.** Some of these mini-tasks might focus on building vocabulary, learning and practising specific grammatical structures, developing a cultural element, working on a learning strategy and so on.
5. **Determine the specific outcomes for the unit,** keeping in mind the need to include all four components—Applications, Language Competence, Community Membership and Strategies.
6. **Decide how parts of the unit can be adapted to accommodate the needs, interests and abilities of different students.** Use a variety of resources and activities to engage the various learning styles and capabilities of the students. Be prepared to be as flexible as possible without compromising the objectives and outcomes of the unit.
7. **Involve your students in assessment and evaluation** and integrate them throughout the unit.

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

Hints:

- Begin a unit with an exciting activity to capture the interest of your students. Encourage them to talk about what they know about the topic and what they expect to learn.
- Involve your students in planning the unit so they feel invested in the project and are more willing to learn.
- End the unit with an activity that encourages students to reflect on what they have just been through, discussing what they learned, the strategies they used and how their attitudes may have changed. For example, you might plan future units based on any gaps that show up in their knowledge and skills. This step drives independent learning and develops metacognitive strategies.

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

## Unit Plan Components

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### Checklist

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

## Developing Lesson Plans

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

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

## Global Task List

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

## Planning for Balance

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

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

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

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

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

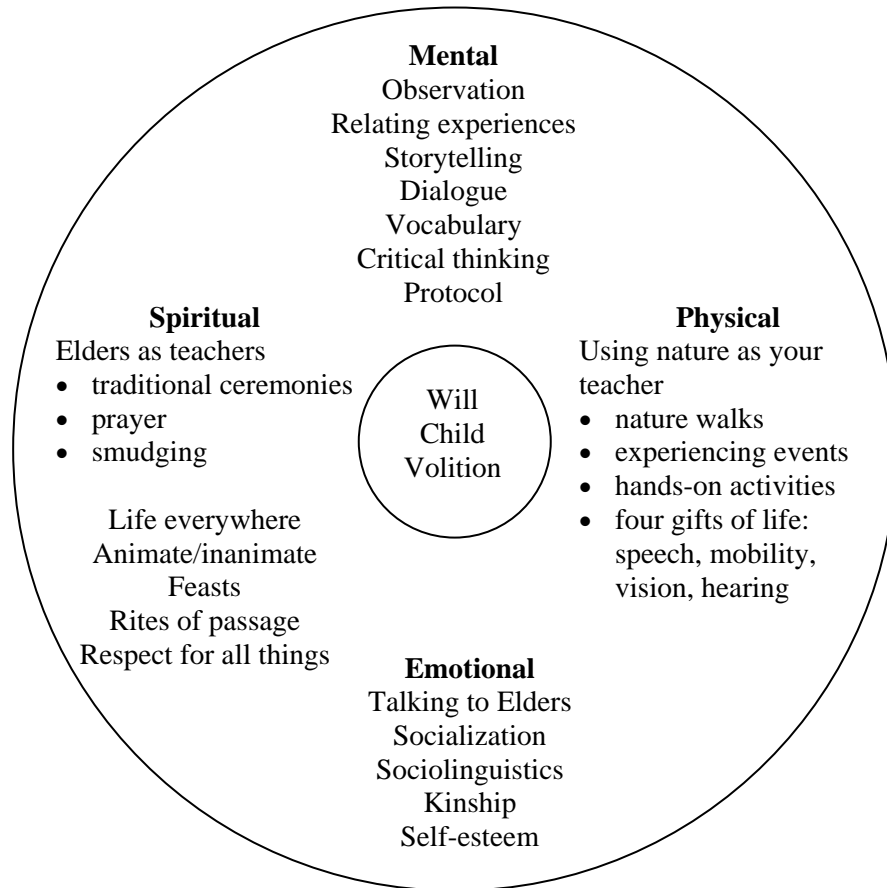
- the four general outcomes: Applications, Language Competence, Community Membership and Strategies
- the six language arts: listening, speaking, reading, writing, viewing and representing
- different text types: oral, written and multimedia texts, including a variety of informational, narrative, poetic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

- different student groups: individual, pairs, small groups, large groups, whole class, heterogeneous, homogeneous, student-directed, teacher-directed
- the various Cree language backgrounds and experiences of students
- the various functions of language, such as exchanging information, expressing feelings and using Cree for fun.

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

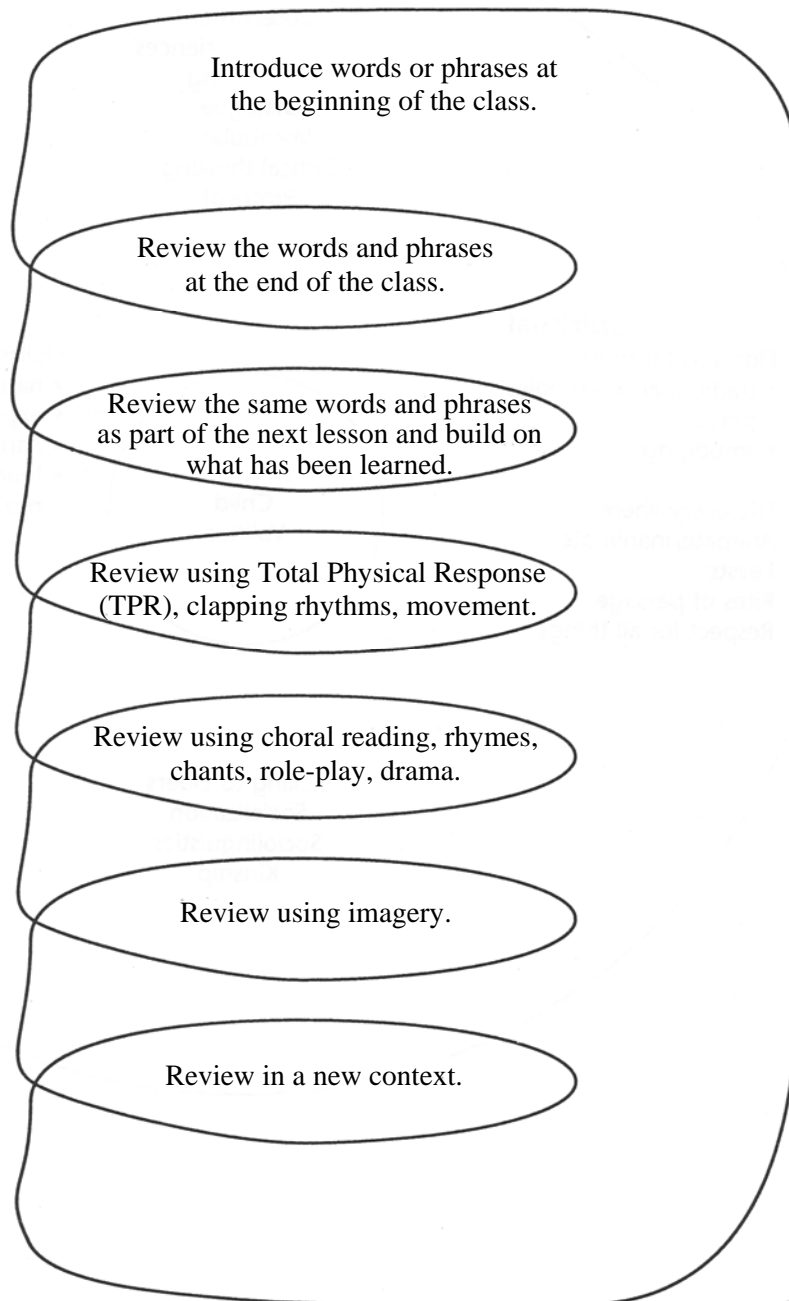
When planning teaching and learning activities, plan for balance by considering the teachings of the learning circle—the medicine wheel.

### Medicine Wheel



## Reviewing

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







# Chapter 4

## Classroom Assessment and Evaluation

### Chapter Summary

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

### What Is Assessment and Evaluation?

*“Nohsih  
âhkâmêyimoh kîsi  
kiskinohamâkosi,  
wahiya  
kêyitôhtêyikon mâka  
kaya wâniskîsîh  
kinêhiyawêwin, Êkôh  
kâkîwêyitîyikon.*

My grandchild, do not quit. Finish school. It will take you a long way but do not forget your Cree language—that will take you home.”

John Cabry,  
Samson Cree

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

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

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

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

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

## Cree Approach

“*Kikiskinohamâkawinaw ta kiskinawâpahkêyahk asici ta kiskisêyahk. Wiya ta kiskinawâpahkîhk ta kiskinohamâkosihk.*”

We learn from observing and remembering. To observe is to learn.”

Caroline Josephine Laboucan,  
Cree Elder

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

—Western Canadian Protocol Aboriginal Languages Working Group

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

## Modelling

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

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

The modelling approach that is central to the teaching and learning method in Cree communities is interactive and participatory. Traditionally, modelling was nonverbal. No one told you how to do it; you observed and learned. Through observation, participation, experience and practice, students learn about the Cree cultural behaviours that are implicit in the Cree way of life. **Assessment and evaluation are not removed from this learning process but are instead an integral part of it.** It is advisable to involve *Kihtêyâyak* (Elders) or respected community members whenever possible in the language evaluation process.

## Cree Assessment and Evaluation Suggestions

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

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

## Role of Assessment and Evaluation

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Assessment and evaluation are done for the following reasons.

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

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

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

## Teacher Self-reflection

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

## Types of Assessment

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

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

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

### **Self-assessment**

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

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

### **Peer assessment**

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

## Group assessment

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

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

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

## Teacher assessment

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

So that assessment and evaluation succeed:

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

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

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

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

## Assessment and Evaluation Strategies

### Portfolios

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

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

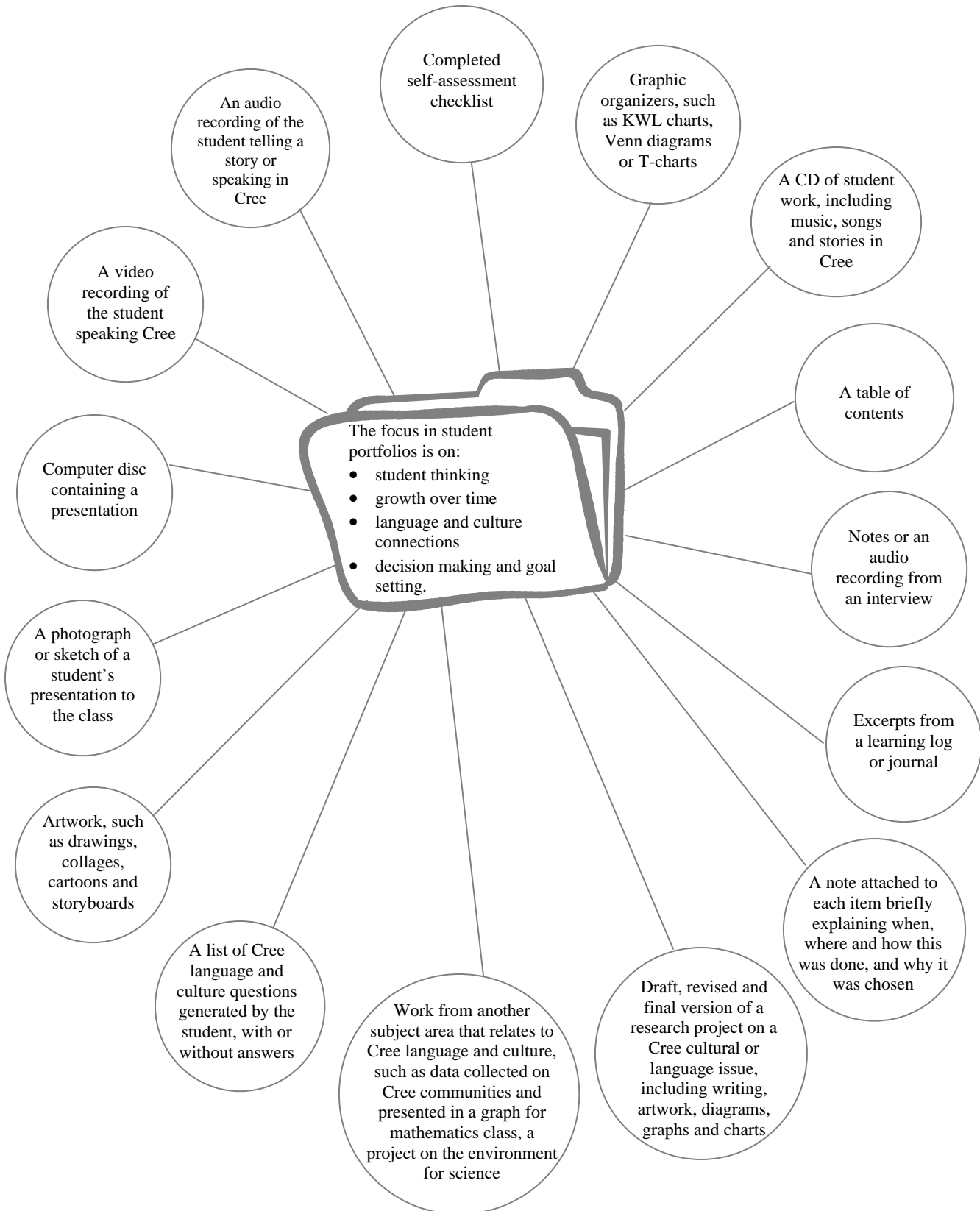
Together, the student and teacher can set the contents and time frame. Assembling the portfolio can coincide with the formal reporting periods, unit assignments, projects and presentations as well as accommodate cumulative reporting. The folder could be an expanding one for the whole year or a specific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

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

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

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

# Sample Cree Language and Culture Portfolio



## Anecdotal Notes

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

## Checklists

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Checklists can be used to record whether or not students have mastered particular skills or gained specific knowledge. They are usually geared to a specific focus for assessment. Sample checklists can be found in Appendix E: Assessment Blackline Masters.

## Conferences and Interviews

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

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

## Journals and Learning Logs

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Journals and Learning Logs are primary assessment and evaluation tools for self-assessment and reflection.

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

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



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

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

## Rubrics

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

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

Rubrics are especially effective in assessing presentations, performances, visual work and complex activities. Sample rubrics can be found in Appendix E: Assessment Blackline Masters.

## Talking Circle, Brainstorming, Venn Diagrams

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

## Video and Audio Recordings

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

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



# Chapter 5

## Grade Level Samples

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### Chapter Summary

Introduction

Integrate for Efficiency and Motivation

Two-page, Four-column Format

Grade Level Samples for Grades 4, 5 and 6

- Applications
  - Language Competence
  - Community Membership
  - Strategies
- 

### Introduction

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The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students, appear in the same order as in the program of studies and are shaded.

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

## Integrate for Efficiency and Motivation

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

## Two-page, Four-column Format

### General Outcome and Specific Outcome Cluster Heading

The general outcome is boxed at the top of each page; e.g.,

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

The specific outcome cluster heading follows the general outcome at the top of each page; e.g.,

**A-1 to share information**

### Column One – Specific Outcomes

*Students will be able to:*

**A-1.1**  
share factual  
information

a. share basic information

Under the cluster heading, specific outcomes in column one are prefaced, as in the program of studies, with:

*Students will be able to:*

Running vertically along the left side of the first page is the strand heading for the specific outcome.

Running horizontally is the detail of each specific outcome, indicated by the letters a, b, c ...

## Column Two – Sample Teaching and Learning Activities

These activities illustrate the intent of each specific outcome. Cree words, phrases, sentences and examples provided in the body of the activities are followed by English translations.

## Column Three – Sample Assessment Strategies

➔ For more  
information ...

Chapter 4  
and  
Appendix E

Assessment strategy suggestions for the teaching and learning activities are provided in this column. All assessment strategies cited are described in detail in Chapter 4: Classroom Assessment and Evaluation.

## Column Four – Materials

This is a listing of the various items needed to implement the suggested teaching and learning activities in the classroom. Everyday items that students are expected to have, such as pens, pencils and paper, are not listed here.

# Grade 4 Example of the Two-page, Four-column Format

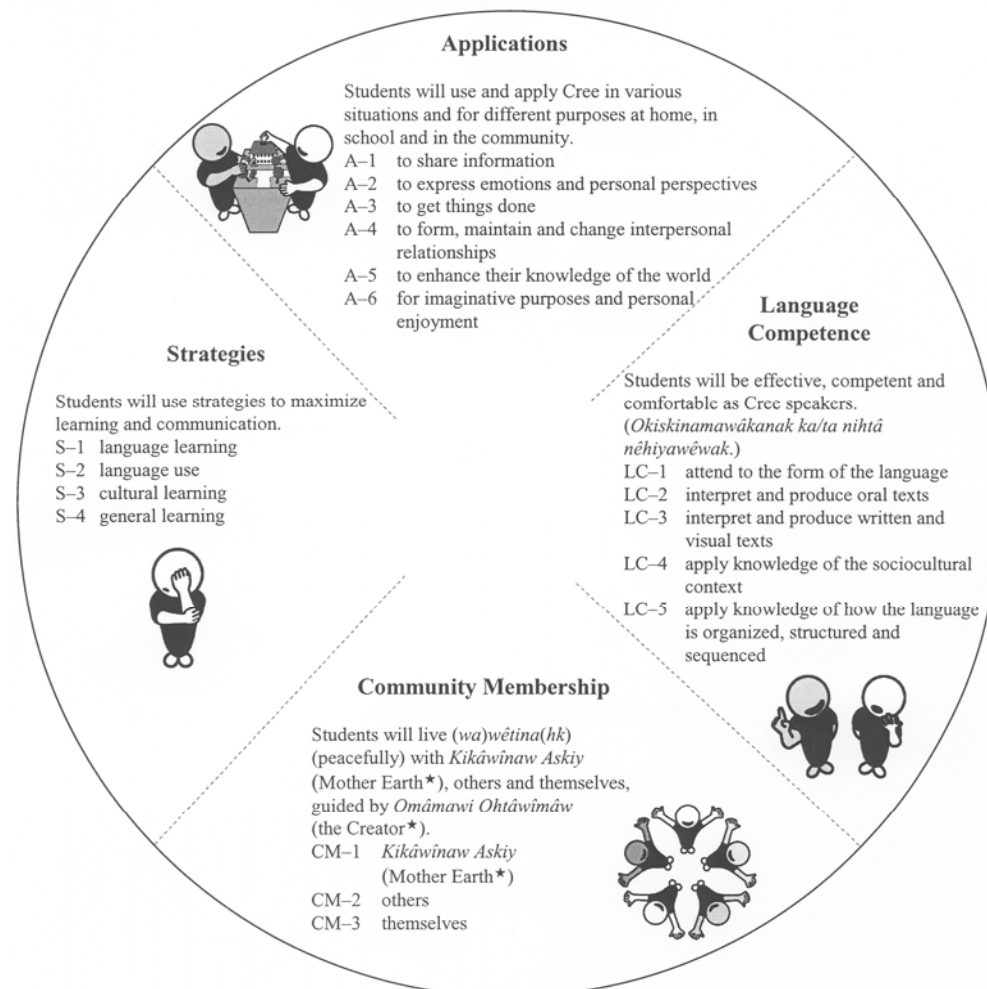
Grade 4	Grade 4
<h3 style="margin: 0;">Applications</h3> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <p><b>General Outcome for Applications</b> Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.</p> </div> <p><b>A-1 to share information</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; background-color: #f0f0f0; padding: 5px;"> <p><b>SPECIFIC OUTCOMES</b></p> <p><i>Students will be able to:</i></p> <p>a. share basic information</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px 0;"> <p>Outcomes may be continued over four or more pages.</p> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px 0;"> <p>Read from left to right across the two pages.</p> </div> </div> <div style="width: 50%; padding: 5px;"> <p><b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b></p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;"> <p>Several activities and their corresponding assessment strategies and materials are listed for each specific outcome.</p> </div> <p>➤ <b>Sharing Personal Information</b> Introduce and review basic question and answer phrases for sharing personal information; e.g.,</p> <ul style="list-style-type: none"> <li>- <i>Tānisi kistihkāson?</i> (What is your name?)</li> <li>- <i>Niya _____ nitsihkāson.</i> (My name is ____.)</li> <li>- <i>Tān'tahto kitahtopiponān?</i> (How old are you?)</li> <li>- _____ <i>nitahtopiponān.</i> (I am _____ years old.)</li> <li>- <i>Tāntē ohci kiya?</i> (Where are you from?)</li> <li>- <i>Niya _____ ohci.</i> (I am from ____.)</li> </ul> <p>Divide the students into pairs and have them take turns asking and answering questions. After a few rounds, allow the students to exchange partners and repeat the question-answer dialogue.</p> <p>➤ <b>My Favourite Things Collage</b> Ask the students to design personal collages using pictures of themselves, their families, extended families, friends, favourite activities, foods, books, likes and dislikes. Each picture is labelled in Cree. The collages are then presented orally. Provide the students with model sentences to assist them in their presentations.</p> <p>Suggested vocabulary words to use include:</p> <ul style="list-style-type: none"> <li>- <i>nimāmā</i> (my mom)</li> <li>- <i>nipāpā</i> (my dad)</li> <li>- <i>nistēs</i> (my older brother)</li> <li>- <i>nimis</i> (my older sister)</li> <li>- <i>niminōsim</i> (my cat)</li> <li>- <i>nicēmīs</i> (my puppy)</li> <li>- <i>nimicowin</i> (my food).</li> </ul> </div> </div>	<div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <p><b>General Outcome for Applications</b> Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.</p> </div> <p><b>A-1 to share information</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; padding: 5px;"> <p><b>SAMPLE ASSESSMENT STRATEGIES</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Focus for Assessment</b></p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>• share basic information?</li> </ul> </div> <p>➤ <b>Observation Checklist</b> Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to share basic information (see sample blackline master in Appendix E: Observation Checklist).</p> <p>➤ <b>Rubric</b> Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to share basic information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-top: 10px;"> <p>Examples of many of the assessment/evaluation tools listed here are included in Appendix E.</p> </div> </div> <div style="width: 50%; padding: 5px;"> <p><b>MATERIALS</b></p> <p>➤ List of question and answer phrases in Cree such as those found in <i>How to Say it in Cree</i> by S. Ratt.</p> <p>➤ Magazines, photographs, markers, glue, tape, poster paper.</p> </div> </div>
<div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 15%;"> <p style="text-align: center;">↑</p> <p style="text-align: center;">Column 1</p> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 15%;"> <p style="text-align: center;">↑</p> <p style="text-align: center;">Column 2</p> </div> </div>	<div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 15%;"> <p style="text-align: center;">↑</p> <p style="text-align: center;">Column 3</p> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 15%;"> <p style="text-align: center;">↑</p> <p style="text-align: center;">Column 4</p> </div> </div>

## Grade Level Samples for Grade 4

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Strategies .....	194

### General Outcomes

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



★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

## Applications

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. share basic information

**A-1.1**  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Sharing Personal Information**

Introduce and review basic question and answer phrases for sharing personal information; e.g.,

- *Tânisi kistîhkâson?* (What is your name?)
- *Nîya \_\_\_\_\_ nitsihkâson.* (My name is \_\_\_\_\_.)
- *Tân'tahto kitahtopiponân?* (How old are you?)
- *\_\_\_\_\_ nitahtopiponân.* (I am \_\_\_\_\_ years old.)
- *Tântê ohci kiya?* (Where are you from?)
- *Nîya \_\_\_\_\_ ohci.* (I am from \_\_\_\_\_.)

Divide the students into pairs and have them take turns asking and answering questions. After a few rounds, allow the students to exchange partners and repeat the question–answer dialogue.

► **My Favourite Things Collage**

Ask the students to design personal collages using pictures of themselves, their families, extended families, friends, favourite activities, foods, books, likes and dislikes. Each picture is labelled in Cree. The collages are then presented orally. Provide the students with model sentences to assist them in their presentations.

Suggested vocabulary words to use include:

- *nimâmâ* (my mom)
- *nipâpâ* (my dad)
- *nistês* (my older brother)
- *nimis* (my older sister)
- *niminôsim* (my cat)
- *nicêmis* (my puppy)
- *nimîcowin* (my food).



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share basic information?

➤ **Observation Checklist**

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

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to share basic information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- List of question and answer phrases in Cree such as those found in *How to Say it in Cree* by S. Ratt.

- Magazines, photographs, markers, glue, tape, poster paper.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. identify familiar people, places and things

A-1.1  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Role Models**

Show the students photographs of local familiar people, places and things; e.g., Aboriginal role models, Elders, teachers, tribal council members, powwows. Show each photo to the class and have the students repeat statements about the photographs; e.g.,

- Jane *awa êyisîhkâsot*. (Her name is Jane.)
- Nathaniel *awa êyisîhkâsot*. (His name is Nathaniel.)

Divide the students into two groups. Hold up one picture and allow the students to come to a group consensus as to the identity of the person, place or thing in the photo. Choose one student to respond for the group.

► **Community Map**

Ask the students to work as a class to create a map of the community that shows landmarks such as local stores, gas stations, schools, community centres and businesses. As they work together, introduce vocabulary associated with the community. Display the map at the front of the class. Point to different parts of the map and have the students describe each area; e.g.,

- *Atâwêwikamik ôma*. (This is a store.)
- *Ôta Jane wîkiw*. (This is where Jane lives.)

► **Traditional Items**

Invite the students to view and touch various traditional *nehîyaw kîkwaya* (Cree crafts) such as *mistikwaskihk* (drums), *pahkêkinwêskisina* (moccasins) and *mîk'sihkahcikêwin* (beadwork). As you show each craft, have the students repeat its Cree name. Hold up each craft and ask the students,

- *Kîkwây ôma/awa?* (What is this?)

Have the students respond by saying the Cree name of each craft.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify familiar people, places and things?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify familiar people, places and things (see sample blackline master in Appendix E: Observation Checklist).

➤ **Informal Observation**

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

➤ **Informal Observation**

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

**MATERIALS**

- Photographs of various familiar people, places and things.

- Map of community, photographs of community (optional).

- Various traditional Cree crafts such as drums, moccasins and beadwork.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. express simple preferences

A-2.1  
share ideas, thoughts, preferences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Like It or Not**

Use photographs or pictures to illustrate vocabulary from a lexical field; e.g., food, sports, colours. The photographs or pictures should include a statement of like or dislike and the word written in Cree; e.g.,

- *Nimîwêyihten ôma* \_\_\_\_\_. (I like this \_\_\_\_\_.) [thing]
- *Nimîyiwêmâw awa* \_\_\_\_\_. (I like this \_\_\_\_\_.) [person]
- *Namôya nimîyiwêhtên* \_\_\_\_\_. (I do not like \_\_\_\_\_.) [thing]

Ask the students to say whether or not they like the item as you hold up the photo or picture. Students may refer to vocabulary posted in the classroom. Have them continue the activity in pairs or small groups.

► **Food Adjectives**

Introduce various adjectives used to describe food; e.g., salty, tough, sweet, crunchy, chewy, delicious, sour. Bring in a variety of cultural foods; e.g., fish, berries, bannock, dried meats. Allow the students to sample a taste of each cultural food as they think of an adjective to describe it. Arrange the students into pairs and have them take turns sharing what they thought about each food item.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express simple preferences?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to express simple preferences, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to express simple preferences.

**MATERIALS**

- Photographs or pictures of various vocabulary words.

- Various cultural food items.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**A-2.1**  
share ideas, thoughts, preferences

- b. express a personal response

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **I Like ...**

Ask the students to draw themselves doing something they enjoy or with people they like. Have the students use phrases such as *nimiywiyihtên* (I like) and *êkwa nimiywimâw* (I love) to express personal responses to the drawings; e.g.,

- *Nimiywiyihtên* \_\_\_\_\_. (I like \_\_\_\_\_.) [inanimate]
- *Nimiywimâw*. (I like her/him.) [animate]

► **Responding to Music**

Play a selection of music by Cree artists. Ask the students to respond to each selection, orally or in writing, using previously studied words and phrases.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express a personal response?

➤ **Observation Checklist**

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

➤ **Informal Observation**

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

**MATERIALS**

- None required.

- Music selections such as “*Kîspin Kimîywêyihtên*” by Brian McDonald and “*Nipâpâ/Nôhtâwîy nisâkihâw*” by Jerry Saddleback.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. respond to, and express, basic emotions and feelings

A-2.2  
share emotions, feelings

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Emotions Charades**

Through photographs or by demonstration, review vocabulary associated with feelings; e.g.,

- *mîyowâta* (happy)
- *nêstosi* (tired)
- *sêhkisi* (scared)
- *mîyomahciho* (feeling good).

Divide the students into small groups and have them take turns being the “actor.” The actor chooses a slip of paper and acts out the emotion written on the paper as the rest of the group members guess what emotion he or she is expressing.

► **Feelings Dialogue**

Introduce the students to the question, *Tân’si kitamahcihon?* (How are you feeling?) and various responses; e.g.,

- *Nimîyowâtên.* (I am happy.)
- *Nisêhkisin.* (I am scared.)
- *Nimîyomahcihon.* (I feel good.)

Prepare cards with faces expressing the feelings that have been introduced. Have the students exchange cards, ask each other how they are and respond according to the feeling indicated on the card they are holding.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to, and express, basic emotions and feelings?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to respond to, and express, basic emotions and feelings, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

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

**MATERIALS**

- Flash cards of people showing emotions, slips of paper with different emotions written on them.

- Pictures of people expressing different feelings.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. indicate basic needs and wants

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Needs and Wants**

Introduce the students to the concepts of “need” and “want.” Brainstorm lists of needs and wants; e.g.,

Wants	Needs
to play a game	to go to the washroom
a different coloured pencil	to sharpen a broken pencil
a can of pop	to get a drink

Based on their brainstormed ideas, introduce the students to questions and requests in Cree related to their wants and needs in the classroom; e.g.,

- *Nikakîwayâwân cî wayawêwikamikhk?* (Can I go to the bathroom?)
- *Nikakîminihkwân cî?* (Can I get a drink?)
- *Ninohtêwayawân.* (I want to go to the bathroom.)
- *Ninohteyâpâkwân.* (I am thirsty.)
- *Miyin \_\_\_\_\_.* (Give me \_\_\_\_\_.) [e.g., *nipiy* (water)]
- *Pêtamawin \_\_\_\_\_.* (Bring me \_\_\_\_\_.)
- *Pêyitsinamâwin.* (Pass it to me.)
- *Ninitaweyîhtên \_\_\_\_\_.* (I want/need \_\_\_\_\_.)
- *Ay ay.* (Thank you.)

Have the students repeat the phrases and post them for future reference. Encourage the students to use the phrases to make the requests based on their needs and wants.

► **Needs and Wants Posters**

Invite the students to work in groups to create posters listing basic needs-and-wants questions required to function efficiently in the classroom; e.g., *Miyin \_\_\_\_\_.* (Give me \_\_\_\_\_.), *Pêtamawin \_\_\_\_\_.* (Bring me \_\_\_\_\_.) Display these posters for future reference.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- indicate basic needs and wants?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to indicate basic needs and wants (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Observation Checklist**

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

**MATERIALS**

- Poster paper, markers.

- Poster paper, markers.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. ask for permission

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Permission Circle**

Review various vocabulary words and phrases related to asking for permission; e.g., Can I please sharpen my pencil? Can I please go to the office? Can I please open a window?

Ask the students to sit in a circle and have one student start by asking the person next to him or her for permission to do something. That person responds, then asks the next person for permission and so on until each student has had a turn.

► **Asking Permission**

Teach the classroom rules and routines related to asking for permission; e.g., anything for which the student must leave the classroom, for example:

- *Nikakîwayawân cî wayawêwikamihk?* (Can I go to the bathroom?)
- *Nikakîminihkwân cî?* (Can I get a drink?)

Ask the students to divide into pairs and practise asking for permission. Phrases to use include:

- *Nikakî \_\_\_\_\_?* (Can/may/might I \_\_\_\_\_?)
- *Kakî \_\_\_\_\_?* (Can/might/could/would you \_\_\_\_\_?)

**Extension**

Have the students make and use puppets to practise asking for permission.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- ask for permission?

➤ **Observation Checklist**

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to ask for permission (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- None required.

- Puppets (optional).

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. respond to offers, invitations and instructions (*continued*)

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Invitations**

Ask the students to make community or school invitations using a template and give the invitations to two or three friends. The receivers respond with *ehâ, ay ay* or *namôya, ay ay*. Encourage the students to be aware of intonation and body language.

► **Responding to Invitations**

Review a sample invitation to a community or school event. Have the students write a response to the invitation in a letter or an e-mail in Cree. Phrases to use include:

Declining

- *kinanâskomitinân* (we thank you)
- *mâka wiyakâc* (but)
- *namôya nikakî tohtânân* (we cannot go)

Accepting

- *nikakî tohtânân* (we can go)
- *ay ay* (thank you)
- *ehâ* (yes)

► **Offering**

Model offering items using inflection; e.g., *Pikîs?* (Gum?). Students respond with *êhâ/îhî* (yes) or *namôya* (no). Divide the students into pairs and have them practise offering things to each other; e.g.,

- Student 1: *Pikîs?* (Gum?)
- Student 2: *Namôya.* (No.)
- Student 1: *Maskihkîs?* (Candy?)
- Student 2: *Îhî!/Êhâ!* (Yes!)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to offers, invitations and instructions?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to respond to offers, invitations and instructions, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to respond to offers, invitations and instructions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Observation Checklist**

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

**MATERIALS**

- Sample invitations template.

- Sample formal invitation in Cree.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. respond to offers, invitations and instructions

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Follow Me**

Teach the students how to follow your actions in a game of *ay'sinawin* (mimic/follow me). Provide basic instructions and demonstrate the corresponding actions, then point to the students, who say the instructions and do the actions. Instructions to use include:

- *Âstam ôta.* (Come here.)
- *Mîyin anima masinahikan(a).* (Give me that book.)

<b>Imperatives</b>	
Singular	Plural
<i>Api.</i> (Sit.)	<i>Apik.</i> (Sit.)
<i>Pasikô.</i> (Stand up.)	<i>Pasikok.</i> (Stand up.)
<i>Nitohta.</i> (Listen.)	<i>Nitohtamok.</i> (Listen.)

**Extension**

Divide the students into small groups and have them do the actions described by group leaders.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to offers, invitations and instructions?

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to respond to offers, invitations and instructions. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. ask or offer to do something

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Classroom Responsibility**

Collaboratively list classroom tasks students can perform. Post labelled pictures of daily classroom tasks around the classroom. Encourage the students to refer to these posters throughout the year. Introduce the vocabulary for each phrase; e.g.,

- *Ni kakî sâpopatân cî wâpakwaniya?* (May I water the plants?)
- *Ni kakî kwayask astân cî masinahikana?* (May I tidy the books?)
- *Sâpopatâ wâpakwaniya ekwa kwayask astâ masinahikana.* (Water the plants and tidy the books.)

➤ **Sign Up!**

Invite the students to sign up for a particular task for a week; e.g., watering the plants. Model a sentence pattern and the vocabulary for the various classroom tasks. Prepare and post the sentence pattern and new vocabulary for the classroom tasks. Ask the students to practise, in pairs, the pattern and new vocabulary for classroom tasks. Encourage the students to use these sentence patterns throughout the year.

➤ **My Responsibilities**

Guide the students in a discussion of the different responsibilities they have at home, in school and in the community. Introduce new vocabulary as necessary.

Ask the students to create, on paper or on the computer, mini comics that show them asking to help around the house, school and community, using phrases such as:

- *Niwêpayhikân.* (I sweep the floor.)
- *Nikanâcihcikân.* (I clean the house.)
- *Nikâsiyâkanân.* (I wash the dishes.)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- ask or offer to do something?

➤ **Observation Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to ask or offer to do something.

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to ask or offer to do something (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Labelled pictures of various tasks.

- Labelled pictures of various tasks.

- Coloured pencils, computer with drawing software (optional), model sentences, patterns for posting.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. engage in turn taking

A-3.3  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Sharing Circle**

Teach and model vocabulary for turn taking; e.g.,

- *Kiya êkwa.* (It's your turn.)
- *Niya êkwa.* (It's my turn.)
- *Ay ay.* (Thank you.)

Demonstrate when to use turn-taking vocabulary. Have the students sit in a sharing circle. Ask the students to use stuffed toys or puppets to practise vocabulary. Record the new vocabulary and post it.

► **Class Picture**

Pick a general subject, such as my community or our field trip, and have the students take turns drawing a picture related to the topic.

Have each student add to the picture, then pass the drawing to another student, using appropriate turn-taking vocabulary; e.g.,

- *Kiya êkwa.* (It's your turn.)
- *Niya êkwa.* (It's my turn.)
- *Ay ay.* (Thank you.)

► **Playing Games**

Invite the students play board games of their choice while using Cree verbs to manage taking turns; e.g., one student says, *Kiya êkwa*, then the next student says, *Niya êkwa* and so on.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- engage in turn taking?

➤ **Learning Log**

Students reflect on their learning and how well they were able to engage in turn taking.

➤ **Anecdotal Notes**

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to engage in turn taking (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Puppets or stuffed toys.

- None required.

- Board games.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**A-3.3**  
manage group actions

- b. encourage other group members to act appropriately

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Puppet Shows**

Using puppets, demonstrate a scene in which one puppet does not follow classroom rules; e.g., the puppet interrupts the teacher while he or she is giving instructions. Ask the students to use puppets to demonstrate how to correct the situation; e.g., encourage the puppet to be quiet while the teacher is talking, encourage the puppet to wait its turn.

Divide the students into groups and have them use puppets to act out similar scenarios, using phrases such as *Kâmwâtapi* (Sit quietly).

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- encourage other group members to act appropriately?

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment. Students use the checklist to determine if their peers are able to encourage other group members to act appropriately (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Puppets.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. exchange simple greetings and simple social expressions

A-4.1  
manage personal relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Greetings**

List greetings in the Cree language, then introduce them to the students; e.g.,

- *Tân'si?* (How are you?)
- *Namôya nân'taw, kiya mâka?* (Fine, and you?)
- *Pihtokwê.* (Come in.)
- *Tawâw.* (Welcome.)

Divide the students into pairs and ask them to take turns greeting one another using these phrases. After a few minutes, ring a bell or clap your hands and ask the students to change partners. Students exchange greetings with their new partners and then change partners again and repeat this procedure several times. Place the greetings on the word wall for student reference.

► **Mahti!**

Model different uses of the expression *mahti/mahtêsa* (excuse me or please) in various contexts. Have the students imitate the appropriate use of the expression by role-playing situations in pairs or groups.

Encourage the students to use the expression in class. Record different uses of the expression on a word wall for student reference.

► **Meeting the Parents**

Before a school event, such as meet the teacher or an open house, teach the vocabulary needed to introduce parents; e.g., *Nikâwiy nimâmâ awa.* (This is my mother.) Have the students work in pairs to practise these phrases while pretending to be their family members or other significant adults. At the event, have the students introduce their family members or other significant adults in Cree.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- exchange simple greetings and simple social expressions?

➤ **Observation Checklist**

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

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to exchange simple greetings and simple social expressions. Offer feedback, encouragement and praise as needed.

➤ **Self-assessment Checklist**

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

**MATERIALS**

- Word wall.

- None required.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships**

**SPECIFIC OUTCOMES**

*Students will be able to:*

A-4.1  
manage personal relationships

- b. exchange some basic personal information; e.g., their name, age

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Inside–Outside Circle**

Teach vocabulary associated with asking for and giving personal information. Record and post commonly used questions for exchanging personal information; e.g.,

- *Tân’si kit’siyihkâson?* (What is your name?)
- *Niwîhowin* \_\_\_\_\_. (My name is \_\_\_\_\_.)
- *Tânitahto kitatahtopiponân?* (How old are you?)
- \_\_\_\_\_ *nitahtopiponân.* (I am \_\_\_\_\_ years old.)
- *Tân’tê kiwîkin?* (Where do you live?)
- \_\_\_\_\_ *niwîkin.* (I live in \_\_\_\_\_.)

The class then assembles in an inside–outside circle (half the class creates an inside circle and faces the other half of the class, who are in the outside circle). The inside circle periodically moves in one direction, allowing the students various opportunities to exchange information.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- exchange some basic personal information?

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to exchange some basic personal information. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Word wall.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- c. acknowledge basic kinship relationships

A-4.1  
manage personal relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Family Album**

Have the students design a collage of their families (*Pêyakôshân – My Family*) using pictures or drawings of themselves and their family members to acknowledge basic kinship relationships. Have the students label the pictures in Cree and present them orally. Provide the students with vocabulary such as:



*niya* (me)

- *nôhkom* (my grandmother)
- *nimosôm* (my grandfather)
- *nikâwiy* (my mother)
- *nohtâwiy* (my father)
- *nisîmisak* (my younger siblings)
- *nistês* (my older brother)
- *nimis* (my older sister).

**Caution**

Be sensitive to each student's personal family situation when exploring kinship relationships.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- acknowledge basic kinship relationships?

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to acknowledge basic kinship relationships (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Markers, photographs, computer software (optional), scissors, glue, poster or chart paper.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. investigate the immediate environment

**A-5.1**  
discover and explore

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **The Natural World**

Teach vocabulary associated with the immediate environment; e.g., trees, sky, sun, leaves, flowers, wind, water. Record and post the vocabulary. Model how to investigate the immediate environment by asking and answering questions related to the five senses. Once the investigation has been modelled, ask the students to pair up and practise until they feel comfortable asking questions such as:

- *Kîkwây kiwâpahtênâwâw?* (What do you all see?) [inanimate]
- *Kîkwây kipêhtênâwâw?* (What do you all hear?) [inanimate]
- *Kîkwây kipasonâwâw?* (What do you all smell?) [inanimate]

Take the students on a field trip to a park in or near their community to investigate the immediate environment. During the trip, ask them to observe the sights, sounds and smells of nature. Upon their return to the classroom, have the students discuss their observations as a class. Ask the students to create collages or scrapbooks describing and illustrating their observations.

► **What Do You Feel?**

Present objects, e.g., beaded items, tools used for tanning hides, tanned hides and various animal furs, and have the students investigate them. Practise using tactile (feeling with the fingers) adjectives such as:

- *mêhyawê (siw/yâw)* (furry) [animate/inanimate]
- *yôsk (isiw/âw)* (soft) [animate/inanimate].

Allow the students to handle and pass around the objects. Blindfold a student, hand him or her an object and ask him or her to describe it and guess what the item is.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- investigate the immediate environment?

➤ **Learning Log**

Students reflect on their learning and how well they were able to investigate the immediate environment.

➤ **Anecdotal Notes**

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

**MATERIALS**

- None required.

- Various tactile objects.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. gather simple information

A-5.2  
gather and organize information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **What Animals Eat**

Introduce and teach vocabulary associated with animals; e.g.,

- *mikisiw/kihêw* (bald eagle/golden eagle)
- *wawâskîsiw* (elk)
- *wâpos* (rabbit)
- *mîscâkanis* (coyote).

Also teach the students the names of common food for animals; e.g.,

- *maskosiya* (grass)
- *mînisa* (berries)
- *mîtosak* (trees).

Have the students collect basic information about animals and what they eat from their own experiences, interviews of Elders or others in the community and simple texts. Have them work together to create a classroom display of the information.

► **What Makes Up a House?**

Divide the students into pairs and have them find images of houses—a picture from a magazine, a photograph of a house or, if available, a photograph of their own homes. Then, have them label the parts of the house in Cree. To access the vocabulary needed, encourage the students to consult a variety of reference materials; e.g., dictionaries, Internet. Before the activity begins, brainstorm a list of possible sources and note them on the board. Once the project is completed, discuss, as a class, strategies the students used to gather the information.

► **Object Inventory**

Prepare a Cree vocabulary list of objects in the classroom; e.g., chairs, desks, windows, doors, boards, pictures, people. Divide the students into pairs and have them create simple graphs to indicate how many of each item can be found in the classroom.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- gather simple information?

➤ **Informal Observation**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to gather simple information.

➤ **Observation Checklist**

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

**MATERIALS**

- Flash cards with Cree vocabulary related to animals and common foods.

- Pictures or photographs of houses, computer and printer (if available), Internet, dictionaries.

- List of various objects in the classroom.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. organize items in different ways  
(continued)

A-5.2  
gather and organize information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Know Your Colours**

Introduce and teach vocabulary related to the *pîsimoyâpi* (rainbow). Ask the students to record rainbow colours in their notebooks. Have each student record a personal significance for each colour. For example:

<b>Inanimate</b>		<b>Inanimate object</b>
<b>English</b>	<b>Cree</b>	<b>Personal Significance</b>
red	<i>mihkwâw</i>	The colour of my hat.
white	<i>wâpiskâw</i>	The colour of my chair.
yellow	<i>wâposâwâw</i>	The colour of my cup.
green	<i>askihtakwâw</i>	The colour of my house.
blue	<i>sîpihwâw</i>	The colour of my shoe.

Have the students combine the information about the colours in charts and graphs; e.g., showing students' favourite colours.

► **Nature Walk**

Plan a nature walk and have the students collect and/or identify a number of objects in Cree. Have the students work with partners to categorize their items using criteria such as [animate/inanimate]:

- *misikitiw/misâw* (big) and *apisîsiw/apisâsin* (little)
- *kâwisiw/kâwâw* (rough) and *sôsikisiw/sôskwâw* (smooth)
- *cimisiw/cimâsin* (short) and *kinosiw/kinwâw* (tall).

► **Shoe Shuffle**

Ask the students to sit in a circle, take off their shoes and place them in the middle. Invite the students to share their ideas on how to organize the shoes; e.g., *kêtasinâstêk* (by colour), *pêyakwayi* (in pairs), *misi/apisâsin* (big/small). Provide vocabulary as needed and record and post new words, phrases or expressions for future reference.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- organize items in different ways?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to organize items in different ways (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Observation Checklist**

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to organize items in different ways, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Information on the significance of the colours in the local Cree community.

- None required.

- Word wall.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**A-5.2**  
gather and organize information

- b. organize items in different ways

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **How Do These Strips Relate?**

Divide the students into groups and give them strips of paper with various theme-related vocabulary; e.g., body, clothing, food, feelings, animals, weather. Ask the students to work collaboratively to organize the vocabulary into different categories. Have each group create a poster to reflect the group’s organization criteria and share its poster with the class.

► **Reflecting Relationships—Web Building**

Provide each student with a list of vocabulary. Ask the students to develop and share webs that reflect the relationships between the various vocabulary items provided; e.g.,

- food groups and food within those groups
- human body parts—major parts and smaller parts; e.g., arm, hand, fingers, elbow.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- organize items in different ways?

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to organize items in different ways (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**➤ Self-assessment Checklist**

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

**MATERIALS**

- Paper word strips, poster paper, glue, scissors.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. experience problem-solving situations

A-5.3  
solve problems

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Problem Solving Role-play**

Introduce, review, record and post expressions such as:

- *Namôya kitayân masinahikanâhcikos.* (You do not have a pencil.)
- *Kitotâhkêpayan kikiskinohamâkosiwin.* (You are late for class.)
- *Kinitawêyihên sînihkomâkan.* (You need a tissue.)

Ask the students to work in pairs or small groups and give them problems to solve. Have them role-play the problems and solutions for the rest of the class.

► **Which One Is Not Like the Others?**

Display items of a similar nature; e.g., clothing, food, animals, on a table or an overhead. Add several items that do not belong. Ask the students to decide which items do not fit and why, and name the items.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience problem-solving situations?

➤ **Observation Checklist**

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

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to experience problem-solving situations. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- List of problems to solve.

- Items or pictures of items from a vocabulary category and several items from another category.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**A-5.4**  
explore perspectives and values

- a. listen attentively and respectfully to ideas and thoughts expressed

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Listening Respectfully**

Provide a list of previously learned thematic vocabulary to students on a pocket chart/word wall or a handout. As a warm-up activity, ask the students what they like or dislike with reference to the list. After this warm up, explain that three individual students will be asked to express their preferences from the list. Students are to listen attentively as they may be called upon to repeat likes or dislikes expressed by these three individuals.

After the first three students have expressed their opinions, ask individual students about a like or dislike that one of the three expressed; e.g., What did Tyler like? What did Cheyanne dislike?

Several rounds may be played and the vocabulary can be changed after a few rounds.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- listen attentively and respectfully to ideas and thoughts expressed?

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to listen attentively and respectfully to ideas and thoughts expressed. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Previously learned vocabulary on a pocket chart/word wall or on a handout.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>b. respond sensitively to the ideas and products of others</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-5.4 explore perspectives and values</p>	<p>➤ <b>Showing Respect</b> Discuss with the class the importance of respecting the ideas and creations of other students. During the discussion, make it clear that laughing at or ridiculing other students' ideas or creations is not acceptable behaviour. Display and frequently refer to a poster indicating, in Cree, appropriate responses; e.g.,</p> <ul style="list-style-type: none"> <li>- <i>Miy'wâsin.</i> (It's good.)</li> <li>- <i>Nimiy'wêhtên.</i> (I like it.)</li> <li>- <i>Miyohtâkwan.</i> (It sounds good.)</li> <li>- <i>Nimiyohtên.</i> (I like the sound of it.)</li> </ul> <p>➤ <b>Aboriginal Art Critique</b> Model appropriate comments and respectful questions students might use in regard to another student's work. Record and post these examples for student reference. Invite the students to create a piece of Aboriginal art based on a specific group they are studying. Have them share their artwork in groups of four. Students in the group then respond to the sharing in a respectful and sensitive manner, making positive comments and asking respectful questions.</p>

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond sensitively to the ideas and products of others?

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to respond sensitively to the ideas and products of others. Offer feedback, encouragement and praise as needed.

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to respond sensitively to the ideas and products of others (see sample backline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Poster indicating appropriate classroom behaviour.
- Pocket chart or word wall, materials needed for art project.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use the language for fun

A-6.1  
humour/fun

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **“The Wâhkohtowin Song”**  
Teach and practise singing the “Wâhkôhtowin” song by Jerry Saddleback with students.

**Extension**

Reinforce the concept of *wâhkôhtowin* using a kinship chart.

- **Duck, Duck, Goose**  
Play simple games such as *Niska, Niska, Sîsîp* (Duck, Duck, Goose). Every few rounds, have the students use new animal names.

- **Charades**

Using the rules of the charades game, act out words while letting the students guess the words in Cree; e.g.,

- *sîsâwipahta* (jog)
- *sîpwêhtê* (leave)
- *mêtawê* (play)
- *nîpâ* (sleep)
- *pîmîpahtâ* (run)
- *pâhpi* (laugh)
- *atoskê* (work)
- *mâto* (cry)
- *ayamihcikê* (read).

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language for fun?

➤ **Anecdotal Notes**

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

➤ **Informal Observation**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to use the language for fun.

**MATERIALS**

- Recording of the “*Wâhkôhtowin*” song by Jerry Saddleback.

- None required.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use the language creatively; e.g., participate in activities that play on the sounds and rhythms of the language

A-6.2  
creative/aesthetic purposes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **“Kîspin Kimiy’wêyihîten”**  
Teach the words and actions to the song “Kîspin Kimiy’wêyihîten” by Brian MacDonald. Video record a class performance of the song and view it later as a class.
- **Rap It Up: Your Own Version**  
Invite the students to rap or sing Cree songs, poems and/or nursery rhymes. Once they have mastered the tune and rhythm of the song, have them, in groups of two to four, create their own versions using words related to the theme being studied. Invite them to prepare posters based on the songs, poems or nursery rhymes and present them to the class. For example:

*Êwapîksit atim, (A white dog.)*  
*Êwapîksit atim. (A white dog.)*  
*Kîkwây kiwâpamâw? (What do you see?)*  
*Niwâpamâw êwapîksit atim (I see a white dog)*  
*Êkaniwâpimit. (Looking at me.)*

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language creatively?

**➤ Learning Log**

Students reflect on their learning and how well they were able to use the language creatively.

**➤ Observation Checklist**

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

**MATERIALS**

- Recording of “*Kîspin Kimiy’wêyihîên*” by Brian MacDonald, video recorder.
- Materials for creating posters.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use the language for personal enjoyment; e.g., listen to favourite songs

A-6.3  
personal enjoyment

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Puppet Show**

Invite the students to use puppets to act out a basic dialogue of their choosing; e.g.,

- *Tân'si?* (How are you?)
- *Namôya nân'taw?* (I am fine.)
- *Tân'tê ohci kîya?* (Where are you from?)
- \_\_\_\_\_ *nitsihkâson.* (My name is \_\_\_\_\_.)
- *Tân'si kit'sihkâson?* (What is your name?)
- \_\_\_\_\_ *ohci nîya.* (I'm from \_\_\_\_\_.)

► **Song and Dance**

Introduce and teach the Cree vocabulary for the song “*Niyanân Pîyêsîsak.*” Model and perform the actions for the song. Have the students repeat the actions. Divide the students into groups and have them practise the song with their groups. Then have each group perform and share its actions with the rest of the class.

**Extension**

Divide the students into groups and have them choose a favourite song or poem to perform for the rest of the class.

► **Game Time!**

Teach the students to play common board games (e.g., bingo, Snakes and Ladders, memory games) related to a theme being studied in Cree. Have them form small groups and play the games, using proper vocabulary for taking turns, rolling the dice and other game routines.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language for personal enjoyment?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use the language for personal enjoyment, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to use the language for personal enjoyment.

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use the language for personal enjoyment, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Puppets.

- Words and actions to the song “*Niyanân Pîyêsîsak.*”

- Board games, dice, game pieces.

## Language Competence

### General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

### LC-1 attend to the form of the language

#### SPECIFIC OUTCOMES

*Students will be able to:*

- a. recognize and pronounce basic sounds

**LC-1.1**  
phonology

#### SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Syllabics Song**

Have the students memorize and sing simple songs to practise the sounds from the Cree syllabic chart that highlight different phonological aspects of the Cree language. Have student volunteers point to specific sounds on a syllabic chart as the class sings.

➤ **Echo Songs**

Introduce and teach the vocabulary from echo songs, such as the “*Tân’si Tân’si*” song by Brian MacDonald. Have the students participate in the singing of these echo songs in groups or as a class. Use the model of the “*Tân’si Tân’si*” song to create songs that introduce correct pronunciation of common words and phrases to the class.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and pronounce basic sounds?

➤ **Informal Observation**

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

➤ **Informal Observation**

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

**MATERIALS**

- Cree syllabic chart.

- Recording of “*Tân’si Tân’si*” song by Brian MacDonald.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. pronounce common words and phrases correctly

**LC-1.1**  
phonology

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Classroom Commands**

Model saying and following simple commands, such as:

- *Âstam.* (Come.)
- *Âstam ôta.* (Come here.)
- *Âstam ôta sêmâk.* (Come here right now.)
- *Âstam'tik ôta apik.* (All of you come here and sit here.)
- *Âstam'tik ôta nitohtawik.* (Come here and listen to me.)
- *Papîyahtik.* (Be careful./Go slowly./Use caution.)

Record the commands on poster or chart paper. Ask the students to repeat the phrases aloud as they follow classroom routines together. Divide the students into pairs and have them take turns giving one another commands to follow. Encourage the students to focus on pronouncing the words and phrases correctly.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- pronounce common words and phrases correctly?

**➤ Observation Checklist**

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

**MATERIALS**

- Poster or chart paper.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-1.1**  
phonology

- c. recognize intonation common to Cree

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Expressing Emotion**

Prepare a set of cards with phrases and vocabulary related to emotions expressed on each card. Have each student select an emotion card and say a standard expression in a manner that demonstrates the emotion indicated. For example: This is a ball. [happy/angry/pleading/surprised]. Post the standard expression for reference during the activity.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize intonation common to Cree?

**➤ Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize intonation common to Cree, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Set of cards with emotion-related vocabulary.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize and name some elements of the writing systems; i.e., letters of the standard Roman orthography and/or the syllabic system

LC-1.2  
orthography

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Alphabet Word Wall**  
Create a display or word wall using the Cree alphabet and sample words for each letter of the alphabet. Have the students play a simple game in which you say a word and a student points to the word in the alphabet display. Refer to the alphabet display during other spelling exercises or games.
- **Syllabics and Alphabet**  
Review the Syllabics Chart with students and compare it to the Cree alphabet. Ask the students to identify what is similar and different between the two writing systems. It may be helpful to use a graphic organizer, such as a Venn diagram, for this task.
- **Alphabet Book**  
Ask the students to create alphabet books with a picture and word beside each letter. Teach the students various chants to help them remember the letter sounds.
- **Acrostic Poem**  
Have the students create acrostic poems using vocabulary words; e.g.,
 

<p><u>SKY</u> Soaring high Keeps going endlessly Years pass and yet it stays the same.</p>	<p><u>KÔNA</u> <i>Kiya mahti</i> <i>Ôta</i> <i>Nipawi êkwa</i> <i>Acahkos kanâwâpam.</i></p>
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**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and name some elements of the writing systems?

➤ **Informal Observation**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to recognize and name some elements of the writing systems.

➤ **Informal Observation**

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

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to recognize and name some elements of the writing systems (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Alphabet word wall.

- Syllabic chart and standard Roman orthography, graphic organizer.

- Paper, scissors, magazines, glue, markers.

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
- my family
  - my daily routines
  - my body
  - seasons
  - weather
  - clothing
  - my house
  - things around me
  - any other lexical fields that meet their needs and interests

**LC-1.3**  
lexicon

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Everyday Vocabulary**

Introduce words used for familiar situations; e.g.,

Phrase	Situation
<i>ôta</i>	as response during roll call
<i>niya</i>	when introducing themselves
<i>ay ay</i>	when thanking each other or the teacher

► **Body Parts Vocabulary Game**

Introduce and post vocabulary for body parts. Invite the students to play a game in which a body part is called out and students point to the part on their own body. If a student points to an incorrect body part, he or she sits down.

► **Familiar Objects**

Review a series of familiar objects and ask the students the question *Kîkwây awa/ôma?* (What is this?) for each object as you pull it out of a bag. Ask the students to respond with \_\_\_\_\_ *awa/ôma*. (This is \_\_\_\_\_.)

► **Ready for Recess?**

Before recess, have the students partner up. Model the following sentence patterns and post them if necessary. Have one partner tell the other partner in Cree:

- *Miska kiskotâkay.* (Find your coat. Put on your coat.)
- *Miskaw kitastisak.* (Find your gloves. Put on your gloves.)
- *Miska kitastotin.* (Find your hat. Put on your hat.)
- *Miska kimaskisina.* (Find your boots. Put on your boots.)

Have the other partner repeat the instructions until both are ready for recess.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Informal Observation**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields.

➤ **Informal Observation**

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

➤ **Anecdotal Notes**

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

**MATERIALS**

- None required.

- Chart paper, markers.

- Various familiar classroom objects.

- Students' outdoor clothing.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use, in modelled situations<sup>★</sup>, the following grammatical elements:
- demonstrative pronouns *awa, ôma, anima, ôki, aniki, ôhi, anihi*  
singular, plural  
animate:  
*awa* / this one – *ôki* / these;  
*ôma* / this one – *ôhi* / these;  
*ana* / that one – *aniki* / those ones  
inanimate:  
*anima* / that one – *anihi* / those;  
*nema* / that one – *nehi* / those;  
*nâha* / that one – *neki* / those
  - nouns – animate (NA):  
*ni* \_\_\_\_ (*im*);  
*ki* \_\_\_\_ (*im*);  
*o* \_\_\_\_ (*im*)*a*;  
*ni* \_\_\_\_ (*im*)*inân*;  
*ki* \_\_\_\_ (*im*)*inaw*;  
*ki* \_\_\_\_ (*im*)*iwâw*;  
*o* \_\_\_\_ (*im*)*iwâwa*;  
*o* \_\_\_\_ (*im*)*iyiwa*

(continued)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **All about Me Booklets or Digital Slide Show Presentations**

Have the students prepare small booklets or digital slide show presentations in which they create or import pictures or photographs to share information about themselves. Have the students use posted word lists, brainstormed by the students or created by the teacher, and follow the pattern:

- *Nimiwitên oma* \_\_\_\_\_. (I like \_\_\_\_\_.) [singular]
- *Nimiwitên ohih* \_\_\_\_\_. (I like \_\_\_\_\_.) [plural]

Divide the students into small groups and have them share their projects. Have the students take turns asking their classmates questions using the following pattern:

- *Kimiywitên* \_\_\_\_\_? (Do you like \_\_\_\_\_?) [singular]

**Extension**

The students can take turns asking each other questions using the following pattern:

- *Kikawacin ci* \_\_\_\_\_? (Are you cold?) [singular]
- *Nikawacin*. (I am cold.)
- *Kinohtêkwasin ci?* (Are you sleepy?)
- *Ninohtêkwasinan*. (We are sleepy.)

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Booklet materials—binding materials, paper, scissors, glue stick, photographs, pictures from magazines, computer with digital presentation software.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use, in modelled situations\*, the following grammatical elements:
- nouns – inanimate (NI):  
*ni* \_\_\_\_ ;  
*ki* \_\_\_\_ ;  
*o* \_\_\_\_ ;  
*ni* \_\_\_\_ *inân*;  
*ki* \_\_\_\_ *inaw*;  
*ki* \_\_\_\_ *iwâw*;  
*o* \_\_\_\_ *iwâw*;  
*o* \_\_\_\_ *iyiw*
  - commands or requests (imperatives VTA) using action verbs:  
 2S→1S *nitohtawin* / **you**→ **me**  
 2P→1S *nitohtawik* / **you**→ **me**
  - personal pronouns singular:  
 1S *nîya* / I, me  
 2S *kîya* / you  
 3S *wîya* / he/she  
 plural:  
 1P *nîyanân*  
 (exclusive) / we/us  
 2I *kîyânaw*  
 (inclusive) / we/us  
 2P *kîyawâw* / you (plural)  
 3P *wîyawâw* / they/them

(continued)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Questioner–Responder–Recorder (Advanced Activity)**

Have the students form groups of three. One student becomes the Questioner, one the Responder and one the Recorder. Provide contexts involving learned vocabulary and focusing on different grammatical elements; e.g., school bag, locker, favourite activity.

Model the activity with two students; e.g.:

- Questioner: *Kikwiy astêw kimaskimotihk?* (What is in your school bag?)
- Responder: *Nimasinahikanahtikos, nimasinahikana êkwa nitastotin.* (My pencil, my book and my cap.)
- Recorder (records all the items mentioned): *Morgan pêtaw masinahikanahtikos, masinahikana êkwa tastotin.* (Morgan brought a pencil, a book and a cap.)

The questioner can also ask if the responder has other items in his or her bag and the responder replies with *êha* or *namoya* (yes or no). If the reply is no, the responder names an item that he or she does have in the bag.

Have references readily available so students can look up any vocabulary they might not have previously learned. Instruct students to change roles so that everyone has an opportunity to be the questioner, the responder and the recorder.

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**➤ Anecdotal Notes**

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

**MATERIALS**

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use, in modelled situations\*, the following grammatical elements:
- colour descriptors for singular animate (VAI) nouns (*wâpiskisiw / ewâpiskisit minôs*) and inanimate (VII) nouns (*wâpiskâw / ewâpiskâk tehtapiwin*)
  - noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S):  
*niminôsim / nitehtapiwin* (1S)  
*kiminôsim / kitehtapiwin* (2S)  
*ominôsim / otehtapiwin* (3S)
  - inclusive personal pronouns  
singular:  
1S *nîsta* / me too  
2S *kîsta* / you too  
3S *wîsta* / he/she too  
plural:  
1P *nîstanân* / us/we (exclusive) too  
2I *kîstanaw* / us/we (inclusive) too  
2P *kîstawâw* / you (plural) too  
3P *wîstawâw* / they too

(continued)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Verb Dialogue**

Organize the students into small groups and have them prepare a short dialogue using the present tense of the following verbs: *mêtso* (to eat), *pikskwê* (to speak), *kanawapahta* (to look at), *nantohta* (to listen), *maskinahikê* (to write) and *a-yaw* (to have).

► **Word Categories**

Instruct students to draw three perpendicular lines on a blank sheet of paper. At the top of each row, ask them to write the following headings: immediate family, extended family, action words. Write a list of words on the board containing terms from the three categories and ask students to copy the words under the appropriate headings.

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



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- List of verbs.

- List of words from the three categories.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use, in modelled situations<sup>★</sup>, the following grammatical elements:
- simple sentences using **I** (1S), **you** (2S), **he/she** (3S) subjects and action words (VAI) in declarative statement form (*nitapin, kitapin, apiw*) and progressive action form (*ehapiyân, ehapiyan, ehapit*)
  - changing an action word to a noun by adding the suffix “win” to the verb: *mîcisôwin; nîmihitôwin; nikamôwin*
  - possessive nouns; e.g., body parts, kinship terms
  - simple questions using interrogating: *tân'spî / tân'we* – missing; *tânte, awîna, kîkwây, tânehki, tânsîyisi*  
Must be labelled:  
NA – animate,  
NI – inanimate
  - question marker *cî*, using responses: *ehâ* (yes) (Plains)  
*îhî* (yes) (Northern)  
*namôya* (no)

LC-1.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES****► Charades**

Arrange the students into two teams. Give each team a set of blank flash cards and have them write on each card a word that ends in *-win*; e.g., *micisowin* (a meal), *pimohtêwin* (a walk), *nikamowin* (a song). Then, ask one team member to pick a flash card and perform the specified action while the rest of the team guesses what action is being performed. If the team guesses the action within a specified time limit, the next member of the same team picks a new card and performs the action. If the team fails to guess, the other team gets a turn.

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Blank flash cards.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. understand simple spoken sentences in guided situations

**LC-2.1**  
listening

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Total Physical Response**

Give the students simple oral instructions to follow; e.g.,

- *âstam* (come)
- *apî* (sit)
- *nîpawî* (stand)
- *pimohtê* (walk).

► **Which Object?**

Post several pictures of objects, numbering each picture. Describe each object without indicating the object being described. Ask the students to guess which object is being described by providing the number on the picture of that object. Objects to use in this activity could include:

- *wâsênamâwina* (windows)
- *iskwâhtêm* (door)
- *mîcisowinâhtikwa* (tables)
- *têhtapiwina* (chairs)
- *wâskotênikana* (lights).

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand simple spoken sentences in guided situations?

➤ **Informal Observation**

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

➤ **Informal Observation**

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

**MATERIALS**

- None required.

- Numbered pictures of different objects posted around the classroom.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. produce simple words and phrases, orally, in guided situations

**LC-2.2**  
speaking

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Common Classroom Phrases**

Teach the vocabulary for basic classroom survival phrases. Have the students practise using these common classroom phrases in pairs. Phrases might include:

<b>Situation</b>	<b>Phrase</b>
The student needs to go to the washroom.	<i>Nikakîwayawân cî?</i> (Can I go out?)
The student is thirsty.	<i>Ni nohtê âpâkwân.</i> (I am thirsty.)
The student does not understand.	<i>Namôya nisitohtên.</i> (I don't understand.)

Encourage the students to use these phrases as the appropriate situations arise.

► **Vocabulary Review and Skits**

Review simple common expressions; e.g.,

- *Êhâ/Namoya.* (Yes/No.)
- *Tân'si.* (Hello.)
- *Mahti/Mahtêsa.* (Please)
- *Ay ay, kinanâskomitin.* (Yes, thank you.)
- *Iskwêsis niya.* (I am a girl.)
- *Nâpêsis niya.* (I am a boy.)
- \_\_\_\_\_ *nit'sîh kâson.* (My name is \_\_\_\_\_.)

Have the students use these expressions to create short skits based on familiar situations; e.g., two people meeting for the first time, a child helping in the kitchen.

► **Thematic Collages**

Ask the students to cut out pictures from magazines and prepare collages related to the current theme. Divide the students into small groups and have them take turns describing one of the pictures in the collage. The other group members try to guess which picture is being described.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce simple words and phrases, orally, in guided situations?

➤ **Observation Checklist**

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to produce simple words and phrases, orally, in guided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to produce simple words and phrases, orally, in guided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- None required.

- Magazines, scissors, glue, poster paper, markers.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. engage in simple interactions, using short, isolated phrases

LC-2.3  
interactive fluency

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Red and Blue Cards**

Hand out blue cards to half the students and red cards to the other half. Ask the students with blue cards to find students with red cards and say, *Tân'si?* (Hello, how are you?) The students with the red cards respond by saying, *Monan'taw./Namôya nân'taw.* (I am fine.) After several exchanges, have students switch roles.

➤ **Classroom Guests**

Invite another Cree class to your classroom and have the students engage in simple interactions by asking questions such as, *Tân'si kit'sihkâson?* (What is your name?)

➤ **Field Trip**

Organize a field trip. Prepare and introduce simple questions and phrases; e.g.,

- *Kîkwây kiwâpahtên?* (What do you see?)
- *Niwâpahtên \_\_\_\_\_.* (I see a \_\_\_\_\_.)
- *Kîkwây ewako?* (What is that?)
- *Ôma \_\_\_\_\_.* (That is a \_\_\_\_\_.)

During the field trip, ask the students questions about what they see. Encourage the students to ask simple questions of one another.

➤ **Simple Cree Skits**

Divide the students into groups of two. Allow 15 to 20 minutes for them to prepare a skit in which they use various expressions, such as those used in the above activities. Have each group act out its skit for the class. Sample scenarios to use include a short telephone call, running into a friend on the street or buying a small item at the store.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to engage in simple interactions, using short, isolated phrases, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to engage in simple interactions, using short, isolated phrases.

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to engage in simple interactions, using short, isolated phrases. Offer feedback, encouragement and praise as needed.

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to engage in simple interactions, using short, isolated phrases (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- Red and blue cards.

- Cree-speaking class guests.

- None required.

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. understand simple written sentences in guided situations

LC-3.1  
reading

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Sentence Strip Stories**

Write a simple sequence of events to form a basic storyline. Record each event on a separate sentence strip. Ask the students to read the sentence strips and put them in the correct order, then post them on the wall.

➤ **Play “I Spy” – *Niwâpahtên ôma* [inanimate]**

Teach the students vocabulary associated with colours. Ask them the question, *Kîkwây mihkonâkwan?* (What looks red?). Each of the students is to point at something inanimate; e.g., chair. Select items to use, e.g., *wâskahikan* (house), *têhtapiwin* (chair), *mohkoman* (knife), and ask, *Tânisi tasinâstêw ôma?* (What colour is this?).

Have the students read back simple written sentences generated during the game; e.g.,

- *Mihkonâkwan wâskahikan.* (The house is red.)
- *Mihkonâkwan têhtapiwin.* (The chair is red.)
- *Mihkonâkwan mohkomân.* (The knife is red.)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand simple written sentences in guided situations?

➤ **Self-assessment Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to understand simple written sentences in guided situations.

**MATERIALS**

- Paper sentence strips.

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. produce simple written words and phrases in guided situations

**LC-3.2**  
writing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Matching and Writing**

Provide a list of simple Cree sentences and ask the students to match them with corresponding English sentences; e.g.,

- *Nimâmâ awa.* [NPC] *Nikâwiy awa.* [SPC] (This is my mother.)
- *Nikâhcêyîhten Nêhiyaw niya.* (I am proud I'm Cree.)
- *Iskwêsis niya.* (I am a girl.)
- *Nâpêsis niya.* (I am a boy.)

Have the students write simple introductions of themselves in Cree using the provided sentences as a model.

➤ **Simple Story**

Have the students use simple words and phrases to write a short narrative as a group. Before they begin, prepare a model narrative to support student learning and post it on the wall.

➤ **Question and Guess**

Have each student write a noun (e.g., name of a fruit) on a piece of paper and tape it to the back of a classmate. Have each student prepare questions designed to determine what noun has been posted on his or her back; e.g., *Niya cî wâkâs?* (Am I a banana?). Invite the students to then ask each other questions to see if they can guess the nouns they have posted on their backs.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce simple written words and phrases in guided situations?

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to produce simple written words and phrases in guided situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Informal Observation**

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

**MATERIALS**

- List of sentences to match.

- Story model posted on wall.

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

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

**LC-3.3**  
viewing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Art Walk**

Arrange a field trip to an art gallery or view an art gallery on a Web site. Have the students quietly observe the art displays and then have them answer questions based on the experience. For example:

- *Kimiywâpisiinin cî?* (Do you like what you see?)
- *Kîkwây mâmawaci kimiywêhtên?* (What do you like best?)
- *Tânihki?* (Why?)

➤ **Nonverbal Communication**

Sitting in a circle, have each student draw a dwelling of any type on a piece of paper. Allow them five minutes to complete this task. After the students have completed their drawings, divide them into pairs and have each pair draw the same dwelling at the same time without talking to their partners as they draw.

After the activity, gather the students into a sharing circle. Ask questions such as:

- *Tân'sîsi kisiwêhtamâtonâwâw kîkwaya?* (How did you communicate with your partner?)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to derive meaning from visuals and other forms of nonverbal communication in guided situations.

➤ **Learning Log**

Students reflect on their learning and how well they were able to derive meaning from visuals and other forms of nonverbal communication in guided situations.

**MATERIALS**

➤ None required.

➤ None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

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

LC-3.4  
representing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Charades**  
Write simple messages on paper strips; e.g., *Namoya nikiskatên.* (I don't know.), *Tawaw.* (Welcome.), *Mahti apis.* (Please sit down.), *Êha/Namoya* (Yes/No). Divide the students into pairs and have one student choose a paper strip from a bag. The student must then relay the written message to his or her partner using only nonverbal communication.
- **Picture Game**  
Make paper strips with simple Cree words or phrases. Hand out one paper strip to each student. Divide the class into two teams. Have one player from each team take a turn drawing a picture of the word/phrase on his or her paper strip. The drawer's team attempts to guess the Cree word or phrase. When the word or phrase is guessed correctly, write it on the board.
- **Storyboard**  
Once the students have learned the relevant vocabulary and grammatical structures, show a short video. After viewing the video, ask the students to pair up and complete a storyboard for the video with illustrations depicting what they saw.
- **Collages**  
Have the students cut out pictures from magazines and prepare collages related to the lexical fields studied. Invite the students to present their collages in small groups and describe how they used the visuals to create meaning.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Learning Log**

Students reflect on their learning and how well they were able to use visuals and other forms of nonverbal communication to express meaning in guided situations.

➤ **Informal Observation**

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Sentence strips, bag.

- Individual whiteboards and markers, sentence or word strips, bags.

- Short video, viewing station.

- Magazines, newspapers, scissors, glue, paper.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. speak at a volume appropriate to classroom situations

LC-4.1  
register

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Loud or Quiet?**

Discuss with the students the use of loud voices and quiet voices and come up with examples of situations at school, at home or in the community when they might use a loud voice or a quiet voice.

➤ **Adjusting the Volume**

Provide the students with statements related to asking someone to adjust their volume; e.g.,

- *Sôhki pîkiskwê.* (Speak strongly.)
- *Pêyahtik pîkiskwê.* (Speak softly.)
- *Kisîwê pîkiskwê.* (Speak louder.)

Have the students participate in activities in which they have to adjust the volume of their voices to match various classroom situations; e.g., reading a story in pairs, performing a skit. Remind the students to use the phrases they have been taught.

➤ **Practising Presentation Volume**

Before the students present for the class, have them review appropriate speaking volume; e.g., loud enough so that everyone can hear, but not too loud. Have the students practise speaking at an appropriate volume when presenting to the class. Consider video or audio recording their presentations and then reviewing them with the students.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- speak at a volume appropriate to classroom situations?

➤ **Learning Log**

Students reflect on their learning and how well they were able to speak at a volume appropriate to classroom situations.

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to speak at a volume appropriate to classroom situations. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to speak at a volume appropriate to classroom situations (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- None required.

- None required.

- Video or audio recorder.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. respond to tone of voice

**LC-4.1**  
register

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Video**

Invite the students to watch a dramatic movie or television show. As the actors demonstrate variations in tone and volume, e.g., argumentative speech, angry voices, excited voices, stop the recording and have the class discuss how the actor is speaking and why.

➤ **Respecting Others**

Discuss how loud or angry voices can be intrusive to others; e.g., Elders do not project their voices because it interferes with other people's space and loud voices are used for dangerous situations or to signal an alarm.

Have the students brainstorm instances in which a loud voice would be intrusive and might cause a negative reaction from others.

➤ **High, Low and Medium**

Demonstrate speaking in a high voice while standing on tiptoes, in a low (serious, angry) voice while squatting and in a normal voice while standing on flat feet. Ask the students to imitate you. After a few tries, speed up or slow down the change in your tone of voice.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to tone of voice?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to respond to tone of voice. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

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

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to respond to tone of voice. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Video of a dramatic movie or television show (preferably in Cree).

- None required.

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. imitate age-appropriate expressions

**LC-4.2**  
expressions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Idiomatic Expressions**

Have the students brainstorm idiomatic expressions (i.e., sayings or phrases that are used regionally and may not have meaning to outsiders) used in their families, school or community. Practise these idioms with the students and list them on the board. Present simple scenarios orally in Cree. After hearing the scenarios, have the students respond orally, in Cree, with appropriate idiomatic expressions. Students collaborate to create posters that show the phrase, its actual meaning and an illustration. Create idiom dictionaries that explain the meanings of each idiom.

➤ **Differences of Expression**

Introduce and model expressions used by various communities; e.g., *Wahwâ* or *Mâ* (expression of surprise or wonder). Ask the students to repeat as you say these regional expressions in Cree.

➤ **Idiom Skits**

Review a list of idiomatic expressions and have the students provide an example of when each one might be used. Ask the students to then create short skits based on the idioms and present their skits to the rest of the class.

➤ **Idiom Search**

Collect a variety of children’s magazines in Cree. Ask the students to look through them to see if they can find idiomatic expressions. Have them copy the idiomatic expressions from magazines into their personal dictionaries.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate age-appropriate expressions?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to imitate age-appropriate expressions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to imitate age-appropriate expressions. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to imitate age-appropriate expressions.

**MATERIALS**

- Poster materials.

- Various idiomatic expressions in Cree from different regions.

- Various idiomatic expressions in Cree, various props.

- Cree children's magazines.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. experience a variety of voices

**LC-4.3**  
variations in language

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Variations in Cree Accents**

Ask the students to listen to audio recordings and/or watch videos of speakers of Cree who come from different communities in Alberta. Afterward, discuss as a class the differences and similarities between the different accents; e.g., between Woodland Cree and Plains Cree. As a class, complete a Venn diagram to show the differences and similarities between the different speakers.

► **Voices from the Community**

Invite Elders from other communities to speak to the students in Cree. Ask the guests to speak about their community events. Have the students prepare questions for the speakers.

Ask the students to then present a picture essay with some writing about the communities of the guest speakers. Such experiences serve to expand student knowledge and appreciation of variations in Aboriginal languages and cultures.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience a variety of voices?

➤ **Informal Observation**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to experience a variety of voices.

**MATERIALS**

- Audio recordings of Woodland Cree and Plains Cree speakers, Venn diagrams.

- Elders.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. imitate simple routine social interactions and expressions (*continued*)

LC-4.4  
social conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Etiquette**

Introduce and identify the concept of cultural etiquette; e.g., during a powwow you do not walk in front of a drum. Divide students into pairs and have them research Cree etiquette followed today in their community. Consider having the students use a KWL chart as shown below to help them organize their thoughts.

What I <b>Know</b>	What I <b>Want to Know</b>	What I <b>Learned</b>
<i>Kîkwây nikiskiyihtên</i>	<i>Kîkwây ninohtê kiskiyihtên</i>	<i>Kîkwây nikiskinohamâkawin</i>

Encourage the students to follow this etiquette during class time and field trips.

► **Dialogues**

Prepare short, open-ended dialogues that mark the beginnings of various types of social encounters. Ask the students to act out and complete the dialogues in an appropriate manner. Social encounters may include:

- meeting each other for the first time
- their parents meeting their teacher for the first time
- meeting a new teacher for the first time
- buying an item from the store
- ordering food in a restaurant
- bumping into a stranger by mistake.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate simple routine social interactions and expressions?

➤ **Learning Log**

Students reflect on their learning and how well they were able to imitate simple routine social interactions and expressions.

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to imitate simple routine social interactions and expressions (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Reference material and resources of information on Cree etiquette.

- Prepared dialogues.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. imitate simple routine social interactions and expressions

**LC-4.4**  
social conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Social Scenarios**

Prepare picture cards of different social situations. Ask the students to act out the different scenarios with partners or in small groups using the appropriate social conventions. For example:

- You meet a new student.
- You need a book from the library.

► **Common Routine Interactions**

Have the students, in pairs, perform a coming or going routine in the coatroom or locker and video record each routine. Other similar routines can be done around the school; e.g., in the library (signing out a book, returning a book). Have the students watch their videos and discuss the interactions.

► **Classroom Phrases**

At the beginning of the school year, have the students make posters of common classroom phrases. Display the posters on classroom walls. Encourage the students to use the expressions appropriately in the Cree classroom. For example:

- *Astam ôta.* (Come here.)
- *Astam'tik ôta nitohtawik.* (Come here and listen to me.)
- *Papîyahtik.* (Sit still./Be careful./Use caution.)
- *Kâya pikiskwê.* (Don't talk.)
- *Mahti pâyitisinamawin masinahikan.* (Please pass me the book.)
- *Ka kî wîcihitan cî?* (Can I help you?)
- *Nintohtê wîcihikawin.* (I need some help.)
- *Namôya ninisitohtên.* (I don't understand.)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate simple routine social interactions and expressions?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to imitate simple routine social interactions and expressions, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rubric**

Collaboratively create an outcome-based rubric and share it with the students. Use the rubric to evaluate how well students are able to imitate simple routine social interactions and expressions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to imitate simple routine social interactions and expressions, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Picture cards.

- List of common school routines, video recording equipment, viewing station.

- List of common classroom expressions, poster materials.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-4.5**  
nonverbal communication

- a. understand the meaning of, and imitate, some common nonverbal behaviours used in Cree culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Nonverbal Communication Skits**

Model nonverbal communication; e.g., eye contact, hand signals (such as curling your index finger to beckon some one), lip pointing, shrugging shoulders. Ask the students to identify what each gesture means. Divide the students into pairs to create skits in which they converse with each other using only nonverbal communication.

► **Body Language**

After watching a presentation by a speaker (on video or in person), have the class discuss what types of body language the speaker used and how this helped his or her presentation. Ask the students to practise the body language modelled by the speaker.

Consider video recording the students' body language to review as a class.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand the meaning of, and imitate, some common nonverbal behaviours used in Cree culture?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to understand the meaning of, and imitate, some common nonverbal behaviours used in Cree culture (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

Students reflect on their learning and how well they were able to understand the meaning of, and imitate, some common nonverbal behaviours used in Cree culture.

**MATERIALS**

- Examples of nonverbal behaviours used in Cree culture, various props.

- Examples of nonverbal behaviours used in Cree culture, video recorder.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. imitate speech that uses simple link words

**LC-5.1**  
cohesion/coherence

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Linking Words**

Introduce simple linking words. Write out appropriate link words and teach sample phrases to demonstrate when students would use them; e.g.,

- *ahpô* (or)
- *êkwa mîna* (and also)
- *âhçipoko* (nevertheless)
- *êkwa* (and)
- *asci mîna* (including).

Ask the students to then write a sentence using nouns, verbs and the linking words they just learned. Have the students pair up and present their sentences to their partners. For example:

- *Eliza âyawêw nisto ahpô nêwo minôsa êkwa mîna nîso atimwa.* (Eliza has three or four cats and also two dogs.)

► **Chain Game**

Arrange the students in a circle or long, snake-like line. Begin the activity by stating something appropriate to the theme being studied; e.g., *Niwîhkistên \_\_\_\_\_*. (I like the taste of \_\_\_\_\_). The first student repeats what you say and uses a simple link word (i.e., conjunction) to continue the sentence. As each student takes his or her turn, he or she repeats what all previous students said and adds a new idea; e.g.,

- *Niwîhkistên mîcimâpoy.* (I like soup.)
- *Niwîhkistên mîcimâpoy êkwa maskihkiwâpoy.* (I like soup and tea.)



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate speech that uses simple link words?

➤ **Learning Log**

Students reflect on their learning and how well they were able to imitate speech that uses simple link words.

➤ **Anecdotal Notes**

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

**MATERIALS**

- Link word list.

- Noun and verb list, link word list.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. experience a variety of oral text forms

**LC-5.2**  
text forms

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Oral Texts**

Introduce various oral texts; e.g., speeches, legends, creation myths and stories. Have the students identify the forms of oral texts they have listened to in class. Consider using video or audio recordings of Elders telling stories or have Elders visit the class.

➤ **Story Map**

Have the students fill out graphic organizers based on oral stories presented in class. For example:

	Description
<i>mâcihtâ</i> (beginning)	
<i>âpihtaw</i> (middle)	
<i>nakî</i> (end)	
<i>âcimâkanak</i> (characters)	
<i>kîkwây kikiskêyihtên</i> (message or moral)	

➤ **Character Analysis**

Ask the students to choose their favourite characters from oral stories and legends. Brainstorm descriptive words in Cree to describe them; e.g., *kêhtayak* (old man), *oskinikês* (young man), *mocîyasiniw* (silly person), *sokamêmo ayisiniw* (brave person). Have the students create collages using descriptive words to represent the characters.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience a variety of oral text forms?

➤ **Observation Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to experience a variety of oral text forms.

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to experience a variety of oral text forms (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Various oral texts, video or audio recordings of Elders.

- Oral story, graphic organizer.

- Oral stories and legends.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-5.2**  
text forms

- b. recognize some simple oral text forms

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Beginning and End**

To prepare for listening to oral stories, discuss *kêtahtawê êsa*, *pêyakwâw êsa*, *kayâs êsa* (the beginning of the story) and *êkosi* (the end). Facilitate a discussion about the characteristics of the beginning of a story, e.g., *nakiskamohta* (introduction), and the end of a story; e.g., *kisipayi* (resolution). A graphic organizer, such as a story map, may be helpful for this activity.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize some simple oral text forms?

**➤ Learning Log**

Students reflect on their learning and how well they were able to recognize some simple oral text forms.

**MATERIALS**

- Oral stories.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. respond using very simple social interaction patterns

LC-5.3  
patterns of social interaction

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Hello, Is That You?**

Have the students use toy telephones to work in pairs and conduct simple conversations based on previously learned greeting-response patterns.

► **Thematic Skits**

Ask the students to act out a variety of scenarios related to the particular theme being studied; e.g., in a restaurant, at a grocery store, shopping.

► **Playground Interviews**

Brainstorm and model dialogues and conversations; e.g., greetings. For example:

- *Tân'si kit'sîhkâson?* (What is your name?)
- *Kititahtopiponân?* (How old are you?)
- *Kît'sânak cî kîkway?* (Do you have any brothers or sisters?)
- *Tân'tê kiwîkin?* (Where do you live?)

Ask the students to practise the dialogues in groups.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

((*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*))

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond using very simple social interaction patterns?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to respond using very simple social interaction patterns. Offer feedback, encouragement and praise as needed.

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Anecdotal Notes**

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

**MATERIALS**

- Old or toy telephones.

- None required.

- None required.

## Community Membership

### General Outcome for Community Membership

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

#### CM-1 *Kikâwînow Askiy* (Mother Earth★)

##### SPECIFIC OUTCOMES

*Students will be able to:*

- a. listen to stories about *Kikâwînow Askiy* (Mother Earth★) and observe and experience *Kikâwînow Askiy* (Mother Earth★)

CM-1.1  
relationships

##### SAMPLE TEACHING AND LEARNING ACTIVITIES

###### ► **Mother Earth**

Introduce the concept and significance of *Kikâwînow Askiy* (Mother Earth). Have the students listen to various stories and legends about Mother Earth. After the readings, ask the students to review the concepts and discuss what they have learned about Mother Earth. Have the students create pictures or paintings that depict the concept of Mother Earth.

###### ► **Caring for Mother Earth**

Discuss with students different ways people care for Mother Earth. As a class, brainstorm ways the students can take care of the Earth; e.g., recycling, schoolyard clean-up.

###### ► **Respecting Nature**

Before going on a nature walk, introduce the students to the concept of *pêyahtik ka pimohtêyêk* (walk gently on Mother Earth). Ask the students to practise walking and interacting with nature in a respectful way.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.



**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- listen to stories about *Kikâwînow Askiy* (Mother Earth★) and observe and experience *Kikâwînow Askiy* (Mother Earth★)?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to listen to stories about *Kikâwînow Askiy* (Mother Earth) and observe and experience *Kikâwînow Askiy* (Mother Earth), and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to listen to stories about *Kikâwînow Askiy* (Mother Earth) and observe and experience *Kikâwînow Askiy* (Mother Earth).

➤ **Learning Log**

Students reflect on their learning and how well they were able to listen to stories about *Kikâwînow Askiy* (Mother Earth) and observe and experience *Kikâwînow Askiy* (Mother Earth).

**MATERIALS**

- Variety of stories and legends about Mother Earth.

- Brainstorming web graphic organizer.

- None required.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askîy* (Mother Earth\*), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator\*).

**CM-1 *Kikâwînaw Askîy* (Mother Earth\*)**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. participate in activities and experiences that convey knowledge of past and present *Kikâwînaw Askîy* (Mother Earth\*)

CM-1.2  
knowledge of past and present

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

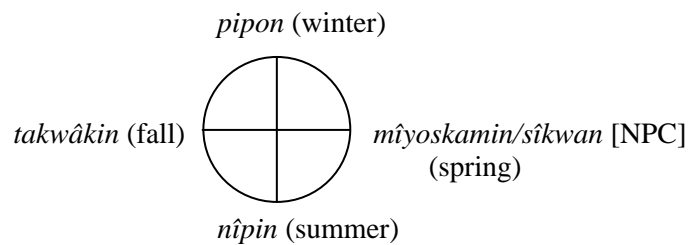
➤ **The Importance of Trees**

Prepare the students for a nature walk in which they name the different types of trees in Cree. Explain the past and present uses of the tree; e.g., birch bark for canoes and baskets. After the walk, have the students create a class chart that shows how trees were used in the past and how they are being used in the present by Cree people. If possible, take pictures of the different trees; e.g.,

- *mîtos* (poplar)
- *nîp'siy* (willow)
- *waskway* (birch)
- *sihta* (spruce).

➤ **The Seasons**

Introduce Cree vocabulary for each season. Ask the students to make a season wheel using paper plates and draw pictures of each season on the wheel.



**Extension**

Have the students brainstorm words, actions and events that are associated with each season and write them on their season wheels.

➤ **Watching Plants Grow**

Introduce and teach students how to grow plants as part of a class project. On a weekly basis, have the students write down their observations of how the plants have changed. Encourage the students to show respect for Mother Earth and what she provides.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that convey knowledge of past and present *Kikâwînow Askiy* (Mother Earth★)?

➤ **Checklist and Comments**

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

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to participate in activities and experiences that convey knowledge of past and present *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that convey knowledge of past and present *Kikâwînow Askiy* (Mother Earth), and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Various research materials related to trees, computer with Internet access (optional).

- Paper plates, markers.

- Seeds, soil, pots, water.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth\*), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator\*).

**CM-1 *Kikâwînow Askiy* (Mother Earth\*)****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. observe and experience practices and products related to *Kikâwînow Askiy* (Mother Earth\*)

**CM-1.3**  
practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Mint**

Show pictures of mint and discuss its uses. Have the students, in pairs, conduct research on mint using such sources as the Internet, library, interviews, real plants. Ask the students to create posters clearly indicating the shape and colour of mint and where it grows. Ensure the students smell and taste mint leaves and also note the purplish colour of the root. As a closing activity, invite the students to make and drink mint tea and to learn how *maskihkiwâpoy* (tea) originated.

► **Making Bannock**

Introduce the vocabulary for making bannock. Invite a visitor to the classroom to demonstrate how to make bannock. Have the students observe, listen and write down directions for making bannock. Once the bannock is done, invite the students to sample it. In the following class, invite students make their own bannock by following the directions from the visitor.

► **Picking Berries**

Discuss with the students how to pick berries and how berries can be used in recipes. Take the students berry picking, demonstrating the proper and respectful ways of picking berries. When students return, invite them to use the berries to make jam or other traditional foods.

Bring three different types of berries for the students to sample; e.g., saskatoons, raspberries and chokecherries. Have recipes available for them to review. Explain how the recipes are prepared, when the berries are eaten and the cultural importance of the berries.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- observe and experience practices and products related to *Kikâwînow Askiy* (Mother Earth★)?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to observe and experience practices and products related to *Kikâwînow Askiy* (Mother Earth). Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

Students reflect on their learning and how well they were able to observe and experience practices and products related to *Kikâwînow Askiy* (Mother Earth).

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to observe and experience practices and products related to *Kikâwînow Askiy* (Mother Earth), and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Poster materials, mint, hot water, pot, cups.

- Visitor/guest, bannock ingredients, oven.

- Samples of berries, berries for picking, containers.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînaw Askiy* (Mother Earth★)**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**CM-1.4**  
past and present perspectives

- a. listen to stories about *Kikâwînaw Askiy* (Mother Earth★) from the past and present and explore change

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Past and Present**

Show pictures and photographs of past and present practices related to Mother Earth; e.g., clear cutting, tree planting, land preservation, pollution. Show pictures of the community from the past and present and facilitate a discussion using guiding prompts such as:

- *Kîkwây pêyakwan?* (What is the same?)
- *Kîkwây pêtos?* (What is different?)
- *Tânîhki kê mîskocipayiki/kwâw?* [-*ki* SPC/-*kwâw* NPC] (Why have things changed?)

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- listen to stories about *Kikâwînow Askiy* (Mother Earth★) from the past and present and explore change?

**➤ Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to listen to stories about *Kikâwînow Askiy* (Mother Earth) from the past and present and explore change, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Pictures and photographs of past and present practices related to Mother Earth, pictures of the community from the past and present.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînaw Askiy* (Mother Earth★)**

**SPECIFIC OUTCOMES**

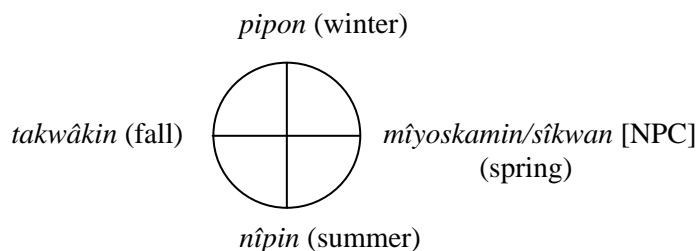
*Students will be able to:*

- b. participate in activities and experiences that reflect past and present Cree perspectives related to *Kikâwînaw Askiy* (Mother Earth★)

**CM-1.4**  
 past and present perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Way of Life**  
 Brainstorm the Cree way of life in the past and present. For example, in the past, Cree people used moss bags for diapers. Introduce Cree vocabulary such as *kayâs* (long ago) and *anohc* (today).
- **Predicting Seasonal Patterns**  
 Invite a guest speaker to discuss how seasonal patterns are predicted from observing changes in animals and the environment. Ask the students to illustrate changes in animals and the environment used to predict weather patterns; e.g., northern lights, rabbits, leaves, sun dogs. Discuss how the use of these patterns has changed from the past to the present.
- **Seasonal Cultural Activities**  
 Introduce and teach certain cultural activities of the past and present related to the seasons; e.g., berry picking, traditional dances, picking herbs, sledding. Ask the students to create seasonal wheels for the past and the present and compose pictures of each season for each of the two wheels.



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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth★)?

➤ **Observation Checklist**

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to participate in activities and experiences that reflect past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to participate in activities and experiences that reflect past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- None required.
- Guest speaker, art supplies.
- Markers, paints.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. listen to stories about *Kikâwînow Askiy* (Mother Earth★) from diverse Cree origins

**CM-1.5**  
diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Legends and Stories**

Divide the students into groups of three. Have each group write down what they already know about specific legends or stories and questions they would like answered. When they hear or read the *âtayohkêwina* (legends) or *âcimowina* (stories), invite the students to verify their predictions and write down any new information they find interesting. Ensure the students are exposed to stories from diverse Cree origins.

► **Stories about Mother Earth**

Have the students form pairs or small groups and brainstorm lists of words or ideas and express personal opinions on stories about Mother Earth. Invite the students to share stories about Mother Earth from diverse Cree origins and then discuss differences in the stories.

► **Mother Earth Skits**

Ask the students to work in groups to compose short skits based on their favourite stories about Mother Earth. Encourage the students to choose stories from a variety of Cree tribes. Invite each group to present its skit to the class.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- listen to stories about *Kikâwînow Askiy* (Mother Earth★) from diverse Cree origins?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to listen to stories about *Kikâwînow Askiy* (Mother Earth) from diverse Cree origins (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to listen to stories about *Kikâwînow Askiy* (Mother Earth) from diverse Cree origins, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to listen to stories about *Kikâwînow Askiy* (Mother Earth) from diverse Cree origins.

**MATERIALS**

- Various Cree legends and stories.
- Cree stories about Mother Earth from various regions.
- None required.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. participate in activities and experiences that reflect diversity in perspectives related to *Kikâwînow Askiy* (Mother Earth★)

**CM-1.5**  
diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Cree Calendars**

Introduce or review the months in Cree. Explain the variations in the months between different Cree regions. Ask the students to illustrate Cree calendars using the names of the months from a variety of Cree communities.

► **Beadwork**

Show pictures and samples of different beadwork from different Cree regions. Ask the students to identify the differences and similarities between Woodland Cree and Plains Cree beadwork. Discuss the relationship between these patterns and Mother Earth.

**Enrichment Activity**

Invite the students to compare and contrast beadwork of various Aboriginal groups; e.g., Blackfoot, Dene.

► **Seasonal Stories**

Present stories from a variety of groups related to a season. Encourage the students to listen for examples of how Mother Earth is described in these stories and paint pictures that depict Mother Earth in the chosen season.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect diversity in perspectives related to *Kikâwînow Askiy* (Mother Earth★)?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to participate in activities and experiences that reflect diversity in perspectives related to *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that reflect diversity in perspectives related to *Kikâwînow Askiy* (Mother Earth), and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to participate in activities and experiences that reflect diversity in perspectives related to *Kikâwînow Askiy* (Mother Earth).

**MATERIALS**

- Cree calendar samples.

- Pictures and samples of different beadworks from different Cree regions or tribes.

- Diverse stories specific to a season, art supplies.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askîy* (Mother Earth★), others and themselves, guided by *Omâmawî Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. share with others and recognize that others are a part of their living world/kinship systems

CM-2.1  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Sharing Food**

Teach Cree cultural etiquette associated with food; e.g., never refuse food when it is offered. Explain to students that if they are not hungry, they can share the food. They should accept it and say *ay ay* (thank you). Encourage the students to practise cultural etiquette at a school food event.

**Extension**

Ask the students to interview their grandparents or Elders about why food should never be refused when offered, and share the responses in class.

► **Interconnection and Sharing**

Introduce the concept of interconnection—that all living things are our relations. Read stories that illustrate the pitfalls of greed or selfishness and lead a class discussion on the importance of sharing in Cree communities.

► **What’s Important to You?**

Ask the students to bring in an item or picture of something that is important to them; e.g., a pet, musical instrument, book. Have them present the item or picture to the class and explain why it is important to them.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to share with others and recognize that others are a part of their living world/kinship systems, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to share with others and recognize that others are a part of their living world/kinship systems.

➤ **Observation Checklist**

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

**MATERIALS**

- None required.

- Cree stories that illustrate the pitfalls of greed or selfishness.

- Items or pictures of something that is important to the students.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. listen respectfully to others; i.e., storytelling, counsel, sharing circle

CM-2.1  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Respectful Listening**

Teach, model and provide examples of respectful listening. Discuss how the students can show respect for one another in class; e.g.,

- listen to each other without interruptions
- wait for their turn before speaking
- speak in an appropriate voice.

Invite a visitor to do a presentation about respectful listening and have the students model respectful listening.

**Extension**

Invite the students to develop a guide booklet on how to listen respectfully to others at school, at home and in the community.

► **Good Behaviours Role-play**

Review with the students how to address an Elder and good listening practices. Have the students divide into pairs or groups and role-play proper greetings and positive listening behaviours.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- listen respectfully to others?

➤ **Learning Log**

Students reflect on their learning and how well they were able to listen respectfully to others.

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to listen respectfully to others, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Guest speaker.

- None required.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**CM-2.2**  
 knowledge of past and present

- a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; i.e., storytelling, celebrations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Animals and Plants**  
 Introduce the genre of traditional Cree narratives related to animals and plants. Guide a discussion about the gifts that animals and plants offer us and how we can show them respect. Ask the students to draw pictures based on the traditional Cree narratives.
- **Following Our Ancestors**  
 After discussing Cree traditions and the Cree way of life, ask the students to identify how they can follow the ways of their Cree ancestors today; e.g., participate in ceremonies. Compile a list of ideas and have each student choose one item from the list that he or she can use. Several weeks later, ask the students to discuss how they followed the ways of their Cree ancestors.
- **Cree Artwork**  
 Examine various examples of traditional Cree artwork and crafts and identify common spiritual symbols or themes used; e.g., the circle of life, hunting, Mother Earth. Ask the students to choose a symbol or theme and create artwork based on their selection.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to participate in activities and experiences that convey knowledge of historical and contemporary Cree culture.

➤ **Observation Checklist**

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

➤ **Observation Checklist**

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

**MATERIALS**

- Traditional Cree narratives related to animals and plants.

- None required.

- Various examples of traditional Cree artwork and crafts, art materials.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînw Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. observe, understand and participate, with the group, in Cree cultural experiences, practices and activities

CM-2.3  
practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Sprucing Up**

Bring a spruce bough to class for show and tell. Arrange the students in a large circle. Introduce and model the uses of spruce boughs. Provide the students with opportunities to experience sweeping the floor using a spruce bough. After the students have completed this activity, have them close their eyes and smell the freshness of the room.

► **Animal Tracks**

Using pictures, discuss how different animal tracks look. Divide the students into pairs and have them research animal tracks by interviewing a community member, reading books about animal tracks, visiting the library and/or using the Internet. Encourage the students to make cultural connections to Mother Earth while engaging in this activity.

► **Celebrations and Festivals**

As a class, watch a video presentation of a Cree celebration or festival. After watching the video, have the students participate in a discussion of what they saw. Ask questions such as:

- *Kîkwây mâmwâci kimiyonên?* (What was your favourite part of the video?)
- *Kîkwây kikiskinohamâkawisin Nêhiyâwpimâtisiwin?* (What did you learn about Cree culture from the video?)
- *Kinohtê wîchihwân cî omîsîsi kâ isîhcikêhk? Tânihki? Tânihki êkâ?* (Would you like to participate in a celebration like the one shown? Why or why not?)

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- observe, understand and participate, with the group, in Cree cultural experiences, practices and activities?

➤ **Self-assessment Checklist**

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

➤ **Observation Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to observe, understand and participate, with the group, in Cree cultural experiences, practices and activities.

**MATERIALS**

- Spruce boughs.
- Research materials such as community members, books, the Internet.
- Video of a Cree celebration or festival, viewing station.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth<sup>★</sup>), others and themselves, guided by *Omâmawî Ohtâwîmâw* (the Creator<sup>★</sup>).

**CM-2 others****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. listen to stories from the past and present and explore change

CM-2.4  
past and present perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Hunting Practices**

Make arrangements for a guest speaker to share stories about Cree hunting practices and how and why these practices have changed; e.g., the impact of the oil and gas industry, the introduction of reserves (less movement). Have the class compare past and present hunting practices in a chart; e.g.,

Cree Hunting Practices	
Past	Present
<ul style="list-style-type: none"> <li>used bows and arrows to hunt</li> <li>tribes moved according to the movements of herd animals/ seasons</li> </ul>	<ul style="list-style-type: none"> <li>use guns and rifles to hunt</li> <li>tribes live in stationary communities</li> </ul>

**Extension**

Brainstorm ways that past hunting traditions and practices can still be used today.

► **Work at Home**

Invite a guest speaker to class to share stories about Cree domestic practices and traditions followed in the past; e.g., cooking, food preparation, child rearing.

Ask each student to create a T-chart listing specific past and present domestic practices based on what he or she learned from the guest speaker. Then have the students share their charts with partners.

Finally, create a class T-chart with the students' contributions. For example:

Cree Domestic Practices	
Past	Present
<ul style="list-style-type: none"> <li>made and used moss bags as diapers</li> <li>baked bannock over a fire</li> </ul>	<ul style="list-style-type: none"> <li>use plastic diapers purchased from the store</li> <li>baked bannock in the oven</li> </ul>

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to listen to stories from the past and present and explore change.

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to listen to stories from the past and present and explore change, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Guest speaker with stories about Cree hunting practices.

- Guest speaker with stories about Cree domestic practices and traditions.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. observe and participate in activities, experiences and products that reflect past and present, and explore change

CM-2.4  
past and present perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Past and Present**

Display pictures of Cree communities long ago and today. Have the students compare and contrast the communities of the past and present in a T-chart. For example:

Cree Communities	
Past	Present
<ul style="list-style-type: none"> <li>tipis were the main source of shelter</li> <li>the community owned livestock together (communal livestock)</li> </ul>	<ul style="list-style-type: none"> <li>wooden houses are the main source of shelter</li> <li>livestock is owned by individuals or families</li> </ul>

**Alternative Activity**

Have the students create a Venn diagram in pairs or groups. Ask them to label the diagram “Communities Past and Present” and work together to fill in the diagram in Cree.

➤ **Artifact Collages**

Ask the students to collect pictures of items, e.g., tools, instruments, modes of transportation, clothing, used a long time ago in Cree culture and pictures of comparable items used today. Have them use the pictures to create two collages, one for the past and one for the present.

➤ **Family Food Interview**

Invite the students to interview their *mosôm* (grandfather), *nôhkom* (grandmother) or other relatives about traditional foods eaten a long time ago and whether this food is still available today. Ask the students to present the collected information to the rest of the class.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- observe and participate in activities, experiences and products that reflect past and present, and explore change?
- **Learning Log**  
Students reflect on their learning and how well they were able to observe and participate in activities, experiences and products that reflect past and present, and explore change.
  - **Observation Checklist**  
Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to observe and participate in activities, experiences and products that reflect past and present, and explore change (see sample blackline master in Appendix E: Observation Checklist).
  - **Anecdotal Notes**  
Observe students as they participate in the activity. Note the extent to which students are able to observe and participate in activities, experiences and products that reflect past and present, and explore change, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Pictures of Cree communities long ago and today.
- Pictures of artifacts and comparable items of today, scissors, glue.
- Older relatives.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. observe and explore the unique qualities of others

**CM-2.5**  
diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Modesty and Recognition**

Discuss the concept of modesty—what modesty looks like and sounds like, e.g., not calling attention to yourself, not thinking that you are more important or talented than you are, not being showy or glamorous, and its importance as an expected cultural behaviour. Also discuss the importance of recognizing the talents and skills of others. Divide the students into pairs to interview one another about their skills and talents. Have each student present the skills and talents of his or her partner to the rest of the class.

➤ **Role Models**

Ask the students to research Cree role models with special talents; e.g., athletes, leaders, doctors, lawyers, artists, musicians. Have the students keep scrapbooks on one or more of their favourite role models and encourage them to share news about their role models as they hear or read about them.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- observe and explore the unique qualities of others?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to observe and explore the unique qualities of others, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to observe and explore the unique qualities of others (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- None required.

- Internet, newspapers, books, printer, scissors, glue, scrapbook.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askîy* (Mother Earth\*), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator\*).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

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

CM-3.1  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Vocabulary Review**

Discuss *wâhkôhtowin* (relationship) terms and use songs by Brian MacDonald to practise and reinforce these terms. Record and post *wâhkohtôwin* terms.

**Note:** *Wâhkôhtowin* means “relationship,” but can also mean “extended family.”

► **My Family Album**

Invite the students to bring photographs of their family members and important relatives in their lives to class. Have the students show their photographs and identify the relationships of their family members in Cree; e.g., *niya* (me), *nîmis* (older sister), *nîstês* (older brother). Ask the students to use the photographs to create family albums. On the covers of their albums, they are to paste photographs of themselves and label the album *Niya* (Me).

► **Family Thank You**

Set up a display based on family members. Discuss with the students how *nôhkom* (grandmother), *nîmosôm* (grandfather), *nikâwiy* (mother) and *nôhtâwiy* (father) care for them and help them meet their basic needs, such as food, shelter and love. Have the students create and present speeches in which they thank their families for their help and support. Then, ask them to create thank-you cards for family members in Cree.

**Caution**

Be sensitive to each student’s personal family situation when exploring kinship relationships.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to tell and draw about themselves and their family, appreciate their own uniqueness, and understand and accept their own importance as people.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to tell and draw about themselves and their family, appreciate their own uniqueness, and understand and accept their own importance as people (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

Students reflect on their learning and how well they were able to tell and draw about themselves and their family, appreciate their own uniqueness, and understand and accept their own importance as people.

**MATERIALS**

- Songs by Brian MacDonald, word wall.

- Drawings or photographs of family members or important relatives, markers, paints, photo album.

- Materials for making thank-you cards.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-3 themselves**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**CM-3.2**  
 knowledge of past and present

- a. share about themselves and their family; e.g., traditions, nicknames, practices

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Daily Routines**  
 Divide the students into groups and have them share information about a day in their life in which they describe their daily routines; e.g., walking the dog, eating, doing chores, participating in extra-curricular activities, spending time with friends.
- **Family Roles**  
 Divide the students into small groups and ask them to explore the roles and responsibilities of each family member in their families and create “job descriptions” for each person.
- **Family Nicknames**  
 Discuss with the students the unique nicknames used within Cree families. Invite the students to discuss their own nicknames and the nicknames of other people in their families and explain how they or their family members got their nicknames and what they mean.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- share about themselves and their family?

➤ **Observation Checklist**

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

➤ **Anecdotal Notes**

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

➤ **Observation Checklist**

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

**MATERIALS**

- Paper, paint, markers, checklist.

- None required.

- None required.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth\*), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator\*).

**CM-3 themselves**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. explore kinship

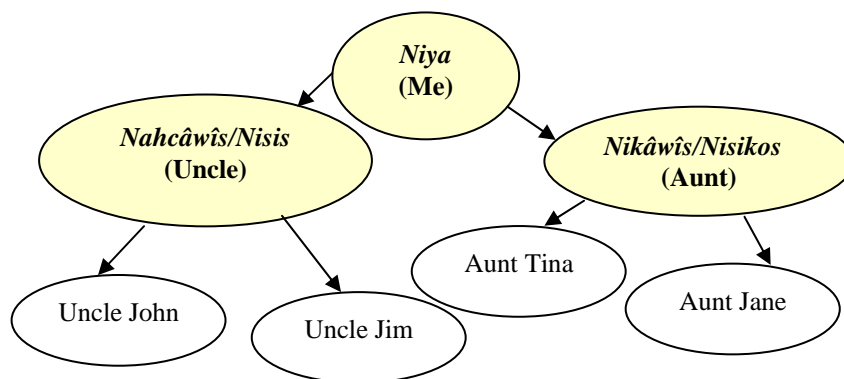
CM-3.2  
knowledge of past and present

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Aunts and Uncles**

Explain why Cree people call others who are not related to them aunt and uncle. Invite the students to create a diagram of all the people they call aunt and uncle. For example:

*Niwâhkomâkanak* (My relatives)



Encourage the students to create their diagrams using computer software.

► **Family Trees**

Introduce and teach family vocabulary and discuss the two sets of kinship terms—one for *iskwêsis* (girls) and one for *nâpêsis* (boys). Describe how to create a family tree and have the students work as a class to fill in a sample family tree with the appropriate kinship terms. Then have the students create and share their own family trees with a peer.

**Caution**

Be sensitive to each student’s personal family situation when exploring kinship relationships.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore kinship?

➤ **Observation Checklist**

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to explore kinship (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Markers, computer (optional).

- Sample family tree.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves**

**SPECIFIC OUTCOMES**

*Students will be able to:*

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

**CM-3.3**  
 practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Class Celebration of Spring**  
 Organize a class celebration of the first day of spring. Explain to the class how to give thanks for the gift of spring, when everything starts anew: new plants, new animals and new weather. Invite the students to watch for signs of spring and report them to the class as spring news reports. As part of the celebration, visit a zoo or farm to see baby animals or watch birds migrating.
- **Guest Speaker**  
 Invite a guest speaker to discuss how the qualities of animals can teach us about ourselves; e.g., the gentleness of a mouse or rabbit, the strength and patience of a bison, the determination of migrating birds. Various stories and legends can also be told to illustrate this concept.
- **Crafts Demonstration**  
 Invite a local Cree craftsperson to demonstrate how he or she creates cultural crafts. Invite the students to participate in creating their own unique cultural craft. Have them write a one- or two-paragraph summary about the cultural craft and share their products with the class.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

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

➤ **Observation Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to observe and participate in Cree cultural experiences, practices and activities.

**MATERIALS**

- None required.

- Guest speaker, various stories and legends.

- Local craftsperson, materials required for the craft.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askîy* (Mother Earth\*), others and themselves, guided by *Omâmawî Ohtâwîmâw* (the Creator\*).

**CM-3 themselves**

**SPECIFIC OUTCOMES**

*Students will be able to:*

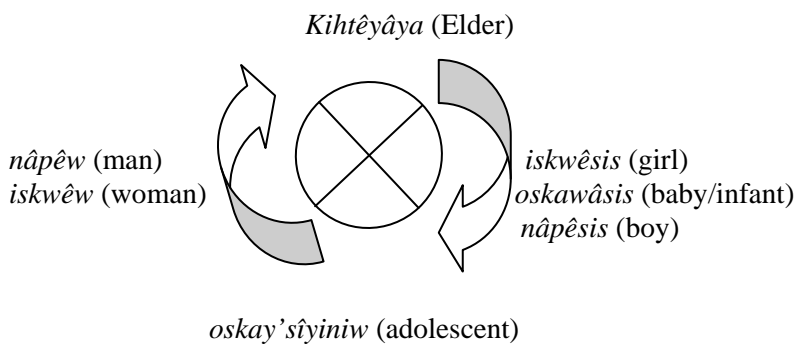
- a. explore their own change and listen to others' views and stories

**CM-3.4**  
 past and present perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Life Cycle**

Introduce and discuss the human life cycle; e.g.,



Have the students make life cycle diagrams and paste photographs from home or pictures from magazines of people at the various stages of life.

► **Elders' Stories**

Ask the students to listen as Elders tell stories of their youth. Ask the students to compare their lives with the lives of the Elders using a Venn diagram.

► **Stages of Life**

Invite the students to draw pictures of themselves at various stages of life in the life cycle. Encourage them to think about how their roles and responsibilities will change over time.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- explore their own change and listen to others' views and stories?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to explore their own change and listen to others' views and stories (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Observation Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to explore their own change and listen to others' views and stories.

**MATERIALS**

- Photographs from home, pictures from magazines, scissors, markers, glue.

- Elder, Venn diagram graphic organizer.

- Art supplies.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth\*), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator\*).

**CM-3 themselves**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. express their own understanding of themselves and their family

**CM-3.4**  
past and present perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Community Map**

Display an example of an illustrated community map. Have the students create a map of their community and label important buildings, such as school, store, community centre, and geographic features; e.g., lakes, rivers, hills. Have the students mark where their relatives live in the community. Ask the students to reflect on and discuss how their community affects who they are and the way of life of their family.

► **Provincial Map**

Post a provincial map and have the students identify where their relatives live using a set of coloured dots or pins. Invite students to review the completed map and discuss what they see. Guide the discussion with appropriate questions; e.g.,

- *Awîna nawac wâhyaw wîkiw?* (Who has family the farthest away?)
- *Awîna nawac pâhpiskihc wîkiw?* (Whose family is the most spread out?)
- *Awîna kikiyokêw ohpimê askîhk?* (Who has visited their family in other provinces?)

► **Take Care of Yourself**

Discuss with students how caring for one’s own body is a form of respect and describe facets of self care such as nutrition, hygiene and physical fitness. Have the students compose and ask questions in Cree about taking care of themselves.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- express their own understanding of themselves and their family?

➤ **Observation Checklist**

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

➤ **Observation Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to express their own understanding of themselves and their family.

**MATERIALS**

- Community map.

- Provincial map, coloured dots or pins.

- None required.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore, observe, celebrate and recognize their own uniqueness; e.g., self, family

**CM-3.5**  
diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **My Favourite Activities**

Display a poster that provides examples of numerous favourite cultural activities. Using magazines and newspapers and/or the Internet, have the students create collages of their favourite cultural activities.

► **Uniqueness**

Introduce the concept of uniqueness and that all people are similar but unique. Have the students brainstorm and create a web of all the things about themselves that are unique. Consider using mind-mapping software to complete this activity.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- explore, observe, celebrate and recognize their own uniqueness?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to explore, observe, celebrate and recognize their own uniqueness (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore, observe, celebrate and recognize their own uniqueness (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Magazines, newspapers, Internet, scissors, glue.
- Mind-mapping software (optional).

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## Strategies

### General Outcome for Strategies

Students will use strategies to maximize learning and communication.

#### S-1 language learning

##### SPECIFIC OUTCOMES

*Students will be able to:*

- a. use simple strategies, with guidance, to enhance language learning

S-1.1  
language learning

##### SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Songs and Actions**

Explain to students that using physical actions can help them remember new vocabulary. Predetermine an action to symbolize each sound or word. Teach the students a simple Cree song that features particular actions or sounds for certain words. Perform the song with students, then encourage them to perform the song on their own.

► **Picture Dictionary**

Have the students use pictures, rather than English words, to create a dictionary and encourage them to use these images to remember new vocabulary; e.g., visualizing the image when seeing the word.

► **Paired Repetition**

When teaching new vocabulary from a lexical field, e.g., school, family, weather, seasons, present each word orally and ask the students to repeat the word. Focus on a small cluster of words (four or five) and have the students repeat them in pairs. Draw the students' attention to the fact that oral repetition is a strategy that can help them learn and remember new words.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to use simple strategies, with guidance, to enhance language learning.

➤ **Learning Log**

Students reflect on their learning and how well they were able to use simple strategies, with guidance, to enhance language learning.

➤ **Observation Checklist**

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

**MATERIALS**

- Cree songs such as those found in *Cree Songbook* and *Cree Songs* by Brian MacDonald.

- None required.

- Vocabulary list.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-2 language use**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple strategies, with guidance, to enhance language use

S-2.1  
language use

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Environmental Text**

Post vocabulary around the room that directly relates to classroom objects. Ensure the posted vocabulary is clearly visible from all parts of the room. Post vocabulary of clothing items on cardboard silhouettes shaped like each clothing item. When the students need to produce these words in class, encourage them to look for the word in the classroom. Have the students list the new vocabulary words in their Learning Logs.

► **Nonverbal Cues and Other Productive Strategies**

Introduce and provide examples of appropriate nonverbal cues; e.g., nodding, gestures, eye contact. Ask the students about all the little tricks they can use to make themselves understood when they are speaking Cree; e.g., using different words to describe the same thing. Write down a list and point out that these are strategies they can use to help them communicate in Cree.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to use simple strategies, with guidance, to enhance language use.

**MATERIALS**

- Classroom posters and labels.

- None required.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-3 cultural learning****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple strategies, with guidance, to enhance cultural learning

**S-3.1**  
cultural learning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **The Natural Laws**

Prepare posters or flash cards that list, in Cree, the Natural Laws that students encounter on a daily basis. Include any signs that may be associated with the Natural Laws. Introduce and practise these terms and invite the students to record any new words in their Learning Logs. The following are the six topics of Natural Laws:

- *kihçêyih towin/manât' siwin* (respect)
- *tâpwêwin* (honesty)
- *pahkwênamâtowin* (sharing)
- *miyohtwâwin* (kindness)
- *kisêwâtisiwin* (compassion)
- *sâkhitowin* (love).

► **Cultural Vocabulary**

Encourage the students to use the following Cree words in class, in school, at home and in the community:

- *kihçêyih towin/manât' siwin* (respect)
- *kisêwâtisiwin* (compassion)
- *pahkwênamâtowin* (sharing)
- *wîcihitowin* (helpfulness)
- *miyohtwâwin* (kindness)
- *nanahitamowin* (obedience).

Explain the significance of each word and the importance of following these values at all times. Ask the students to create posters for each value and post them on the wall as reminders.

► **Learning Logs**

Using a scribbler or a binder, help the students organize their Learning Logs into appropriate sections; e.g., word lists, cultural vocabulary, strategies that help me learn, self-assessment, my strengths and weaknesses, goal setting. Explain that they will be using the Learning Logs regularly to help them become aware of how they think and learn.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-3 cultural learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to use simple strategies, with guidance, to enhance cultural learning.

➤ **Learning Log**

Students reflect on their learning and how well they were able to use simple strategies, with guidance, to enhance cultural learning.

**MATERIALS**

- Posters or flash cards of Natural Laws.

- Poster materials.

- Scribbler or binder, tabs.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-4 general learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple strategies, with guidance, to enhance general learning

S-4.1  
general learning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Taking Notes for Learning**

Provide some tips for taking notes before the students begin their first note-taking task; e.g., don't write down everything, ask yourself what seems important, look or listen for key words, write things in short form.

While preparing the students for a guest speaker or watching a video, discuss how to write down key ideas. After the students have taken notes, ask them to share some of them with the class.

► **Creating an Effective Workspace**

To help students understand that having an organized workspace contributes to success, brainstorm ways to keep organized in the classroom to help them learn, think and work more effectively. For example:

- *Kîkwây mâmawaci kitâpacihtân ita kâkiskinohamâkawiyan?* (What items do you use most in Cree class?)
- *Tân'ta nawac kimiywêhtên tahapiyan?* (Where is your favourite place to sit?)

Have the students create a workspace plan, in Cree and English, to include in their Learning Logs.



**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-4 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

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

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use simple strategies, with guidance, to enhance general learning (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Guest speaker or video.

- None required.

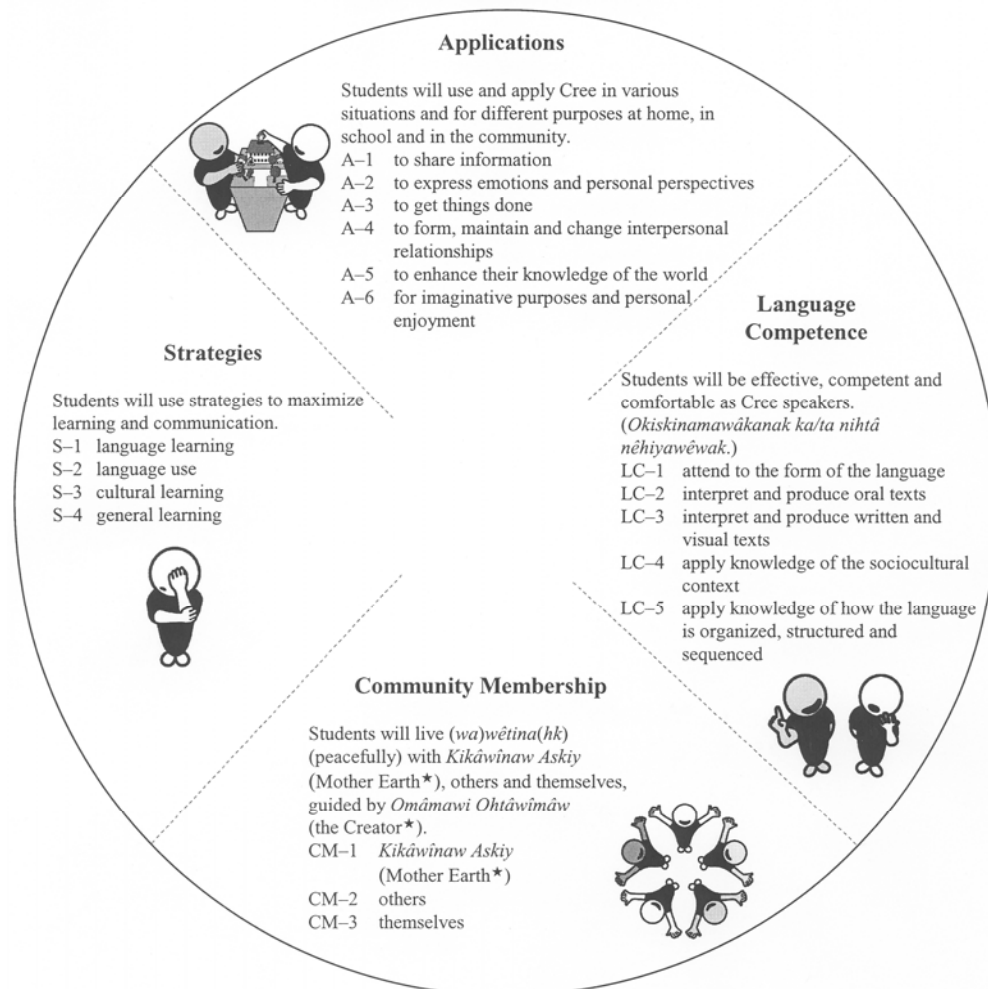


## Grade Level Samples for Grade 5

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### General Outcomes

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



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## Applications

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. ask for and provide basic information

A-1.1  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Daily Routine**

Establish a daily routine in which you regularly ask and reinforce the following questions:

- *Tântahto akimâw anohc pîsim?* (What is today's date?)
- *Kêko pîsim mêkwâc?* (What month is it?)
- *Kêko kîsikâw anohc?* (What day of the week is it today?)
- *Tân'si êsi kîsikâw?* (How is the weather?)

► **What Is This?**

Draw a person on the board and label all the body parts to be taught. Then point to a body part and ask, *Kîkwây ôma?/Kîkwây âwa?* (What is this?) Have the students respond by saying the name of each body part: e.g., *mistikwân* (head). Organize the students into pairs and have them practise asking their partners, *Kîkwây ôma?/Kîkwây âwa?* (What is this?) for each body part. Then have the students ask each other questions such as, *Mistikwân cî ôma?* (Is this a head?) The partner replies to the question in Cree; e.g., *Mistikwân êwako.* (That is a head.)

► **Greetings**

Create an introduction dialogue that students will practise in pairs; e.g.,

- *Tân'si?* (Hello, how are you?)
- *Namôya nântaw.* (I am fine.)
- *Tân'si kit'sîhkâson?* (What is your name?)
- *\_\_\_\_\_ nit'sîhkâson.* (My name is \_\_\_\_\_.)
- *Tânitê ohci kiya?* (Where do you live?)
- *Wabasca, ohci niya.* (I am from Wabasca.)

Have the students perform their dialogues. Consider video recording the dialogues for viewing by the students.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- ask for and provide basic information?

➤ **Self-assessment Checklist**

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to ask for and provide basic information, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to ask for and provide basic information.

**MATERIALS**

- None required.

- Picture of a person.

- Video recording and viewing equipment (optional).

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. respond to simple, predictable questions

A-1.1  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Who Are You?**

Divide the students into pairs and have them role-play a scenario in which one student is new and is meeting another student for the first time. Have the students ask questions to elicit information regarding name, age, birthday, address and family members; e.g.,

- *Tân'si kit'sihkâson?* (What is your name?)
- *Tânitahto kitahtopiponân?* (How old are you?)
- *Tânitê ohci kiya?* (Where do you live?)

If possible, invite a Cree speaker to the classroom and have him or her ask the questions.

➤ **Where Are You?**

Review vocabulary and grammatical structures related to places. Have the students divide into pairs or small groups and choose one person to start. The starting student chooses a place, e.g., room of the house, part of the school, somewhere in the community, and the other students ask questions to guess where he or she is.

➤ **Interviews**

Create a list of questions to ask on a topic covered in class; e.g., favourite pastimes, weather, colours, food, animals. Ask the students to interview classmates. Have the students record the answers in written form, using the word wall, personal dictionaries or people for assistance. Have the students publish their interviews and display them in the classroom.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to simple, predictable questions?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to respond to simple, predictable questions, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to respond to simple, predictable questions. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

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

**MATERIALS**

- Cree-speaking guest.

- None required.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- c. describe people, places and things

A-1.1  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Guess Who?**

Create a set of cards with pictures of people on them with a master key that shows all the people and their names (or use the board game *Guess Who?*<sup>TM</sup>). After reviewing adjectives used to describe people, have the students play a game of *Guess Who?* Students in each group select a mystery person card and ask each other questions about the mystery person.

► **Our Community**

Show the students pictures of places around their community and together come up with as many adjectives as possible to describe the places. Write the adjectives on a piece of paper and post them in the class with pictures; e.g.,

- *ispatinâw* (on the hill)
- *wâyatinâw* (in the gully, valley)
- *akâmihk* (across the river, lake)
- *otakâm* (on this side of the river, lake)
- *mâmihk* (downstream, river, creek)
- *nâtimihk* (upstream, river, creek).

► **Family Posters**

Ask the students to create collages or posters with pictures of themselves and their family members and have them label each picture; e.g., *nimis*, *nimâmâ*. Invite the students to share their posters and post them in the classroom.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe people, places and things?

➤ **Informal Observation**

Observe the students as they participate in the activity? Make mental notes of the extent to which students are able to describe people, places and things. Offer feedback, encouragement and praise as needed.

➤ **Conferences**

Meet with individual students to discuss the different words they used to describe the places in their community and discuss the strategies they used during the activity. What helped them remember and use descriptive vocabulary?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to describe people, places and things (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Set of picture cards and key or game board.

- Pictures of various places in the community.

- Pictures, scissors, glue, poster paper.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify favourite people, places or things

A-2.1  
share ideas, thoughts, preferences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Favourite Things**

After watching a simple cartoon with students, discuss who their favourite people (characters), places and things were and have them draw pictures. Ask the students to then prepare a brief presentation identifying their favourite things; e.g.,

- favourite rock star/musician/band/singer
- favourite drummer/drum band
- favourite game
- favourite day of the week
- favourite television show
- favourite type of tree or plant
- favourite school subject
- favourite powwow.

Invite the students to get into small groups and share their *mâdawaci nimiywêyimaw/nimiywêyêtên* (favourite things).

► **Favourite Character**

Invite the students to watch part of a simple movie or television show. As a class, have them discuss the different characters in the movie or show. Ask the students to then draw pictures of their favourite characters and write information about them; e.g.,

- *Awa* \_\_\_\_\_ or \_\_\_\_\_ *awa*. (This is \_\_\_\_\_.)
- *Êkinosit*. (He/she is (being) tall.)
- *Otênâhk wîkiw* \_\_\_\_\_. (He lives in \_\_\_\_\_.)
- *Miywêyihitam* \_\_\_\_\_. (He likes \_\_\_\_\_.)

► **Favourite Foods**

Ask the students about their favourite foods. Have them draw their favourite foods and write sentences about them; e.g.,

- *Mâdawaci niwêhkistâw* \_\_\_\_\_. [animate]  
(I like the taste of \_\_\_\_\_ best.)
- *Mâdawaci niwêhkistên* \_\_\_\_\_. [inanimate]  
(I like the taste of \_\_\_\_\_ best.)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify favourite people, places or things?

**➤ Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify favourite people, places or things (see sample backline master in Appendix E: Observation Checklist).

**➤ Conferences**

Meet with individual students to discuss their feelings at the end of the movie or show. Note their ability to identify their favourite characters and events. Discuss what they did not understand or the difficulties they are having in expressing themselves and set goals for future learning.

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to identify favourite people, places or things. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Poster materials, cartoon movie, viewing station.

- Movie or television show, viewing station.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. express a personal response to a variety of situations

A-2.1  
share ideas, thoughts, preferences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **How Do I Feel about ...?**

Post the following Cree expressions in the classroom:

- *Nimîywêhtên/mâw* \_\_\_\_\_. (I like \_\_\_\_\_.)
- *Namôya nimiywêhtên/mâw* \_\_\_\_\_. (I dislike \_\_\_\_\_.)

On separate pieces of paper, have the students draw a face to represent each of the responses and write the word in Cree underneath. Call out a situation, e.g., getting up in the morning, going to the park, cleaning the room, and ask the students to hold up the emotion that best represents their personal response.

► **Choose Your Own Story**

Create a simple story in Cree that contains choices for the reader at various intervals; e.g., “It was a beautiful summer day. Mary went to the store. Who did she meet—her friend Gina or Mr. Runningbear, a tribal Elder?” The class then discusses and decides which choice to make and you continue reading/telling the story based on their choice.

**Extension**

Read a simple story in Cree and ask the students to respond to the story.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express a personal response to a variety of situations?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to express a personal response to a variety of situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to express a personal response to a variety of situations.

**MATERIALS**

- None required.

- Simple story in Cree; e.g., tales about *Wêsâkêcâk*, *Big Skunk* by S. Ratt (Saskatchewan Indian Cultural Centre, 1997).

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SPECIFIC OUTCOMES**

*Students will be able to:*

- c. acknowledge the ideas, thoughts and preferences of others

A-2.1  
share ideas, thoughts, preferences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Individual Preferences**

Teach simple questions in Cree; e.g., *Kimiywêhtên/mâw \_\_\_\_\_?* (Do you like \_\_\_\_\_?) Provide a chart with the names of students and a variety of things; e.g., food items, types of music, types of weather, places. Have the students then poll others in their class, asking them if they like or dislike each item. Discuss the results as a class; e.g.,

- *Tân'tahto miywêhtamwak kê tahkâyâk?* (How many people like cold weather?)
- *Tân'tahto pakwâtamwak kê kimowahk?* (How many people dislike rain?)
- *Tân'tahto miywîhtamwak cahkâs?* (How many people like ice cream?)

► **Story Discussion**

Read a story or tell an oral narrative and then divide the students into pairs. Have each student ask his or her partner what he or she thought of the story or oral narrative; e.g.,

- *Tân'ta kimiyohhtên ôma âcimowin?* (What was your favourite part?)
- *Awîna kimiywêyimâw kê âcimiht?* (Who was your favourite character?)
- *Kîkwây ê kakwê wîhtamâkoyan ôma âcimowin?* (What do you think is the message or moral of this story?)

Invite each student to then present the *âcimowin pîkiskwâtowin* (story ideas) of his or her partner to the rest of the class.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A–2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- acknowledge the ideas, thoughts and preferences of others?

**➤ Observation Checklist**

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

**➤ Self-assessment Checklist**

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

**MATERIALS**

- Class chart.

- Story or oral narrative.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify emotions and feelings

A-2.2  
share emotions, feelings

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Emotions and Pictures**

After teaching the vocabulary related to the emotions happy, sad, scared and angry, have the students make signs with illustrations for each emotion. Show pictures depicting the emotions and have the students identify each emotion by holding up the applicable sign. Ask student volunteers to come to the front of the room to act out emotions for the class to guess.

**Extension**

As a class, have the students create a display collage that includes emotion words and pictures (hand drawn or from magazines) of people demonstrating each feeling.

► **Feelings from Stories**

After the students listen to a short story or oral narrative, ask them to share their feelings about the events in the story. Show a picture of a scene in the story and ask the students how it makes them feel. The students respond; e.g.,

- *Nik'sowâsin.* (I am angry.)
- *Nimîywêyîhtên.* (I am happy.)
- *Namôya nimîywêyîhtên.* (I am sad.)
- *Nisîkisin.* (I am scared.)
- *Nicêhkêyîhtên.* (I am excited.)

Review the story again and have the students decide how the main characters were feeling at various stages of the story or oral narrative. Have the students explain why they think the characters feel the way they do.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify emotions and feelings?

➤ **Observation Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to identify emotions and feelings.

**MATERIALS**

- Pictures of people demonstrating emotions.

- Short story or oral narrative; e.g., *Stories from the Seventh Fire: Legend of the Caribou*, pictures of scenes from the story.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. express and respond to a variety of emotions and feelings

A-2.2  
share emotions, feelings

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Skits**

Provide various scenarios; e.g., “My first day at school,” “The big game” or “Lost in the woods.” Divide the students into groups and have them work together to create skits that include oral expressions of emotions or feelings and appropriate responses to these feelings; e.g., if one student is demonstrating sadness, the other students may try to comfort him or her. The other groups are asked to guess the feelings or emotions presented in the skits.

**Alternative Activity**

Invite the students to use puppets to dramatize the scenarios.

► **Model Dialogue**

Introduce, teach and model a dialogue based on expressing and responding to feelings or emotions; e.g.,

- *Tân’si anohc kitamahcihon?* (How are you feeling today?)
- *Namôya nimîywêyihôtên/nicêhkêyihôtên.* (I am feeling sad./I am excited.)
- *Tânihki êkâ kâmîywêyihôtaman/kâcêhkêyihôtaman?* (Why are you sad?/Why are you excited?)
- *Osâm \_\_\_\_\_.* (Because \_\_\_\_\_.)
- *Kâya pêkwêyihôta, wâpahki nawac kahkiyaw kîkway ta mîyopayiw.* (Don’t worry, things will be better tomorrow.)

Divide the students into pairs and have them practise the dialogue.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express and respond to a variety of emotions and feelings?

**➤ Learning Log**

Students reflect on their learning and how well they were able to express and respond to a variety of emotions and feelings.

**➤ Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to express and respond to a variety of emotions and feelings, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Various scenarios and props, video recording and viewing equipment, puppets (optional).

- Model dialogue.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. suggest a course of action and respond to a suggestion

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Classroom Action Words**

Demonstrate basic classroom action words/verbs and have the students respond with Total Physical Response (TPR); e.g.,

- *api* (students sit)
- *nitohta* (students cup their hands to their ears to listen)
- *atoskê* (students sit at their desks and pretend to write in their notebooks)
- *masinahikê* (students write in their books)
- *ayamihcikê* (students read their books).

► **Go This Way**

Teach the vocabulary for the cardinal directions; e.g.,

- *kîwêtinohk isi* (north)
- *âpihtâkîsikanohk isi* (south)
- *sâkâstênohk isi* (east)
- *pahkisimôtâhk isi* (west)
- *ispimihk isi* (upward)
- *mohcihk isi* (downward).

Divide the students into groups of four and give each group a map of their community. Starting at the school, have the students take turns guiding another student to a community landmark. Have one student give cardinal directions using phrases such as *kîwêtinohk isi* (north), while the other student responds to the direction by driving a miniature car or moving a game piece through the streets of the community.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- suggest a course of action and respond to a suggestion?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to suggest a course of action and respond to a suggestion, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**

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

**MATERIALS**

- None required.

- Community maps, small cars or game pieces.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. make and respond to a variety of simple requests

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Classroom Routine**

As part of the classroom routine, have the students respond to requests; e.g.,

- *Mahti nitohta/nitohtamok.* (Please listen.)
- *Mahti itwê.* (Please say it.)

As well, encourage the students to respond to simple requests of their classmates. Post relevant vocabulary and phrases in the classroom and refer to them periodically. Encourage the students to use these phrases during group work.

**Extension**

Divide the students into two teams and have them line up. Give the student at the front of one line a vocabulary word and ask him or her to make a simple request using the word. The student from the other team must respond correctly, using a complete sentence. Alternate which team makes the request and which team responds.

► **Asking for Objects**

Go around the classroom and take various objects from several students. Place these objects at the front of the classroom. Invite the students to ask for their objects back; e.g., *Pêtâ masinahikan.* (Bring the book.) If a student asks correctly, the object is returned. If a student does not ask correctly, he or she will wait until his or her next turn to ask again.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make and respond to a variety of simple requests?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to make and respond to a variety of simple requests, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to make and respond to a variety of simple requests. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Vocabulary posters.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. indicate choice from among several options

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **I Would Like to ...**

Prepare cards with action words written on them; e.g.,

- *pimohtê* (walk)
- *atoskê* (work)
- *api* (sit)
- *masinahikê* (write).

Introduce a phrase indicating choice from among several options, e.g., *Ninohtê* \_\_\_\_\_. (I want to \_\_\_\_\_./I would like to \_\_\_\_\_.), and have the students take turns indicating their choices using the word cards; e.g.,

- *Ninohtê wayawîstamâson.* (I want to go to the bathroom.)
- *Ninohtê pimohtân.* (I want to walk.)
- *Ninohtê atoskân.* (I want to work.)
- *Ninohtê apin.* (I want to sit.)
- *Ninohtê masinahikân.* (I want to write.)
- *Ninohtê minikwân.* (I want to drink.)

► **What's for Dinner?**

Divide the students into groups and have them create simple restaurant menus. Invite them to then role-play a scene in which one person is the server and the others are the customers. The server makes suggestions; e.g., *Kamiyowitên ci micimâpoy anoch?* (Would you like the soup today?) Each customer responds by choosing the item suggested or by choosing a different item from the menu; e.g.,

- *Kinohtê mîcin cî mîcimâpoy?* (Do you want to eat soup?)
- *Êhâ ninohtê mîcin mîcimâpoy.* (Yes, I want to eat soup.)
- *Kikwây kotak kîkway kinohtê mîcin?* (What else do you want to eat?)
- *Ninohtê mōwâw wâpos êkwa pâhkwêsikan.* (I want to eat rabbit and bannock.)
- *Mêtoni miyowâsin!* (That is excellent!)



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- indicate choice from among several options?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to indicate choice from among several options. Offer feedback, encouragement and praise as needed.

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to indicate choice from among several options (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Cards with action words.

- Sample menus.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. express a wish or a desire to do something

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Camping Activities**

Organize the students into pairs and have them take turns expressing their wishes to do a variety of activities while on a trip to a local camping area; e.g.,

- *Ninohtê kwâskwêpicikân.* (I would like to fish [with rod and reel].)
- *Ninohtê papâmiskân.* (I would like to canoe.)
- *Ninohtê papâm'têhtapin mistatim.* (I would like to ride a horse.)
- *Ninohtê papâmohtân.* (I would like to walk around/go on a hike.)

► **Millionaire**

Divide the students into groups and ask them what they would like to buy or where they would like to go if they won the lottery. Ask the students to respond in complete sentences; e.g.,

- *Ninohtê atâwân \_\_\_\_\_.* (I would like to buy \_\_\_\_\_.)
- *Ninohtê itohtân \_\_\_\_\_.* (I would like to go to \_\_\_\_\_.)

Ask the students to then make posters showing what they would like to do or where they would like to go and share their posters with the class. Ask the students if they have ideas or uses for the money other than buying something for themselves or going on a trip; e.g.,

- *Tânsi kakî îsi âpaciâw kisôniyâm?* (How can you use your money?)
- *Ni kakî atâwêstamâwâw nōhkom mîciwin.* (I can buy groceries for my grandmother.)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express a wish or a desire to do something?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to express a wish or a desire to do something, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to express a wish or a desire to do something.

**MATERIALS**

- None required.

- Poster materials.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. ask for help or for clarification of what is being said or done in the group

A-3.3  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Help!**

As part of a classroom routine, review common phrases related to asking for help; e.g.,

- *Ninitawêyihên ta nîsôhkamowêyan.* [NPC]/*Ninitawêyihên ta wîcihiyan.* [SPC] (I would like you to help me.)
- *Kakî nîsôhkamowin cî?* [NPC]/*Kakî wîcihin cî?* [SPC] (Can you help me?)
- *Tân'si ôma fîsi itotamân?* (How do I do this?)
- *Tansîtwêyan?* (What were you saying?)
- *Kîkwây êkwa nîkakîtoten?* (What should I do now?)

Have the students repeat the phrases and post the phrases in the classroom. Encourage the students to use these phrases during group work. Arrange the students in small groups and have them create role-plays in which each student asks for help.

► **I Don't Understand**

Divide the students into groups of three and give them a list of sports; e.g., hockey, baseball, soccer, tennis. One student must act out the sport, another student must verbally describe the actions and the third student must guess what the sport is. If the student who is guessing needs clarification, he or she must ask his or her teammates to repeat themselves or to provide more clues, using the following phrases:

- *Namôya nin's'tohtên.* (I don't understand.)
- *Mahti kîhtwâm itwê.* (Please repeat that.)
- *Poko tahto kîkwaya ta wîhtamâwêyan.* (You have to tell me more.)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- ask for help or for clarification of what is being said or done in the group?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to ask for help or for clarification of what is being said or done in the group (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Learning Log**

Students reflect on their learning and how well they were able to ask for help or for clarification of what is being said or done in the group.

**MATERIALS**

- Poster of common classroom requests for help.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. suggest, initiate or direct action in group activities

A-3.3  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Grid Drawing**

Arrange the students into groups of three or four and give each student several pieces of grid paper. Have the students take turns orally directing each other to create an image on the grid paper; e.g., the student leader might say, *Nêkân isi itohtê*. (Move forward.) and the student moves ahead and colours that square. Once all instructions are complete, a new student becomes the leader. Continue until all students have had a chance to be the leader. Students may use the following phrases to give directions:

- *Nêkân isi itohtê*. (Move forward.)
- *Otâhk isi itohtê*. (Move backward.)
- *Kîhciniskêhk isi itohtê*. (Move to the right.)
- *Namâhtinihk isi itohtê*. (Move to the left.)

► **Create a Face**

Draw an outline of a face on the board and teach and review directions—left, right, up and down. Have one student come to the board and blindfold him or her. Name a part of the face, e.g., eye, nose, lip, and have the class give directions for where to draw the feature on the face. The blindfolded student listens to the directions and puts the body part on the face. Students may use the following words to give directions:

- *ispimihk* (up)
- *capasis* (down)
- *namahtinihk* (left)
- *kîhciniskêhk* (right)
- *nakê* (stop).

**Extension**

Using the school map, have the students direct one another to place pins on different landmarks or rooms.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- suggest, initiate or direct action in group activities?

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to suggest, initiate or direct action in group activities. Offer feedback, encouragement and praise as needed.

**➤ Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to suggest, initiate or direct action in group activities (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Grid paper.

- Board, markers, blindfold.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. initiate relationships

A-4.1  
manage personal relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Meeting New People**

Teach and/or review culturally appropriate ways of greeting an Elder, meeting someone new, initiating friendships and inviting others to play in Cree. Have the students then prepare their own simple dialogues for exchanging greetings and basic information; e.g.,

- *Tân'si?* (How are you?)
- *Namôya nân'taw.* (I'm fine.)
- *Êkwa kîya? / kîya mâka?* (And you?/You then?)
- *Namôya nân'taw nîsta.* (I am fine, too.)
- \_\_\_\_\_ *nit'sîhkâson.* (\_\_\_\_\_ is my name.)

Have the students present their dialogues to the class.

► **Invitations**

Have the students role-play inviting their partners to a party or an event. Introduce and practise appropriate phrases and answer forms; e.g.,

- *Ê pê wîhkomitân ta pê nîmihitoyan.* (I would like to invite you to come dance.)
- *Ehâ, nîmiywêhtên ta nîmihitoyân.* (Yes, I do like dancing.)

As well, encourage students to use the expressions:

- *Âstam mâka!* (Come on then!)
- *Ahâw.* (Okay.)

**Extension**

Have the students make invitations in Cree for a party, class event, school event or community event using phrases such as:

- *Pê wîci mêtawêminân.* (Come join us and play.)



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- initiate relationships?

➤ **Observation Checklist**

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to initiate relationships (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Model dialogues for meeting people.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. identify kinship relationships

**A-4.1**  
 manage personal relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Family Tree**

Teach the students how to make a family tree in Cree, including extended family terms. In this family tree, ask the students to identify kinship relationships between maternal and paternal aunts and uncles; e.g.,

- *nitôsis nimâmâsis* (maternal aunt)
- *nisis* (maternal uncle)
- *nisikos* (paternal aunt)
- *nôhcâwês, nipâpâsis* (paternal uncle).

► **Family Album**

Ask the students to bring in photographs or drawings of their immediate family members and create photo albums. Encourage the students to identify kinship relationships with the appropriate terms; e.g.,

- *nimâmâ/nikâwiy* (my mother)
- *nipâpâ/nôhtâwiy* (my father)
- *nôhkom* (my grandmother)
- *nimosôm* (my grandfather)
- *nimis/nisêmis* (my older sister/younger sister)
- *nistês/nisêmis* (my older brother/younger brother).

**Caution**

Be sensitive to each student's personal family situation when exploring kinship relationships.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify kinship relationships?

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to identify kinship relationships (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to identify kinship relationships (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- None required.

- Photographs from home.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. investigate the surrounding environment

A-5.1  
discover and explore

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Nature Walk**

Have the students participate in a nature walk after reviewing vocabulary associated with the senses; e.g.,

- *Nipêh(tên/awâw)* \_\_\_\_\_. (I hear \_\_\_\_\_.)
- *Nipa(son/âw)* \_\_\_\_\_. / *Nipaswâtâw* \_\_\_\_\_. [NPC]  
(I smell \_\_\_\_\_.)
- *Nikocist(ên/âw)* \_\_\_\_\_. / *Nikoc'spitâw* \_\_\_\_\_. [NPC]  
(I taste \_\_\_\_\_.)
- *Niwâpa(htên/mâw)* \_\_\_\_\_. (I see \_\_\_\_\_.)
- *Nisâm(inên/inâw)* \_\_\_\_\_. (I touch \_\_\_\_\_.)

After the nature walk, ask the students to write journal entries using drawings and the phrases they learned to describe what they experienced during the nature walk.

► **Blindfold Game**

Select items that have distinctive smells, textures and flavours. Blindfold the students and ask them to describe what they smell, feel and taste using vocabulary they have learned. This may be played as a game during which points are given to the teams that correctly describe the items.

► **Classification Chart**

Have the students classify items in the surrounding environment based on whether they can hear them, smell them, taste them, see them or touch them. Invite the students to fill out a chart like the one below.

Senses [Inanimate]	Items [Inanimate objects]
<i>Nipêhtên</i> (hear)	wind, thunder
<i>Nipason</i> (smell)	spruce gum, wild mint
<i>Nikocistên</i> (taste)	spruce gum, berries
<i>Niwâpahtên</i> (see)	stick, grass
<i>Nisâminên</i> (touch)	flower, wild mint

Some items may appear in more than one place in the chart.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- investigate the surrounding environment?

➤ **Learning Log**

Students reflect on their learning and how well they were able to investigate the surrounding environment.

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to investigate the surrounding environment, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

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

**MATERIALS**

➤ None required.

➤ Blindfolds, various objects.

➤ None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. make and talk about personal observations

A-5.1  
discover and explore

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Legend**

Read a legend about *Wêsâkêcâk* aloud to the students. After listening to the legend, have the students write personal responses in which they discuss their feelings about the legend; e.g.,

- *Nimîywêyihên* \_\_\_\_\_. (I liked \_\_\_\_\_.)
- *Namôya nimîywêyihên* \_\_\_\_\_. (I didn't like \_\_\_\_\_.)
- *Nimiyohên Wêsâkêcâk âcimôwina*. (I like to listen to *Wêsâkêcâk* stories.)
- *Nikiskihonamâkosin kîkway kâ âcimiht Wêsâkêcâk*. (I learn something when *Wêsâkêcâk* is told about.)

► **Sharing with a Partner**

Present the students with an interesting object or visual. Invite the students to make five simple oral observations about the object. Have them share their observations with a partner and discuss any similarities and differences in their observations.

► **Interviews**

Divide the students into pairs. Ask them to take turns making and discussing their personal observations on various topics; e.g.,

- *Kîkwây kimîywêyihên ta itôtaman?* (What do you like to do?)
- *Kîkwây kikowâhk kitatoskâtên?* (What kinds of chores do you do in your home?)
- *Kîko mêtawêwina kimêtawân?* (What sports do you play?)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make and talk about personal observations?

➤ **Learning Log**

Students reflect on their learning and how well they were able to make and talk about personal observations.

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to make and talk about personal observations. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

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

**MATERIALS**

- Legend about *Wêsâkêcâk*.

- None required.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. sequence items in different ways

A-5.2  
gather and organize information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Ordering Stories**

Divide students into groups and provide each group with various scenes of a cartoon strip in random order. Each group orders the scenes to tell a story and presents its story to the class.

**Alternative Activity**

Have the students listen to a simple story in Cree and create pictures of scenes from the story. Have them experiment with different ways of ordering the scenes.

➤ **Bannock Recipe**

After participating in a bannock-making activity, have the students arrange pictures and text to explain the procedure; e.g.,

- *Nimâmawinâw* \_\_\_\_\_. (I gather \_\_\_\_\_.)
- *Nimâmâkonâw* \_\_\_\_\_. (I knead \_\_\_\_\_.)
- *Nitastân* \_\_\_\_\_. (I put \_\_\_\_\_.)
- *Nisîkinîn* \_\_\_\_\_. (I pour \_\_\_\_\_.)
- *Nitîhîn* \_\_\_\_\_. (I stir \_\_\_\_\_.)
- *Nitakwahâw askipahkwêsikan*. (I add more flour.)

➤ **Student Sequencing**

Have the students line themselves up according to height, eye colour, hair colour, colour of clothing or length of hair. Ask them to create pictographs or charts of the sequences and display them in the classroom with a written description in Cree.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- sequence items in different ways?

➤ **Observation Checklist**

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

➤ **Conferences**

Meet with individual students to discuss the strategies they used to sequence the steps in the recipe. Discuss things that worked well and sequencing strategies that they would like to try in the future.

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to sequence items in different ways, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- *Nîhiyawîwin* 10–20–30  
Cree stories, pictures of scenes from the story, cartoon strips.
- Sample learning resources from *Nîhiyawîwin* 10–20–30, bannock recipe.
- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>b. share personal knowledge of a topic</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-5.2 gather and organize information</p>	<p>➤ <b>What Do You Know about ...?</b> Divide the students into groups and assign each group a topic; e.g., weather, sports, hunting, cooking. Have one member of each group present everything he or she knows about the topic, using as much Cree as possible, while another group member records what the student says. Have the students rotate until everyone has had a chance to share what he or she knows. Each group then presents the information collected in an illustrated booklet.</p> <p>➤ <b>All about You</b> Divide the students into pairs and have them record personal information about each other; e.g., eye colour, height, hair colour, shoe size. Have the students ask questions; e.g.,</p> <ul style="list-style-type: none"> <li>- <i>Tân'si isi nâkwanwa kiskîsikwa?</i> (What colour are your eyes?)</li> <li>- <i>Tân'si isi nâkwanwa kêscakâsa?</i> (What colour is your hair?)</li> <li>- <i>Tânimayikohk êhiskosiyan?</i> (How tall are you?)</li> </ul> <p>Have the students prepare and share at least three statements about their partners with the rest of the class.</p>

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share personal knowledge of a topic?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to share personal knowledge of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Observation Checklist**

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

**MATERIALS**

➤ None required.

➤ None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. experience meaning through a variety of problem-solving stories

A-5.3  
solve problems

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Cree Story or Legend**

Read or play a video of a Cree story or legend. Lead the students in a discussion of how the problem is solved in the story or legend. Ask the students to work in small groups to brainstorm different ways that the problem could be solved. Each group then presents one or two alternative solutions to the rest of the class.

**Extension**

Read or play a video of a story and stop before the main problem of the story is solved. Students discuss different ways that the problem could be solved, then listen to or watch the ending of the story.

➤ **Looking for Solutions**

Give the students problematic situations or stories to discuss and problem solve; e.g.,

- *Tan’si ka itôtên ta wanimîyikawîyan mîciwin?* (What do you do if you are given the wrong food?)\
- *Kihci atâwâkêwikamikohk êh âyâyân êkwas namoya kaki miskên anima acâwâkêwikamikos kê nîtonaman. Kîkwây kitôhtên?* (You are at a mall and you can’t find the store you are looking for. What do you do?)
- *Tân’si ka itôtên kêspin ta wanisînîyan?* (What would you do if you were lost?)

Have the students identify the problem, then discuss possible solutions in groups. Have each group share its possible solutions with the rest of the class.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience meaning through a variety of problem-solving stories?

➤ **Self-assessment Rating Scale**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to experience meaning through a variety of problem-solving stories.

**MATERIALS**

- Cree story or legend (written, oral or video).

- Various problematic situations.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. make connections between behaviour and values

A-5.4  
explore perspectives and values

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Elder Visit**

In preparation for a visit from an Elder, review appropriate behaviours and greetings; e.g.,

- *Tân'si nôhkom/nimosôm.* (Hello, my grandmother/my grandfather.)
- *Namôya nân'taw.* (I'm fine.)

Have the class discuss the importance of showing respect to Elders and how a person's behaviour shows others what they think is important.

Then have the students role-play greeting Elders, showing respect and following protocols; e.g.,

- *Kâya nêkân pimohtë ita kê apit kêhtêyaya.* (Do not walk in front of an Elder.)
- *Nâtamâw têhtapiwin.* (Offer a chair or a place to sit.)
- *Mina maskihkiwâpoy ahpô kotak kikway ta minihkwêt.* (Offer tea or other beverages to a visiting Elder.)

► **Connecting Behaviours and Values**

Write a series of behaviours and values on the board; e.g.,

<i>Îsi waskawîhk</i> (Behaviour)	<i>Pimat'siwin</i> (Value)
<ul style="list-style-type: none"> <li>• talks loudly over others</li> <li>• listens quietly while others are speaking</li> <li>• does not share or help others</li> </ul>	<ul style="list-style-type: none"> <li>• doesn't care about other people</li> <li>• respects others</li> <li>• is selfish</li> </ul>

As a class, discuss how different behaviours match a person's values and add further examples to the chart.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make connections between behaviour and values?

➤ **Conferences**

Meet with individual students or groups to discuss how to make connections between behaviour and values during the visit from the Elder and how polite behaviour shows respect to others. Encourage the students to notice the relationship between what you do (behaviour) and what you believe to be right (values).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to make connections between behaviour and values. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- None required.

- Board or chart paper, markers.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. recognize and respect differences in ideas and thoughts

**A-5.4**  
explore perspectives and values

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **We Are All Different**

After the students collect information about each other's preferences of food, sports and other topics, have them discuss the fact that people in the class have different thoughts. Invite the class to celebrate their differences by creating a class display called *Kahkîyaw âwiyak pâhpêtos* (We Are All Different). Have the students write out and illustrate all the ways in which they are different; e.g.,

- *Âtiht miywêyihmwak ta mêtawê cik, kotakak miywêhtamwak ta nitohtahkik kitohcikêwina.* (Some of us like to play sports, while others like to listen to music.)
- *Âtiht wêhkistamwak kis'cikânisa, âtiht namoya.* (Some of us like vegetables, while others don't.)
- *Âtiht miywêyihmwak kâ kisiniyêk, âtiht namoya.* (Some of us like the cold weather, while others don't.)

Encourage the students to use as much Cree as possible in their display.

**Extension**

Have the students watch a video or television program and discuss what they thought of it. Invite each student to give his or her opinion while the other students listen respectfully.

► **I Think ...**

Present several characters who have different opinions on a particular topic; e.g.,

Character 1: *Nitêyintên takî kikiskaman ôhi kayâsaskisina.* ( I think you should wear these old shoes.)

Character 2: *Namoya nawac ôhi oskaskisina takî kikiskamân.* (No, I think I should wear these new ones.)

Character 3: *Mâ ... takî nitawi atâwêyan kotaka maskisina.* (No way ... you should go buy another pair of shoes.)

Discuss the different opinions and encourage the students to respect the opinions of others and understand that everyone does not have to share the same opinion.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and respect differences in ideas and thoughts?

➤ **Learning Log**

Students reflect in their learning and how well they were able to recognize and respect differences in ideas and thoughts.

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to recognize and respect differences in ideas and thoughts. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Poster board, markers, tape.

- Various characters with opinions on a topic.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use the language for fun in a variety of activities

**A-6.1**  
humour/fun

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Simon Says and Songs**

Invite the students to take part in a game of Simon Says or sing simple fun songs (*nikamowinâ*) in Cree, using actions where appropriate; e.g., “Head and Shoulders, Knees and Toes.”

► **Riddles**

Have the students create their own riddles for various vocabulary words; e.g.,

- Question: *Kîkwây kaskitêsiw, misikitiw, êkwa kostâtikosiw?* (What is black, big and fierce?)
- Answer: *Maskwa.* (A bear.)
- Question: *Kîkwây wâpiskisiw êkwa kinopêkihtawakayiw?* (What is white and has long ears?)
- Answer: *Wâpos.* (A rabbit.)

Have the students exchange their riddles or work together as a class to solve them.

► **Happy Face Game**

Choose a word and write blanks on the board for every letter in the word. Ask the students to guess letters one at a time. Each time they guess incorrectly, draw part of a happy face. Students must guess the word before the happy face is completed.

► **I Spy**

The class plays a game of *Niwâpahtên kîkway ...* (I Spy ...). One student chooses something in the classroom and gives the rest of the class hints; e.g.,

- *Niwâpahtên kîkway êhaskihtakwâk.* (I spy something green.)
- *Niwâpahtên kîkway ê wâpiskâk.* (I spy something white.)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A–6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language for fun in a variety of activities?

**➤ Learning Log**

Students reflect on their learning and how well they were able to use the language for fun in a variety of activities.

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use the language for fun in a variety of activities (see sample blackline master in Appendix E: Peer-assessment Checklist).

**➤ Observation Checklist**

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

**➤ Learning Log**

Students reflect on their learning and how well they were able to use the language for fun in a variety of activities.

**MATERIALS**

- Fun songs; e.g., *Brian MacDonald and the Onion Lake School Children: Songs in Cree and English* (Saskatchewan Indian Cultural Centre, 1991).

- Sample riddles.

- Board, markers.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use the language creatively; e.g., create a picture story with captions

A-6.2  
creative/aesthetic purposes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Dialogue Comics**

Have the students use a familiar, simple dialogue as a model to create a new dialogue; e.g.,

- *Tân'si.* (Hello, how are you?)
- *Namôya nân'taw.* (I am fine.)
- *Tân'tê ohci kîya.* (Where are you from?)
- \_\_\_\_\_ *ohci nîya.* (I am from \_\_\_\_\_.)
- *Kîya mâka?* (And you?)
- \_\_\_\_\_ *ohci nîya.* (I am from \_\_\_\_\_.)

Have the students create a comic strip based on this dialogue, using illustrations and captions or speech bubbles.

► **Dance Stories**

In the gym or outside, guide the students to use movement and dance to illustrate vocabulary; e.g.,

- *tahkiskâcikê* (kick)
- *kwâskohî* (jump)
- *pimosiniy* (throw)
- *pakamaha* (to hit it)
- *ohpina* (lift it)
- *nâkatêhta* (be careful)
- *têpwê* (shout/to be loud)
- *pim'pahtâ* (run)
- *nawatina* (catch it).

Have the students create dance stories using various movements to represent vocabulary words. Consider video recording these dances for viewing by students.

► **Word Art**

Have the students use computers to create word art in Cree. Have them play with the size and style of the font, the underlining, colour and boldface. Encourage students to convey meaning in their font choices; e.g.,

- **MÎSÂW** (BIG)
- *Nêstosi* (tired)
- **KISOWÂSI!** (ANGRY!).

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language creatively?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use the language creatively (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Self-assessment Rating Scale**

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

➤ **Conferences**

Meet with individual students to discuss what they found most challenging about using Cree creatively. What other ways would they like to use Cree creatively? Are there any other activities they would like to try? Encourage the students to include their word art in their portfolios.

**MATERIALS**

- Sample dialogue, examples of comic strips.

- Video recording and viewing equipment.

- Computers, printers.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use the language for personal enjoyment; e.g., make a personal dictionary of favourite words with illustrations

A-6.3  
personal enjoyment

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Favourites Webs**

Have the students make a web of their favourite things called *Nimîywê(htên/mâw)* (Things I Like). In this web, have the students write the Cree words for their *niwihkistên* (favourite) activities, foods and clothing and paste pictures cut out from magazines. Invite the students to add to their web of favourites throughout the year.

**Extension**

Have the students create a web of Cree words and phrases that describe themselves. The *Niya* (Me) webs are displayed in the classroom.

► **Fun Words to Say**

Have the students make a picture dictionary of Cree vocabulary they find particularly interesting or fun to say. Have them illustrate the words and present them in an inventive way.

Afterward, have the students write free verse poems in which they play with words they enjoy saying from their favourite words list. Invite the students to read their poems to the class.

► **Free Time**

Allow the students some free time to participate in an activity in Cree that they personally enjoy; e.g., reading quietly, copying vocabulary into their personal dictionaries, watching Cree videos.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A–6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language for personal enjoyment?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use the language for personal enjoyment, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

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

➤ **Self-assessment Checklist**

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

**MATERIALS**

- Paper, magazines, scissors, glue, markers.

- None required.

- Variety of activities and materials.

## Language Competence

### General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

### LC-1 attend to the form of the language

#### SPECIFIC OUTCOMES

*Students will be able to:*

- a. recognize and pronounce basic sounds

LC-1.1  
phonology

#### SAMPLE TEACHING AND LEARNING ACTIVITIES

##### ► Review of Combined Sounds

Teach the students the combined sounds of the language, using examples in English where possible, e.g., *nicîcîy* (tsetse fly), to help students distinguish between particular sounds. Then practise the following combined sounds:

- p p/b – *api* (sit)
- t t/d – *tanitê* (where)
- c c/ts – *cî* (question indicator)
- k k/g – *kîkwây* (what).

Have the students create songs using words that contain these combined sounds. Consider audio recording these songs to play back for the students.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and pronounce basic sounds?

**➤ Checklist and Comments**

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

**MATERIALS**

- Audio recording and listening equipment.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h

LC-1.1  
phonology

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Reading Aloud**

Review eight to ten recently learned words with the class. Post these words for student reference. Have the students then sit in a circle and take turns reading a single text containing these words. Encourage them to help out if someone has difficulty reading.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h?

**➤ Self-assessment Checklist**

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

**MATERIALS**

- List of various words with blended sounds, *Plains Cree Primary Phonics Book* by E. Hyggen (Saskatchewan Indian Cultural Centre, 1999).

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- c. use proper pronunciation and intonation with familiar words, phrases and expressions

**LC-1.1**  
phonology

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Bingo**

Make bingo cards or have the students make the cards and play the game with the class. Instead of the letters BINGO, use five different Cree letters or sounds. The squares are filled with words that contain the consonants and vowels or sounds. The caller calls out randomly selected words. Each student who has the called word must say it out loud and mark it off on his or her card.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use proper pronunciation and intonation with familiar words, phrases and expressions?

**➤ Observation Checklist**

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

**MATERIALS**

- Bingo cards, markers, word list, bag.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. be familiar with Roman orthography in words or phrases of personal significance

LC-1.2  
orthography

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Sentence Building**

Invite the students to participate in a sentence-building activity in which each student is given an envelope of cut up sentence strips. Have the students build the sentence and then copy it on a sheet of paper. They then exchange their envelopes with other students. Envelopes should be labelled to ensure the students choose a different set each time and build a variety of sentences.

➤ **Classroom Copying**

Have the students create posters using various Cree expressions and phrases and including illustrations. Have them copy the words from personal dictionaries and other resources.

**Extension**

Divide the students into groups and have them copy a short text and then exchange it with another group member to correct. Have the groups discuss the things they found difficult or common mistakes and what strategies they could use to improve their writing.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Is the student:

- familiar with Roman orthography in words or phrases of personal significance?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to be familiar with Roman orthography in words or phrases of personal significance, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to be familiar with Roman orthography in words or phrases of personal significance. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- Sentence strips, envelopes.

- Poster materials.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
- foods
  - school
  - measurements
    - time
    - money
  - my community and neighbourhood
  - music/dance
  - animals
  - extended family
  - games
  - any other lexical fields that meet their needs and interests

**LC-1.3**  
lexicon

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **All about Me**

Invite the students to create a poster with pictures of themselves, their home/family, community and any pets they have. Ask them to prepare a brief presentation to explain the poster to their classmates.

➤ **Word Relay**

Divide the students into teams and divide the board so that each team gets its own space. Give the first team member a piece of chalk or a marker. Set the topic; e.g., colour, verbs, weather. When you say “go,” the first student from each team runs to the board and writes a word on the topic and then goes back and passes the chalk or marker to the next student. The relay continues until each student has had a turn.

**Extension**

Ask the students to develop lists of words in their personal dictionaries related to particular lexical fields. Have them add to these lists throughout the year.

➤ **Seat Exchange**

Start by stating in Cree, *Kahkiyaw kâtipiskâkwâw ka mê mêsko tônihikêwak itâ kâ apicik.* (All students who have a birthday in the fall must exchange places.) Every student with a birthday in the fall must change spots with another student. Vary the commands to include clothing items, colour of clothing, hair colour or favourite foods.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Self-assessment Checklist**

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

➤ **Informal Observation**

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

**MATERIALS**

➤ Poster materials.

➤ Board, markers.

➤ None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use, in modelled situations<sup>★</sup>, the following grammatical elements:
- demonstrative pronouns *ana, nâha, anima, nema* to distinguish and refer to that specific animate (NA) or inanimate (NI) noun
  - personal pronoun plural emphatic “**too**” form:
    - 1P *nîstanân*
    - 2I *kîstanaw*
    - 2P *kîstawâw*
    - 3P *wîstawâw*
  - noun possessive forms for plural animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S):
    - niminôsimak / nîtehtapôwina* (1S)
    - kiminôsimak / kitehtapôwina* (2S)
    - ominôsimak / otehtapôwina* (3S)

(continued)

LC-1.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Basic Commands**

Establish a routine in which students are asked to model giving and following some basic commands using Total Physical Response; e.g.,

- *pasiko/nîpawi* (stand up)
- *api* (sit down)
- *nitohta* (listen)
- *kîhtwâm* (again)
- *âstam* (come)
- *âstam ôta* (come here).

In pairs, have the students take turns giving the commands and responding appropriately.

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Informal Observation**

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

**MATERIALS**

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use, in modelled situations<sup>★</sup>, the following grammatical elements:
- locative nouns *ohk, hk, ihk, ahk* as prepositions **in the, on the, to the, at the**; e.g., *atawewikamik / store, atawewikamikohk / at the store; otenâw / city, otenâhk / in or at the city*
  - verbs (VAI):  
1S *nitapin / I sit*  
2S *kitapin / you sit*  
3S *apiw / he/she sits*
  - personal pronoun plural forms:  
1P *nîyanân*  
2I *kîyânaw*  
2P *kîyawâw*  
3P *wîyawâw*
  - simple sentences using **we** (1P), **all of us** (2I), **all of you** (2P), **they** (3P) subject markers and action words (VAI) in declarative statement form (*nitapinân, kitapinaw, kitapinâwâw, apiwak*) and conjunctive form (*ehapiyâhk, ehapiyahk, ehapiyek, ehapicik / ehapitwâw*)

*(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Command Cards**

Create “imperative cards” with a simple command or request on each card. Have the students work in small groups and take turns picking an imperative card and following the command; e.g.,

- *api*: a student with a card picks a student to sit
- *apik*: all students in the group, except the card holder, sit
- *apitân*: everyone in the group sits.

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**➤ Informal Observation**

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

**MATERIALS**

- Cards.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use, in modelled situations\*, the following grammatical elements:
- simple sentences using **I** (1S), **you** (2S), **he/she** (3S) subjects and action words (VAI) in declarative statement form (*nitapin, kitapin, apiw*) and progressive action form (*ehapiyân, ehapiyan, ehapit*)
  - plural endings: animate *ak* or *wak*; inanimate *a* or *wa*
  - personal pronoun plural emphatic “**too**” form:
    - 1P *nîstanân*
    - 2I *kîstanaw*
    - 2P *kîstawâw*
    - 3P *wîstawâw*
  - possessive nouns: body parts, kinship terms
  - commands or requests (imperatives VTA) using action verbs:
    - 2S→1S *nitohtawin / you→ me*
    - 2P→1S *nitohtawik / you→ me*

LC-1.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Simon Says**

Students play *Wêsâkêcâk itwêw\** (Simon Says) to practise giving and responding to commands; e.g., *Wêsâkêcâk itwêw: âstam api.* (Simon says: Come, sit down.)

**\*Discretionary Note:** Refer to community for acceptance of using the term *Wêsâkêcâk* within a game. If unacceptable, use kinship terms instead; e.g., *Nikâwiy itwêw* (My mom/mother says), *Nistês itwêw* (My [older] brother says), *Nimis itwêw* (My [older] sister says), *Nimosôm itwêw* (My grandfather says).

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**➤ Informal Observation**

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

**MATERIALS**

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. use, in structured situations<sup>★</sup>, the following grammatical elements:
- colour descriptors for singular animate (VAI) nouns (*wâpiskisiw / ewâpiskisit minô(s)*) and inanimate (VII) nouns (*wâpiskâw / ewâpiskâk tehtapiwin*)
  - commands or requests using action words (imperative VAI) indicating **you** (2S), **all of you** (2P), and **all of us** (2I); e.g., *api, apik, apitân*
  - noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S):  
*niminôsim / nitehtapiwin* (1S)  
*kiminôsim / kitehtapiwin* (2S)  
*ominôsim / otehtapiwin* (3S)
  - animate plural nouns (NA): *ôki* / these, *aniki* / those, *neki* / those over there

(continued)

LC-1.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Recognizing Colours**

Provide students with coloured beads and ask them to make small circular seasonal wheels or personal identification bracelets. Then ask individual students to point to different beads and ask the class:

- *Tanisi oma isi nakwan?* (What colour is this?)
- *Tanisi ohi isi nakwanwa?* (What colour are these?)

► **Ball Throw**

Ask the students to stand in a circle. Give one of the students a ball. Instruct the student to throw the ball to a classmate while saying a Cree action word; e.g., *api* (sit), *pimpahta* (run). The student catching the ball has to perform the action and then throw the ball to another classmate and say a new action word.

► **Stepping Stones Relay**

Spread out flash cards with pictures of body parts on the floor in a winding pattern. Explain to the students that each card represents a stepping stone in a river. Divide the class into two teams. Have one student from each team hop from card to card, being careful not to fall in the “river,” until you say *Nakê!* (Stop!). Ask each student to name the body part that he or she landed on. If the response is correct, the student continues on; if it is incorrect, he or she goes to the end of the line.

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



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Informal Observation**

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

➤ **Anecdotal Notes**

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

➤ **Learning Log**

Students reflect in their learning and how well they were able to use, in structured situations, the given grammatical elements.

**MATERIALS**

- Coloured beads.

- Ball, reference list of action words.

- Flash cards with pictures of body parts.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. use, in structured situations\*, the following grammatical elements:
- inanimate plural nouns (NI): *ôhi* / these, *anihi* / those, *nehi* / these over there
  - question marker *cî*, using responses: *ehâ* (yes) (Plains) *ihî* (yes) (Northern) *namôya* (no)
  - simple questions using interrogatives: *tan'te*, *awîna*, *kîkwây*, *tânehki*, *tân'sîyisi*, *tân'spî*
  - inclusive personal pronouns: singular: 1S *nîsta* / me too 2S *kîsta* / you too 3S *wîsta* / he/she too plural: 1P *nîstanân* / us/we (exclusive) too 2I *kîstanaw* / us/we (inclusive) too
  - changing an action word to a noun by adding the suffix “*win*” to the verb: *mîcisôwin*, *nîmihitôwin*, *nikamôwin*
  - using demonstrative pronouns *awa*, *ôma* to distinguish and refer to this specific animate (NA) or inanimate (NI) noun – *wâpiskisiw/wâpiskâw*

LC-1.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **How Does It Taste?**

Set up different stations with different-tasting food items. Divide students into pairs and have one member of each pair blindfold the other member. Ask the pairs to walk from station to station tasting the food items and describing how each item tastes. For example, after the blindfolded student tastes a food item, the nonblindfolded student asks:

– *Tanisi ispakwam oma?* (How does this taste?)

The blindfolded team member responds:

– *sîwaw* (sour)

– *Ê-siwak.* (It is sour.)

► **Chair Relay**

Divide the students into two teams and ask them to sit on the floor in two rows. Place a chair in front of the first person in each row. Shout out an action word, e.g., *nipimpahtan* (jump), and have the first student from each team jump all the way to the other side of the room and back to his or her chair. When the student reaches the chair, he or she is to sit down and repeat the action word; i.e., *nipimpahtan* (jump). The first student to complete the routine wins a point for the team.

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Checklist and Comments**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to use, in structured situations, the given grammatical elements.

**MATERIALS**

- Taste-size portions of different-tasting food items—sweet, sour, bitter, salty, spicy.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. understand short, simple oral texts in guided situations  
(*continued*)

**LC-2.1**  
listening

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Story Analysis**

Read a short story on a previously studied lexical field and fill in a chart based on the story; e.g.,

<b>Title</b>	<i>Pêyakow Mahîkan</i> (The Lone Wolf)
<b>Characters</b>	Chinook, Jesse, Uncle Ted, wolf
<b>Setting</b>	<i>Ôcênâsihk</i> (NWT), <i>Jesse êmâanohkêt, mahîkan wâtiy</i> . (A small town in the Northwest Territories, Jesse's camp, the wolf's den.)
<b>Problem in the story</b>	<i>Mahîkan ê wâpamiht ôcênâsînk êkwa kostaciwak aysîniwak</i> . (A lone wolf has been spotted around town and the townspeople are frightened of it.)
<b>Solution or conclusion</b>	<i>Jesse kikiskêyîhtam wâtiy nakâsin asinîsak. Êkwâ tôwinam wâtiy êkwa namoya kihtwâm ôcenasihk pêtontêw mahîkan</i> . (Jesse finds out that the wolf's den has been covered by fallen rocks and removes them to clear the entrance. The wolf never enters the town again.)

Students should use as much Cree as possible in their charts.

**Extension**

Read *âcimowina* (stories) or *âtayohkêwina* (legends) and then challenge the students to draw pictures of their favourite scenes. Have the students present their pictures to the class or group and explain what happened in the scene and why they enjoyed it.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand short, simple oral texts in guided situations?

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Short story, chart.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-2.1**  
listening

- a. understand short, simple oral texts in guided situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Artistic Impressions**

Describe, in Cree, a simple scene; e.g., a container of red apples at the grocery store, a black dog chasing a cat across the road, a man looking at a bluebird in the woods. Divide the students into groups and have each group work together to draw a picture of the scene, then show the scene to the rest of the class; e.g.,

- *Kaskitêwatim nawaswâtêw minôsa akâm mêskanahk.* (The black dog is chasing the cat across the road.)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand short, simple oral texts in guided situations?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to understand short, simple oral texts in guided situations. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. produce simple sentences, orally, in guided situations

LC-2.2  
speaking

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Sentence Building**

Model basic Cree words and have the students create as many sentences orally in Cree as they can with these words; e.g.,

<b><i>Sîpihwâw (Blue)</i></b>	<b><i>Yôtin (Wind)</i></b>
<i>Sîpihwâw itasinâstew.</i> (Blue is a colour.)	<i>Nimiywêhtên yôtin.</i> (I like the wind.)
<i>Sîpihwâw sîpîy.</i> (The river is blue.)	<i>Kisin yôtin.</i> (The wind is cold.)
<i>Sîpihwâw kîsik.</i> (The sky is blue.)	<i>Nipêhtên yôtin.</i> (I hear the wind.)
<i>Nipakowâyân sîpihwâw.</i> (My shirt is blue.)	<i>Pôtâtam nîpîya yôtin.</i> (The wind blows the leaves.)

Encourage the students to present their simple sentences to partners or groups.

► **Skit/Puppet Play**

In small groups, have the students create a skit or puppet play using simple sentences and dialogue based on lexical fields previously studied.

► **Thematic Collages**

Have the students cut out pictures from magazines and prepare collages related to the theme being taught. Working in small groups, ask the students to take turns describing one of the pictures in the collage. The other group members try to guess which picture is being described in Cree.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce simple sentences, orally, in guided situations?

➤ **Conferences**

Meet with individual students to discuss the simple sentences they produced. Talk about difficulties and successes students had during the activity and set goals with them for improvement.

➤ **Learning Log**

Students reflect on their learning and how well they were able to produce simple sentences, orally, in guided situations.

➤ **Observation Checklist**

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

**MATERIALS**

- None required.

- Puppets, various props.

- Magazines, glue, scissors.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. engage in simple interactions, using simple sentences

**LC-2.3**  
interactive fluency

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Who Am I?**

Have each student tape a card with a Cree noun related to a lexical field (e.g., fruit) to the back of a classmate. Invite the students to ask one another questions to see if they can guess which noun they have on their own backs. Play continues until all students have discovered what is posted on their backs.

► **Thirteen Questions**

Prepare a list of 13 common questions. Display it for all the students to see. Have the students work with a partner or in small groups, taking turns drawing from a deck of cards. Depending on the number of the card drawn (1 to 13; Ace=1), students ask their partners or group members the corresponding question. A point is awarded for each correct response.

► **Dialogues**

Divide the students into pairs and provide time for them to prepare a brief dialogue using Cree vocabulary and expressions related to a specific topic; e.g., weekend plans, favourite food. Provide the students with questions as starting points for the dialogues; e.g.,

- *Kikwây kitôtên kâ nikotwâsikîsikâw?* (What did you do on Saturday?)
- *Miyokîsikâw anohc.* (It's a good day today.)
- *Kimiywêmwâwak cî atimwak?* (Do you like dogs?)

After the students have completed the activity, mix up the groups and allow them to ask each other the questions they had prepared. Watch for appropriate interactions and to see if students are able to question and respond appropriately. Consider video recording the interactions and playing them for students.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- engage in simple interactions, using simple sentences?

➤ **Learning Log**

Students reflect on their learning and how well they were able to engage in simple interactions, using simple sentences.

➤ **Learning Log**

Students reflect on their learning and how well they were able to engage in simple interactions, using simple sentences.

➤ **Observation Checklist**

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

**MATERIALS**

- One card per student with a Cree noun written on it, tape.

- Thirteen questions, one deck of cards per group.

- Video recording and viewing equipment (optional).

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. understand short, simple written texts in guided situations

LC-3.1  
reading

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Recipes**

Demonstrate and explain in Cree how to prepare a simple food item from a recipe. Divide the students into groups and have them research simple Cree recipes on the Internet or in books and magazines. Address any new vocabulary. Have each group present its favourite recipe to the class and, if possible, prepare the item and share the product. Compile a class recipe book for students and encourage them to try the recipes at home.

► **Five Questions**

Have the students read short, simple texts in guided situations; e.g., a sequence of sentences, a simple story, an authentic advertisement or a newspaper article. Have the students identify specific information to answer the questions Who? What? Where? When? How?; e.g.,

- *Awîna ê wî atâwâkêt?* (Who is selling?)
- *Kîkwây ê wî atâwâkêt?* (What is he/she selling?)
- *Tân'tê kâwî atâwâkêt?* (Where is he/she selling?)
- *Tânimayikohk ê wî itakihcikêt?* (How much is he/she charging?)

**Extension**

On a daily or weekly basis, write a simple paragraph on the board. Have the students read the paragraph together and then ask them to explain what each sentence means.

► **Skits**

Divide the students into groups of four or five and provide each group with a short, simple story. Have the students then work in groups to create short skits based on the stories. After practising the skits, have each group perform for the rest of the class. One of the group members (or the teacher) could act as narrator and read the story as the rest of the group acts it out.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand short, simple written texts in guided situations?

➤ **Peer-assessment Checklist**

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to understand short, simple written texts in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Observation Checklist**

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

➤ **Self-assessment Checklist**

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

**MATERIALS**

- Recipes, Internet, books.

- Various Cree texts.

- Short, simple Cree stories.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. produce simple written sentences in guided situations

**LC-3.2**  
writing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Patterned Stories**

Introduce students to several examples of simple sentences in patterned stories. Have the students then write patterned stories, using their favourite simple sentence patterns. Ask them to read their stories to the class and collect the stories in a class book that is illustrated by the students.

► **Cree Chants**

Model simple Cree chants and then ask the students to write their own simple chants based on the models; e.g.,

- *Awa êkwa* \_\_\_\_\_ (school/team name). (This one now \_\_\_\_\_.)

Have the students present their chants to each other.

► **Elder's Teachings**

After a visit from an Elder, have the students record what they learned during the visit. Encourage the students to answer questions such as:

- *Kîkwây kikiskinohamâk Kihâyâya?* (What did you learn from the Elder?)
- *Kikiskisomik cî kîkway kîtwêt Kihâyaya?* (Where you reminded of anything by what the Elder said?)
- *Kîkwây mâmawaci kimiyohên kâ mêkwâ kiyokêt?* (What was your favourite part of the visit?)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce simple written sentences in guided situations?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Self-assessment Checklist**

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

➤ **Self-assessment Checklist**

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

**MATERIALS**

- Several examples of simple repetitive-pattern stories.

- Simple Cree chants.

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

**LC-3.3**  
viewing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Printed Material**

Provide the students with opportunities to view a variety of Cree language newspapers, magazines, children’s books, calendars, greeting cards, promotional flyers, movies, television guides, T-shirts, book jackets and CD covers. Ask the students to group the items based on various categories, such as main topic of interest; e.g., sports, music, fashion. Discuss the groupings as a class and discuss strategies used by students to interpret the content of the material.

➤ **On the Web**

Provide access to appropriate Internet sites that allow students to search for information; e.g., [www.giftoflanguageandculture.ca](http://www.giftoflanguageandculture.ca). Have the students pay attention to the navigation of the Web site, noting the graphics used to enhance the site and to convey information; e.g., buttons, pictures, menus, icons.

➤ **Photographs**

While on a field trip or at a special event, take photographs. After the trip or event, have the students review the photographs and describe what is in the pictures. Invite the class to create a photo album with captions to remember the event.

**Extension**

Provide the students with several pictures of cultural events and have them write captions for each of the pictures.

➤ **Pre-reading**

Before reading a story, guide the students in a discussion about what they see on the cover of the book. Have them discuss what they think the story could be about and make a list of words they think may come up in the story.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Observation Checklist**

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

➤ **Conferences**

Meet with small groups of students to discuss the Internet sites and effective strategies for searching Web sites for information. Ask the students to explain what graphic elements were used in the Web sites to convey meaning. Were they effective or ineffective? Were the students able to derive meaning from a variety of visuals?

➤ **Informal Observation**

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

➤ **Informal Observation**

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

**MATERIALS**

- A variety of highly visual texts in Cree.

- Internet.

- Photographs.

- Book with an illustrated cover.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

**LC-3.4**  
representing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Express Yourself**

Ask the students to create a theme-related poster; e.g., favourite foods, sports, hobbies, cultural traditions in Cree-speaking communities. Cree vocabulary as well as student-generated illustrations should be used in the posters. Invite the students to present their posters to the class.

**Alternative Activity**

Ask the students to create advertisements about themselves, their hobbies, interests and so on.

► **Digital Slide Show Presentation**

Assign the students a topic or theme that they are to research; e.g., cultural traditions in Cree-speaking communities. Have the students prepare several slides with information on their topic, being sure to include graphics; e.g., pictures, graphs, maps and charts.

► **Picture Wall**

Invite the students to take photographs or draw pictures of classroom events and field trips. Have the students work with partners to write simple captions to accompany the pictures and display them on a wall to tell a story of the event.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Poster materials.
- Internet and digital slide show software.
- Camera, printer, computer.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. distinguish between formal and informal situations

LC-4.1  
register

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Role-play**

Model how to role-play, then ask the students to listen to conversations in Cree involving formal and informal situations. Discuss how age, relationships (e.g., peers versus acquaintances versus friends), generational differences, people with different social statuses and people in positions of authority affect how one person addresses another. Invite the students to address you and/or a Cree-speaking guest formally.

Divide the students into pairs and have them role-play greetings using proper formal and informal Cree vocabulary to address their partners. Provide name tags to the students for role-playing different people; e.g., child, parent, grandparent, teacher, Elder. Consider video recording these role-plays for viewing by the class.

► **Formal to Informal**

Provide examples of how language changes between formal and informal situations; e.g.,

<b>Formal</b>	<b>Informal</b>
When saying a prayer, you say, <i>kinanâskomitin</i> (I thank you).	When talking to a friend, you say, <i>Ay ay</i> . (Thank you.)
When asking advice from an Elder, follow the tobacco protocol.	Speak with an Elder without the tobacco protocol.

**Note:** The informal “Thank you.” should always be corrected to *Ay ay* as the correct spelling and pronunciation.

Have the students work in groups to present a formal dialogue, then translate it into an informal dialogue.

**Extension**

Provide the students with a list of phrases or sentences and have them mark them as formal or informal.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- distinguish between formal and informal situations?

➤ **Observation Checklist**

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

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to distinguish between formal and informal situations. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Name tags.

- Various props, video recording and viewing equipment (optional).

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. recognize that some topics, words or intonations are inappropriate in certain contexts

LC-4.1  
register

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Respecting Elders**

Model proper ways to speak to *Kihtêyâyak* (Elders). Before inviting an Elder to the class, discuss with the students appropriate ways to use their voices with the Elders; e.g., *Papêyâtihk kapîkiskwâtat Kihtêyâya* (using a calm voice, using a pleasant tone, keeping the volume down to a respectful level).

Before the visit, review appropriate questions and comments; e.g.,  
– *Kitatamihînân kê pê pîkiskwâsiyâhk.* (We are pleased you came to speak to us.)

Emphasize that the Elder is taking the time to share his or her wisdom with them and this should be treated as a gift and privilege. Also model the use of protocol when approaching an Elder.

► **Feast Etiquette**

In preparing for a school or community feast, review appropriate and expected behaviours. Emphasize that refusing food that is given to you as a gift is disrespectful to the giver. All food should be accepted with thanks. Discuss what it is like to live without enough to eat and that sharing food with visitors is a global custom of goodwill.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize that some topics, words or intonations are inappropriate in certain contexts?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize that some topics, words or intonations are inappropriate in certain contexts, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to recognize that some topics, words or intonations are inappropriate in certain contexts.

**MATERIALS**

- Cultural advisor, Elder guest, tobacco, blanket, tea, bannock, refreshments.

- School or community feast.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. understand and use a variety of simple expressions as set phrases

**LC-4.2**  
expressions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Expressions in Drama**

Model various Cree expressions and divide the students into groups. Assign each group an expression, e.g., *Wahwâ!* (Gee!/ Geez!); *Mâ!* (No way!); *Câ!* (Just kidding!), and have the groups create short skits in which their expression is used. Have each group perform its skit for the other groups.

► **Expression Dialogues**

Ask the students to brainstorm expressions related to various topics; e.g., sports, food and eating, jokes and humour. Have the students work in pairs to create short dialogues in which they use as many expressions on a certain topic as possible. Have the pairs present their dialogues to another group.

**Extension**

Review various expressions in Cree; e.g., verbal and nonverbal expressions that are unique to the language. Ask the students to create cartoons using the expressions studied. Post the cartoons around the room or school for others to view.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand and use a variety of simple expressions as set phrases?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to understand and use a variety of simple expressions as set phrases (see sample blackline master in Appendix E: Observation Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to understand and use a variety of simple expressions as set phrases (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Various verbal and nonverbal expressions in Cree.

- Various verbal and nonverbal expressions in Cree.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. acknowledge and accept individual differences in speech

**LC-4.3**  
variations in language

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Guest Speakers**

Invite Cree-speaking guests who speak different dialects to read to the students; e.g., older students, other teachers, parents, community members. If the speaker has an accent or uses unfamiliar words or phrases, discuss these differences with the students. Explain that people often speak differently in different regions, using English as an example; e.g., British, American, Australian and Canadian accents and words.

**Alternative Activity**

Have the students listen to a radio news program in Cree; e.g., on CFWE or Cree language programming on APTN “Venting Forth,” “Beyond Words.” Discuss differences heard in the speech during the broadcast.

➤ **Cree Language Map**

Teach the students about the Cree language in different regions across western Canada. Have the students then create a Cree language map on which they mark examples of language variations; e.g., different accents or different words.

➤ **Accent Skits**

Prepare the students as they work in groups to present skits in which characters have different Cree accents. Storylines for the skits could include:

- a meeting between Cree leaders from various regions
- a sporting event in which students from different regions are competing
- travelling across western Canada and meeting different people along the way.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- **acknowledge and accept individual differences in speech?**

➤ **Learning Log**

Students reflect on their learning and how well they were able to acknowledge and accept individual differences in speech.

➤ **Learning Log**

Students reflect on their learning and how well they were able to acknowledge and accept individual differences in speech.

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to acknowledge and accept individual differences in speech. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Cree-speaking guests, radio.

- Map of western Canada, markers, [www.creedictionary.com](http://www.creedictionary.com) Web site.

- Language charts for various regions.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use basic politeness conventions

**LC-4.4**  
 social conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Brainstorming and Practise**

Have the class brainstorm a list of phrases and behaviours that demonstrate politeness; e.g.,

- shake the other person’s hand
- be silent and listen when someone else is speaking
- say *Ay ay.* (Thank you.)
- simple social interactions such as:
  - *Tân’si?* (How are you?)
  - *Namôya nân’taw.* (I am fine.)
  - *Êkwa kîya/kîya mâka?* (And you?)
  - *Namôya nân’taw nîsta.* (I am fine also.)

Have the students practise the basic conventions of politeness with a partner. Encourage them to use these politeness conventions in class. Invite the students to create posters and charts of common expressions of conversations of courtesy then post them in the classroom.

► **Think Fast Role-play**

Teach phrases and behaviours associated with politeness. Organize the students into groups of two or three. Give the students two minutes to prepare brief dialogues in which they act out basic conventions of courtesy; e.g., entering a classroom late, accidentally bumping into someone, asking to leave the classroom, meeting the principal in school, meeting someone for the first time, meeting an Elder, eating at another person’s house. After the two minute time limit, student groups are to act out the scenarios for their classmates.

Consider video recording these role-plays for viewing by the class.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use basic politeness conventions?

➤ **Informal Observation**

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

➤ **Conferences**

Meet with pairs or groups of students to discuss the social conventions used and how effective they were in their presentations. Encourage students to share their comments on their classmates' presentations using the two stars and a wish model (two positive comments and one suggestion/recommendation for the future).

**MATERIALS**

- Poster materials.

- Timer, video recording and viewing equipment (optional).

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. use appropriate oral forms of address for people frequently encountered

**LC-4.4**  
social conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Greeting Game**

Introduce greetings for various situations; e.g., meeting an Elder and saying, *Tân'si nôhkom* or *Tân'si nimosôm*. Assign the students different roles; e.g., Elder, teacher, parent or friend. Have the students wear stickers or labels with their roles written on them. Have the students walk around the class, stop near another student and greet each other with an appropriate greeting. Encourage the students to use these forms of address throughout the school year.

➤ **Role-plays**

Divide the students into pairs or groups and have them role-play situations in which different conventions are used for greeting various people politely; e.g., their teacher, classmates, Elders, family members. The situations could include:

- a visitor to the school asks directions in the hallway
- a visit with your grandmother
- an Elder visits the classroom
- you meet your friend at the movies.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use appropriate oral forms of address for people frequently encountered?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use appropriate oral forms of address for people frequently encountered. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Labels or stickers.

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

*(Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.)*

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. experiment with using some simple nonverbal means of communication

LC-4.5  
nonverbal communication

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Action Songs**

Play a simple song in Cree and have the students create actions to go along with the words of the song. Have the students practise the actions several times over the week or month. Model action songs can be used to introduce this activity; e.g., Brian MacDonald’s “*Tân ’si Tân ’si*” song.

► **Using Nonverbal Communication**

Model nonverbal means of communication; e.g.,

- lip pointing to give a direction
- winking to indicate a joke or that someone is not telling the truth
- beckoning with the hand or finger to mean “come here”
- putting a finger to the lips to mean don’t talk or be quiet
- clicking the tongue to mean stop what you’re doing.

Describe a short simple scenario and have the students respond by using an appropriate nonverbal communication.

**Extension**

View a short video with the sound turned off. Divide the students into groups and have them identify the nonverbal language used and guess what people are saying.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experiment with using some simple nonverbal means of communication?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to experiment with using some simple nonverbal means of communication. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

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

**MATERIALS**

- Music (e.g., Brian MacDonald's "*Tân'si*" song, Jerry Saddleback's songs), audio equipment.
- Videos such as *Mr. Bean* television show, viewing station.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. recognize that some nonverbal behaviours may be inappropriate in certain contexts

**LC-4.5**  
nonverbal communication

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Appropriate vs. Inappropriate**

As a class, brainstorm various nonverbal behaviours that are not appropriate when listening to someone; e.g., putting your head on the desk or looking away, standing too close or moving away, rolling eyes, avoiding eye contact or staring.

Discuss other forms of nonverbal communication that can be inappropriate; e.g., pointing (and staring) at people you do not know, facial expressions (e.g., smiling in a sad/serious situation), sticking your tongue out, refusing a handshake. Discuss the importance of using polite nonverbal behaviours. Encourage the students to use these polite nonverbal behaviours in class.

Arrange the students into small groups. Give some groups examples of appropriate nonverbal behaviours and give other groups examples of inappropriate nonverbal behaviours. Allow time for the students to prepare skits. Have the groups take turns presenting their skits to the class. After each skit, have the students in the audience identify whether or not the behaviours are inappropriate.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize that some nonverbal behaviours may be inappropriate in certain contexts?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize that some nonverbal behaviours may be inappropriate in certain contexts, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. sequence elements of a simple story, process or series of events

**LC-5.1**  
cohesion/coherence

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Steps of a Process**

When introducing a new activity to the class, e.g., how to make a family tree, how to create a shield or crest, how to pick berries, explain the process and demonstrate it. Give several students pictures and text that correspond to different steps in the process. Have them go to the front of the room and place their text and pictures where they think they belong. The class must come to an agreement as to the correct placement of all the steps. Review the steps as a class and emphasize any linking words used; e.g.,

- *pêyawkwâw* (once)
- *nîswâw* (twice)
- *nêkân/Nîkân* (first)
- *kêhtwâm* (again, repeat)
- *êkwa* (and, now, then)
- *êkwa asici* (and also).

► **Sentence Strips**

Read a short story (no longer than 12 sentences) and then distribute strips of paper with a sentence from the story written on each one. Have the students put the sentences in the correct order to match what happened in the story.

**Extension**

Cut up and distribute strips that describe the students' daily routines and have them order them; e.g.,

- *Nîkân niwaniskân êkwa.* (First, I get out of bed.) or *Nîkân êwaniskâyân êkwa.* (First, I am getting out of bed.)
- *Êkwa nikâsîhkwân êkwa.* (Then I wash my face.) or *Ekwa êkâsîhkwêyân.* (Then I am washing my face.)
- *Piyisk âtawiya nimîcison.* (Finally, I eat.) or *Piyisk âtawiya êmîcisoyân.* (Finally, I am eating.)

**Caution**

Be sensitive to each student's personal family situation when exploring kinship relationships.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- sequence elements of a simple story, process or series of events?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to sequence elements of a simple story, process or series of events. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Text and illustrations for each step of a process.

- Short story or daily-routine sentence strips.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. link words or groups of words in simple ways

**LC-5.1**  
cohesion/coherence

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Identify Linking Words**

Model and teach sample sentences using linking words; e.g., *mina* (and), *êkwa* (also) and *ôta* (here).

- *Nitawi nâta masinahikan êkwa pêtâ ôta.* (Go fetch the book and bring it here.)
- *Nitawi nâta masinahikan êkwa têhtapiwin êkwa itohtâ nete.* (Go fetch the book and chair and take them over there.)
- *Nimîywêhtên kê masinahikêyân êkwa kê mîc'soyân êkwa kê nipâyân.* (I am happy when I am writing and eating and sleeping.)
- *Nikawisimon nân'taw kêkâ-mitâtaht tipahikan êkwa niwaniskân nân'taw têpakohp tipahikan êkwa nikâsîhwân êkwa nisîkahon êkwa nimîcison mîna niminihwân tôhtôsâpoy.* (I go to bed about 9:00 p.m. and I get up about 7:00 a.m. and I wash my face and comb my hair and I eat and drink milk.)

Read each sentence and have the students identify the linking words used in each sentence. Provide the students with a printed version of the sentences in which all the linking words are missing. Have the students add the missing words.

► **Combining Sentences**

Present the students with two lists of short sentences; e.g.,

<b>List A</b>	<b>List B</b>
<i>Nimiywêhtên ta pakâsimoyân.</i> (I like to swim.)	<i>Nimiywêhtên ta pimipahtâyân.</i> (I like to run.)
<i>Kaskitêsiw minôs.</i> (The cat is black.)	<i>Wâpiskisiw atim.</i> (The dog is white.)
<i>Yôtin anohc.</i> (Today it is windy.)	<i>Otâkosîhk kê kimowan.</i> (Yesterday it was raining.)

Have the students create new sentences by joining the sentences from list A and list B in different ways using link words; e.g., *êkwa* (and), *ahpô* (or), *mâka* (but).

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- link words or groups of words in simple ways?

➤ **Quiz**

Quiz the students by having them fill in the correct words to link words or groups of words in simple ways. Use similar sentences to those used in the activity.

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to link words or groups of words in simple ways, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Cloze activity sheet.

- Two lists of simple sentences.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize some simple oral and written text forms

**LC-5.2**  
text forms

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Text Stations**

Bring in samples of a variety of oral and written text forms; e.g.,

- newspapers
- concert tickets
- bus tickets/train tickets
- menus
- calendars
- posters
- commercials
- songs
- flyers
- catalogues
- maps
- music videos
- Web sites
- comics.

Set up centres or stations with the sample oral or written text forms. Arrange the students into small groups and give each group several sticky notes (a different colour for each group). As the groups circulate throughout the stations, they decide what they think each item is and label it with their sticky notes. Once the groups have moved through all of the stations, discuss the oral and written text forms.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize some simple oral and written text forms?

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to recognize some simple oral and written text forms. Offer feedback encouragement and praise as needed.

**MATERIALS**

- Variety of oral and written text forms, several different-coloured sticky notes.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

a. initiate interactions and respond using simple social interaction patterns

**LC-5.3**  
patterns of social interaction

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Social Interactions**  
Use daily classroom routines to encourage students to initiate interactions in Cree. Encourage the students to continue to use these interaction patterns during class time as well as in other situations. Arrange the students into small groups and have them role-play simple interactions and interaction patterns.

**Alternative Activity**  
Have the students use puppets to role-play simple interaction patterns.

► **Interaction Art**  
Ask the students to work as a class to create songs, poems or works of art using familiar Cree phrases and words in the following situations:

- when greeting someone; e.g., *Nimiywêhtên kâ nakiskâtân.* (I am happy to meet you.)
- when giving or receiving a gift; e.g., *Ay ay kitatamihin.* (Thank you. You pleased me.)
- when offering and accepting help from someone; e.g., *Kawîcîhitin.* (I will help you.)
- when asking for something; e.g., *Mahtêsa kakwêcimitin kîkway.* (I will ask you something, please.)
- when inviting someone or when being invited; e.g., *Ê pê wîhkomitân ê pê nitomitân.* (I have come to invite you.)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- initiate interactions and respond using simple social interaction patterns?

➤ **Observation Checklist**

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

➤ **Conferences**

Meet with the students to review their poems, songs or artwork and discuss their ability to use the phrases associated with each situation. Discuss any difficulties they may have in initiating interactions and responding using simple social interaction patterns. Suggest strategies to use.

**MATERIALS**

- Puppets (optional).

- Art supplies.

## Community Membership

### General Outcome for Community Membership

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth\*), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator\*).

#### CM-1 *Kikâwînow Askiy* (Mother Earth\*)

#### SPECIFIC OUTCOMES

*Students will be able to:*

- a. participate in harmonious activities and experiences related to *Kikâwînow Askiy* (Mother Earth\*)

CM-1.1  
relationships

#### SAMPLE TEACHING AND LEARNING ACTIVITIES

##### ► **Drumming**

Teach the relationship between drum beats and the heartbeat of living creatures, between the drum and Mother Earth, by using resources available in the classroom. Have the students explore the sound of their own heartbeats.

##### ► **Mother Earth Activities**

Invite the students to participate in various activities that promote a connection to Mother Earth. Have them create a checklist of the following activities and note when they have completed each one:

- *ohpikihcikêwin* (planting)
- *mawisokonikêwin\** (gathering)
- *asiskîwihcikêwin* (composting)
- *kamanahaskwêk êkwa kamawisohk* (picking herbs and berries)
- *kwêskâpacihcikêwin\** (recycling)
- *nihtawkihcikêk* (gardening/landscaping)
- *mâcîwin* (big game hunting)
- *notisipêwin* (duck hunting)
- *nôtâposwêwin* (rabbit hunting)
- *pakitahwawin* (fishing [by net])
- *kwâskwêpicikêwin* (fishing [by rod and reel])
- *nikamowina* (songs)
- *mêskoc miyotôtâkêwin* (reciprocity)
- *manâcihtâ askiy* (conservation)
- *manâcihcikêwin* (preservation)
- *asahkêwin, wîhkohkîmowin\** (community feast/supper).

##### ► **Stories and Legends**

Read or tell several stories or legends involving Mother Earth and discuss with the students what they learned about Mother Earth from the stories. Have the students then create posters that reflect their understanding of Mother Earth.

**\*Discretionary Note:** Some of these activities require extreme care, caution and sensitivity on the part of the teacher. Teachers should consult Elders in their local community regarding traditional practices.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in harmonious activities and experiences related to *Kikâwînow Askiy* (Mother Earth★)?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to participate in harmonious activities and experiences related to *Kikâwînow Askiy* (Mother Earth).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to participate in harmonious activities and experiences related to *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Learning Log**

Students reflect in their learning and how well they were able to participate in harmonious activities and experiences related to *Kikâwînow Askiy* (Mother Earth).

**MATERIALS**

- Drums or other implements for drumming.

- Equipment related to the activities.

- Poster materials, stories or legends related to Mother Earth; e.g., *Amiskohkânis êkwa kotaka achimôna* (*The Pet Beaver and Other Stories*) by A. Anderson (Duval House Publishing, 1998), Creation of the World story.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. take care of *Kikâwînow Askiy* (Mother Earth★)

CM-1.1  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Caretakers**

Discuss and model the role of people as protectors and caretakers of Mother Earth. Have the students then brainstorm ways in which they can help protect Mother Earth; e.g.,

- *kwêskâpacihcikêwin* (recycling)
- *ta mostohtêhk ispîhci ta pôsihk* (walking rather than riding in cars)
- *kanâcihcikê kiskinohamâtowikamikohk êkwa ihtâwinihk* (cleaning up garbage at school and in their community).

Invite the students to create posters to promote one of the ideas from their brainstorming.

► **School Clean Up**

Organize a clean-up day at the school or at a park in your community. Review the importance of respecting Mother Earth by keeping the environment clean and have the students set goals; e.g., collecting a certain amount of garbage.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askîy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- take care of *Kikâwînow Askîy* (Mother Earth★)?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to take care of *Kikâwînow Askîy* (Mother Earth) (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Learning Log**

Students reflect on their learning and how well they were able to take care of *Kikâwînow Askîy* (Mother Earth).

**MATERIALS**

- Poster materials.

- Garbage bags, gloves, awards/certificates.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth\*), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator\*).

**CM-1 *Kikâwînaw Askiy* (Mother Earth\*)**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. participate in activities and experiences that convey knowledge of past and present *Kikâwînaw Askiy* (Mother Earth\*)

**CM-1.2**  
 knowledge of past and present

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Changes in the Community**

Present pictures of the community from the past and present. Discuss what changes have taken place. Have the students then create time lines that show the major changes, e.g., new buildings, fires or floods, storms, new roads, that have occurred in their community. Have the class discuss the impact of these changes on the local environment.

**Extension**

Invite an Elder to visit the class and describe what the community and surrounding area were like in the past and how they have changed over time. After the visit, invite the students to discuss what they learned.

➤ **Formation of the Land**

Introduce and teach geological concepts, e.g., glaciers, the growth of mountains, the creation of rivers, flood cycles and forest fire cycles, and the impact these things have had on the land of Alberta. Have the students imagine and discuss what the land would have looked like thousands of years ago and draw pictures of Mother Earth in the past.

**Extension**

Teach the students how to express thankfulness to Mother Earth at the beginning of each class; e.g., *Tânsi, miywâsin ê pê kiskinohamâkosiyan*. (How are you? It is good that you have come to school.)

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askîy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that convey knowledge of past and present *Kikâwînow Askîy* (Mother Earth★)?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to participate in activities and experiences that convey knowledge of past and present *Kikâwînow Askîy* (Mother Earth) (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that convey knowledge of past and present *Kikâwînow Askîy* (Mother Earth), and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Pictures of the community in the past and present, Elders, gifts for Elders made by the students.

- None required.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. explore a past/present Cree community and its relationship with *Kikâwînow Askiy* (Mother Earth★)

CM-1.2  
knowledge of past and present

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Past Community**

Teach the students how to research information on a Cree community of the past, e.g., through a film, book, pictures, Internet, and draw pictures of the community, labelling things that they learned about the clothing, housing, work, food and way of life in the community. Have the students further explore communities of the past by:

- asking *kôhkom* (their grandmother) and *kimosôm* (their grandfather) what life was like
- reading and listening to stories of the past
- going on field trips to historic sites.

Have the students create a class display to show what they learned.

► **Treasures around Us**

Have the students brainstorm elements of Cree culture in the local community; e.g., people, businesses, organizations, music, artwork, sports and entertainment.

Have the students create a brochure or a visitors' guide to their community highlighting Cree history/historic sites, businesses, people, services, landmarks and buildings. Students can access information on the Internet, take photographs themselves, visit a local museum or talk to local people.

**Extension**

On a map of your community, have the students mark businesses, landmarks and organizations of Cree origin; e.g., restaurants, specialty food stores, cultural centres. Take a field trip to old Cree communities and graveyards.

**Caution**

Be sensitive to each student's personal family situation when exploring kinship relationships.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askîy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore a past/present Cree community and its relationship with *Kikâwînow Askîy* (Mother Earth★)

**➤ Learning Log**

Students reflect on their learning and how well they were able to explore a past/present Cree community and its relationship with *Kikâwînow Askîy* (Mother Earth).

**➤ Checklist and Comments**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore a past/present Cree community and its relationship with *Kikâwînow Askîy* (Mother Earth) (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**MATERIALS**

- Films, books, pictures, Internet sites on Cree communities of the past.

- Video by Syncrude Canada *Sakâwiyiniw pimâtisiwin* (Woodland Lifestyle), Internet.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth<sup>★</sup>), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator<sup>★</sup>).

**CM-1 *Kikâwînow Askiy* (Mother Earth<sup>★</sup>)****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. participate in activities, experiences and practices related to *Kikâwînow Askiy* (Mother Earth<sup>★</sup>)

CM-1.3  
practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Forest Field Trip**

Before a field trip to a woodland area, teach the students the various types of *mîtosak/sihtak* (trees) and what they are used for; e.g.,

- *waskwayâpoy* (birch syrup), *waskwayâpôhkwêwin* (birch syrup production)
- *sihta* (spruce)
- *nîpsî* (willow).

During the field trip, have the students identify the trees using Cree words.

**Extension**

Review information on the running and collecting of birch sap (*waskwayâpoy* – *waskwayâpôhkêhk*). Invite the students to then create illustrations that show how birch sap is collected and used by the Cree people.

► **Traditional Crafts**

Invite a guest to demonstrate making a traditional craft; e.g., rattles, musical instruments (small drums), paper crafts and moss bags. Ensure proper protocol is used. After the demonstration, have the class discuss what they learned about the significance of the craft and its relationship to Mother Earth.

**Extension**

Demonstrate how to construct a meat drying rack using willow, including using willow bark for strapping/tying, *akwâwân* (dry meat rack), *akwânâhtikwa* (dry meat rack poles), *tahkopicikana* (ties).

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askîy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities, experiences and practices related to *Kikâwînow Askîy* (Mother Earth★)?

➤ **Learning Log**

Students reflect on their learning and how well they were able to participate in activities, experiences and practices related to *Kikâwînow Askîy* (Mother Earth).

➤ **Observation Checklist**

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

**MATERIALS**

- None required.

- Guest speakers, materials for crafts, white play clay, brown paint, paint brushes, real willow twigs.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. explore practices and products, related to *Kikâwînow Askiy* (Mother Earth★), of a specific region or community

**CM-1.3**  
 practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Way of Life**

Have the students research the way of life in a Cree community in a different region, including *môcikihtâwinihikêwin* (celebrations), *nikamowina* (songs), *nîmihitowina* (dances), *mâcêw isihcikêwina* (hunting practices), *nawacîwin* (food preparation) and *wanêhikêwin* (trapping). Invite the students to create a mural or posters that illustrate the way of life in the community.

➤ **Traditional Natural Products**

Have the students use a picture of a forest or plains to create diagrams that show the traditional products taken from Mother Earth. Have the students label trees, berries and animals with the traditional products that are made from them; e.g.,

- buffalo (hide for clothing, moccasins, meat for food)
- moose (hide for clothing, meat for food).

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askîy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore practices and products, related to *Kikâwînow Askîy* (Mother Earth★), of a specific region or community?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explore practices and products, related to *Kikâwînow Askîy* (Mother Earth), of a specific region or community, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to explore practices and products, related to *Kikâwînow Askîy* (Mother Earth), of a specific region or community (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Poster materials, video by Syncrude Canada *Sakâwiyiniw pimâtisiwin* (Woodland Lifestyle).

- Picture of a forest or plains, markers.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth\*), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator\*).

**CM-1 *Kikâwînow Askiy* (Mother Earth\*)**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. participate in activities and experiences that reflect past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth\*)

CM-1.4  
past and present perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Comparing Past and Present**

Produce information on traditional uses of food and have the students compare past practices with present-day practices in a chart; e.g.,

Past	Present
Berries were dried to preserve them.	Berries are frozen to preserve them.

Have the students then compare Cree interactions with Mother Earth in the past and present; e.g.,

Past	Present
People lived close to the environment in tipis in rural areas.	People live in houses or apartment buildings in towns or cities.

Have the students find evidence to support how these changes affect Cree perspectives on Mother Earth; e.g., the importance of Mother Earth to their daily lives.

**Extension**

Have the class host a small traditional feast in the classroom. Ask each student to prepare and bring a dish to share with the class. Encourage the students to sample all dishes and give thanks to Mother Earth for the feast.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth★)?

**➤ Learning Log**

Students reflect on their learning and how well they were able to participate in activities and experiences that reflect past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth).

**MATERIALS**

- Glenbow Museum travel kit, traditional foods.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askîy* (Mother Earth\*), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator\*).

**CM-1 *Kikâwînaw Askîy* (Mother Earth\*)**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. participate in activities and experiences that reflect diversity in perspectives related to *Kikâwînaw Askîy* (Mother Earth\*)

CM-1.5  
diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Mother Earth Collages**

Have the students draw pictures or create collages that represent Mother Earth. Invite the students to present their artwork to the rest of the class, explaining why they used the images they did and what Mother Earth means to them. Encourage the students to understand and respect the perspectives of their classmates.

► **Mother Earth Survey**

Have the students interview people in their class, community and household, asking questions about their perspectives related to Mother Earth; e.g.,

- *Tân'si Kikâwînaw Askîy kitêyimâw?* (What does Mother Earth mean to you?)
- *Tânsîsi kitisi kiwîcîtôtamimâw Kikâwînaw Askîy?* (How do you interact with Mother Earth?)
- *Tânsîsi kitisi manâcîhâw Kikâwînaw Askîy?* (How do you show respect to Mother Earth?)

Have each student create a booklet called “What Mother Earth Means to Me” that includes the responses of the various people interviewed.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect diversity in perspectives related to *Kikâwînow Askiy* (Mother Earth★)?

➤ **Learning Log**

Students reflect on their learning and how well they were able to participate in activities and experiences that reflect diversity in perspectives related to *Kikâwînow Askiy* (Mother Earth).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to participate in activities and experiences that reflect diversity in perspectives related to *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Magazines, scissors, glue.

- None required.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. contribute to, and cooperate in, activities with others, and practise friendliness

CM-2.1  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Preparing for Group Work**

Teach the students the importance of:

- cooperating with others in their groups
- listening to others in their groups
- encouraging other members of their groups
- not being critical of or judging other group members.

Arrange the students in groups to work on an activity. Monitor the groups to ensure students are working well together.

► **Welcoming Others**

Teach a welcome song (e.g., from Brian McDonald) and practise it as a class. Have the students role-play greetings and invitations to come and join in; e.g.,

- *Pê pîhtokwê.* (Come in.)
- *Pê api ôta.* (Come sit here.)

Ask the students to create a welcome sign for the classroom using the phrases and words they learned. Invite a visitor to the class and have the students sing the welcome song to him or her.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- contribute to, and cooperate in, activities with others, and practise friendliness?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to contribute to, and cooperate in, activities with others, and practise friendliness. Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

Students reflect on their learning and how well they were able to contribute to, and cooperate in, activities with others, and practise friendliness.

**MATERIALS**

- None required.

- Brian MacDonald recordings, listening station, chart paper, markers.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. practise consideration of, and helpfulness toward, others

CM-2.1  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Community Feast**

Before hosting a class feast or attending a community feast\*, invite the students to volunteer to help out by setting up the room, preparing the food, serving the food and cleaning up afterward. Have the students review and practise phrases to show respect and friendliness; e.g.,

- Saying, *Âstam pê api ôta nôhkom/nimosôm*. (Come sit here grandmother/grandfather.) when offering an Elder a chair.
- *Kakî wîchitîn cî?* (Can I help/assist you?)

Discuss the Cree custom of women preparing the food and men serving the food.

► **Brainstorming**

Have the students brainstorm different ways they can be helpful at school, at home and in their community. Ask the students to then choose several items from the list and make an effort to do them over a week. At the end of the week, have the students report when and how many times they were able to help others.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- practise consideration of, and helpfulness toward, others?

➤ **Learning Log**

Students reflect on their learning and how well they were able to practise consideration of, and helpfulness toward, others.

➤ **Conferences**

Meet with individual students to discuss the efforts they have made to be considerate and helpful toward, others. What was their favourite part of the experience?

**MATERIALS**

- Community feast, *Cultural Activities Handbook* by Miyowahkohtowin Education Authority.

- None required.

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**General Outcome for Community Membership**

Students will live (*wâ*), *wêtina(hk)* (peacefully) with *Kikâwînow Askîy* (Mother Earth\*), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator\*).

**CM-2 others****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore a past and a present Cree community; e.g., its people, practices, products, beliefs

CM-2.2  
knowledge of past and present

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **The Value of Handmade**

In a sharing circle\*, have the students compare and contrast handmade items to mass-produced items; e.g., clothing (factory-made sneakers versus hand-beaded moccasins) and foods (dried meat versus fast food restaurant hamburgers). Encourage the students to see the value of handmade items and understand that mass-produced items have little cultural value.

► **Inquiry into the Past**

Have the students create questions about the history of their community; e.g.,

- What did the community look like in the past?
- How did the people there live in the past?
- Where in the area did the people live in the past?

Have the students interview Elders and collect their responses. Ensure that students show respect in their words and actions. Ask the students to create a class booklet called *Kayâs* (Long Ago), in which they write the information they collected and draw pictures.

► **Sweetgrass**

Review the use of sweetgrass\* by Cree people of the past and present; e.g.,

- *Anohc kiyâpic âpacihtâwak wîhkask kahâyamihâ-cik* [SPC] -*twâw* [NPC]. (Today they still use sweetgrass when they pray.)

**\*Discretionary Note:** The use and meaning of this concept may vary depending on the community or region.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore a past and a present Cree community?

➤ **Learning Log**

Students reflect on their learning and how well they were able to explore a past and a present Cree community.

➤ **Observation Checklist**

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

➤ **Conferences**

Meet with individual students or groups to discuss what they learned about the use of sweetgrass in the past and present. Discuss what they found most interesting and what they would like to learn more about.

**MATERIALS**

- Pictures of products of the past and present (both handmade and mass-produced), educational kits from museums.

- Art supplies.

- Sweetgrass braid or pictures of sweetgrass.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SPECIFIC OUTCOMES**

*Students will be able to:*

CM-2.3  
practices and products

- a. observe, understand and participate in family and/or school Cree cultural experiences, practices and activities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Songs and Stories**

Invite the students to listen to *nikamôna* (songs) and *âcimowina* (stories) that illustrate Cree cultural practices and activities. Have the class discuss what they learned from the songs and stories and write personal responses in their Learning Logs.

➤ **Dance**

Introduce and teach information on various *nîmihitowina* (dances) and watch a video of the dances being performed. Explain the cultural significance of each dance and when it would be performed. Invite the students to try the dances themselves as a class.

➤ **Cleansing**

Introduce information on *miyâhkasikêwin* (smudging)\*, the cultural significance of cleansing and when it would be performed. Have the students write personal responses about smudging in their Learning Logs.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth<sup>★</sup>), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator<sup>★</sup>).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- observe, understand and participate in family and/or school Cree cultural experiences, practices and activities?

➤ **Learning Log**

Students reflect on their learning and how well they were able to observe, understand and participate in family and/or school Cree cultural experiences, practices and activities.

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to observe, understand and participate in family and/or school Cree cultural experiences, practises and activities. Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

Students reflect on their learning and how well they were able to observe, understand and participate in family and/or school Cree cultural experiences, practices and activities.

**MATERIALS**

- Traditional songs and stories, video “*Dances of Northern Plains*,” video by Syncrude Canada *Sakâwiyiniw pimâtisiwin* (Woodland Lifestyle).

- Video showing traditional dance, viewing station.

- Cleansing items such as sweetgrass, sage, cedar.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth\*), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator\*).

**CM-2 others**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. explore Cree community cultural practices and products

CM-2.3  
practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Sharing Circle**

Invite the students to explore Cree cultural practices and products through such things as:

- storytelling
- singing and listening to music; e.g., a Round Dance or Tea Dance Song
- watching and/or participating in dances
- berry picking, picking sweetgrass, collecting roots and herbs.

In a sharing circle\*, have the students discuss what they have learned about the various Cree practices.

► **Film**

Show a film involving Cree cultural practices and cultural items. After watching the film, have the students discuss what they saw and heard and write personal responses by answering questions; e.g.,

- *Kîkway nikiskinohamâkon ôma cikâstêpayicikan?* (What did I learn from the film?)
- *Kîkway nikiskisimikon ôma cikâstêpayicikan?* (What things did the film remind me of?)
- *Kîkway nimêyiwêyihên?* (What did I like the best about the film?)
- *Kîkway cîkwêskimâmitonêyimitên ohci nêhiyaw pimâcihowin? Tânehki ahpô tanêhki?* (Did the film change my mind about the Cree lifestyle? Why or why not?)

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Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore Cree community cultural practices and products?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explore Cree community cultural practices and products, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Conferences**

Meet with individual students to discuss their responses to the film. Discuss why it is important to explore practices and products when learning about a culture.

**MATERIALS**

- Materials related to the students' exploration.

- Films involving Cree cultural practices and products, viewing station.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawî Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**CM-2.4**  
 past and present perspectives

- a. describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values, and examine change

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

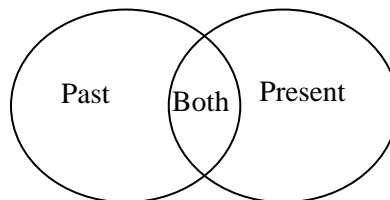
➤ **Comparison Charts**

Compare and contrast traditional tanning methods and contemporary factory tanning methods and discuss the differences between the two. Have the students fill in a chart that compares traditional tanning and factory tanning.

Compare and contrast traditional methods of making jerky and contemporary factory methods of making jerky and discuss the differences between the two. Have the students fill in a chart that compares traditional dry meat making and factory jerky making.

➤ **Venn Diagram**

Have the students create Venn diagrams entitled “Cree Practices and Cultural Items Past and Present.” On the left side of the diagram, have the students list Cree practices and products used in the past. On the other side, have them list practices and products used in the present. In the middle, where the two circles intersect, have them list the practices and products that were used in the past and are still used today.



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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values, and examine change?

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values, and examine change (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values, and examine change (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

➤ Reference materials.

➤ Reference materials.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînew Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify the unique qualities of others; e.g., family

CM-2.5  
diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Self Portraits**

Have the students create self-portraits, including several words and phrases that describe their talents and likes or dislikes, and display them in a “photo gallery.” Invite the students to look at the portraits of their classmates and discuss the unique qualities of other students in a sharing circle\*; e.g., *Mary mîyosiw*. (Mary is pretty.)

► **Tracings**

Have the students trace each other’s outlines (body tracing) on large sheets of paper. Ask the students to then fill in the outlines with adjectives and phrases that describe their partners; e.g., *apisîsiw awa* (this one’s small) and *misikitiw awa* (this one’s big). Put the tracings on the wall and discuss the different qualities of each student.

► **Family and Community Leaders**

Have the students choose a Cree leader/role model and read information about his or her life and accomplishments. Have the students then brainstorm all the adjectives and phrases that can be used to describe the person and create a poster using these words and phrases.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify the unique qualities of others?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to identify the unique qualities of others, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to identify the unique qualities of others.

**MATERIALS**

- Art supplies.

- Chart paper, tape, markers.

- Poster materials.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. identify and celebrate the unique qualities of others; e.g., in meeting the needs of the community by voluntarily fulfilling the roles

**CM-2.5**  
diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Positive Qualities**

Ask the students to write sentences describing a positive quality of the classmates to their left, the classmates to their right, the classmates in front of them and the classmates behind them. Invite the students to share their sentences with the rest of the class and collect the sentences in a booklet.

**Extension**

Have the students create Valentine’s Day or birthday cards for each other in which they compliment each other on their positive qualities or talents.

➤ **Quality Cards**

For Mother’s Day or Father’s Day, have the students create cards that illustrate the positive qualities of their parent or guardian. Alternatively, have students create birthday cards for friends and family members that celebrate their unique qualities.

**Extension**

Have the students write short biographies of the leaders in the community, both past and present; e.g.,

- *Kayâs okimâhkanak* (past chiefs)
- *Okiskinohamâkêwak* (teachers)
- *Kihtêyayak* (Elders).

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify and celebrate the unique qualities of others?

➤ **Learning Log**

Students reflect on their learning and how well they were able to identify and celebrate the unique qualities of others.

➤ **Informal Observation**

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

**MATERIALS**

- None required.

- Art supplies.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth\*), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator\*).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. express their own concept of themselves and extend that understanding to include new ideas and perspectives; e.g., related to home and school

CM-3.1  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Personal Family Presentation**

Have the students draw pictures of themselves and their family members. Ask students to label the pictures and indicate, in Cree, their relationship to the persons in the pictures. Invite the students to present the pictures to others in the class or their group.

**Extension**

Teach the students how to create time lines using the Cree language to show important events at school and at home over the past month or school year.

► **I am ...**

Teach various Cree adjectives that describe feelings and have the students create sentences with them based on the following model:

- *Anohc nitâpacihtân* \_\_\_\_\_. (Today I used \_\_\_\_\_.)
- *Nitayamihtân* \_\_\_\_\_. (I read \_\_\_\_\_.)
- *Nimasinahên* \_\_\_\_\_. (I wrote \_\_\_\_\_.)

Revisit this activity several times, asking the students to come up with new examples for each adjective.

► **Book about Me**

Over the school year, have the students develop and add to a *Nitâcimowasinahikan* (Book about Me). In the book, ask the students to write their information in Cree; e.g.,

- *ispîtisi maskisin kâtîpiskamân, isinâkwana nêscakâsa* (height, shoe size, hair colour)
- *kîkway kamêyiwêyhtamân mâna ka itohtamân* (favourite hobbies and pastimes)
- *kîkwâya kânanahêyân* (accomplishments and talents).

**Caution**

Be sensitive to each student's personal family situation when exploring kinship relationships.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- express their own concept of themselves and extend that understanding to include new ideas and perspectives?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to express their own concept of themselves and extend that understanding to include new ideas and perspectives, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to express their own concept of themselves and extend that understanding to include new ideas and perspectives. Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

Students reflect on their learning and how well they were able to express their own concept of themselves and extend that understanding to include new ideas and perspectives.

**MATERIALS**

- Art supplies.

- None required.

- Markers, photographs, tape.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-3 themselves**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. express their own concept of themselves and understand their own strengths and abilities

CM-3.1 relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Autobiographies**

Read and provide examples of short autobiographies. Then lead a discussion about the kind of information usually found in an autobiography; e.g., where and when you were born, hobbies and pastimes, teams and groups you belong to. Have the students then write a simple autobiography entitled *Ôma nitipiyawi acimisôwin* (This Is My Book/My Autobiography). Encourage the students to include descriptions of their own strengths and abilities; e.g., hobbies and talents.

➤ **Animal Characteristics Posters**

Have the students create word art posters in the shape of animals and write simple Cree words describing the animals' qualities, characteristics and values. Ask the students to then choose an animal and describe how they are similar to the animal or how they would like to be more like the animal. Invite them to share their ideas with the rest of the class.

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Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- express their own concept of themselves and understand their own strengths and abilities?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to express their own concept of themselves and understand their own strengths and abilities (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to express their own concept of themselves and understand their own strengths and abilities (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Sample autobiographies.

- Chart paper, markers, animal shapes.

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Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth\*), others and themselves, guided by *Omâmawî Ohtâwîmâw* (the Creator\*).

**CM-3 themselves**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore kinship and community

CM-3.2  
knowledge of past and present

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Kinship Show and Tell**

Ask the students to create collages depicting kinship and community and then have each student share his or her work in a show-and-tell activity. Invite the students to write a journal entry, using as many Cree words as possible, about one of the presentations made by another student in the class.

**Extension**

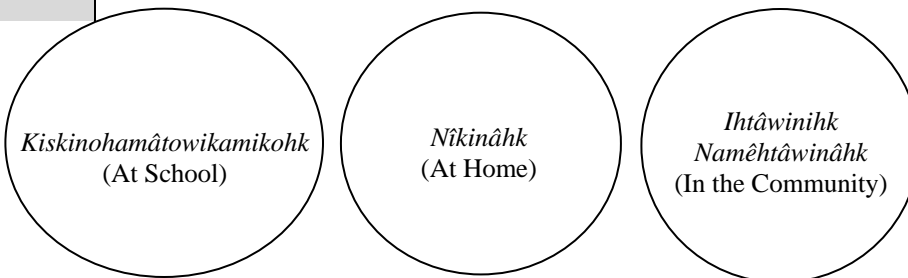
During Meet the Teacher night, have the students introduce their family members, using phrases in Cree; e.g., *Nikâwiy awa*. (This is my mother.) and *Nôhtâwiy awa*. (This is my father.)

► **Field Trip**

Organize a trip to the community archives or town hall. Have the students use the information they find there to create a time line, in Cree, that shows how their community has changed over time. Encourage the students to include major events; e.g., the building of community landmarks and the construction of new roads or subdivisions.

► **Home, School and Community**

Create three circles labelled *Kiskinohamâtowikamikohk* (At School), *Nîkinâhk* (At Home) and *Namêhtâwinâhk* (In the Community). Have the students paste related pictures, words and phrases in the circles.



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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore kinship and community?

➤ **Observation Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to explore kinship and community.

➤ **Informal Observation**

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

**MATERIALS**

- Photographs, magazines, scissors, glue.

- None required.

- Markers, magazines, scissors, glue.

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**CM-3 themselves**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. explore and examine family/community traditions and practices

**CM-3.2**  
 knowledge of past and present

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Guest Speakers**

Invite guests from the community to visit the class to discuss community traditions and practices; e.g., local festivals or holidays, local fairs, local ceremonies, local foods. Encourage the students to listen respectfully to the experiences of the community members, ask questions and write personal responses in their Learning Logs.

► **Sharing Experiences**

Provide numerous examples of family/community traditions and practices. In a sharing circle\*, have the students share their family experiences and traditions at meals, holidays and ceremonies. Have the students then discuss what experiences and traditions were similar among them and draw pictures of a holiday they recently celebrated. Then look at the pictures as a class and discuss the different ways that people celebrate holidays.

► **Biographies**

Introduce and model various examples of short biographies and discuss some of the features of biographies; e.g., tell events in chronological order, include major events in the person’s life. Ask the students to interview members of their families or community and write short biographies.

**Extension**

As an enrichment activity, have the students talk to older family members about what it was like when they were young. Then have the students write and illustrate short stories that take place in the past, using the person they interviewed as the main character.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore and examine family/community traditions and practices?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to explore and examine family/community traditions and practices. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore and examine family/community traditions and practices (see sample blackline master in Appendix E: Observation Checklist).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to explore and examine family/community traditions and practices (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Guest speakers.

- Art supplies.

- Sample biographies, recording equipment for interviews (optional).

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**CM-3 themselves**

**SPECIFIC OUTCOMES**

*Students will be able to:*

CM-3.3  
practices and products

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Classroom Experiences**

Have the students view and participate in various Cree cultural experiences; e.g., smudging\*, sharing circle\*, listening to Elders, watching powwows or dances, listening to Cree music and drummers, using music and drumming to emphasize the action of a story. After experiencing the practice or activity, ask the students to do various response activities; e.g., creating art work, writing in Learning Logs, discussing the experience in a sharing circle and/or writing a story about the experience.

➤ **Cultural Camp Experiences**

Plan a one-day trip with a local Elder/cultural advisor to a trap line, fish camp or other place of cultural significance.

**\*Discretionary Note:** The use and meaning of this concept may vary depending on the community or region.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Observation Checklist**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to observe and participate in Cree cultural experiences, practices and activities.

**MATERIALS**

- Various materials as required for the activity; e.g., drums, videos, music recordings.
- Resource people for cultural camp experiences.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

**CM-3.4**  
past and present perspectives

- a. express their own understanding of themselves, their family and their community and explore the perceptions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Partner Biographies**

Divide the students into pairs and have them interview one another, asking questions; e.g.,

- *Tântê kî kî nihtâwîkin?* (Where were you born?)
- *Tân'tahto ki tahtopîponân?* (How old are you?)
- *Tân'tê ki wîkin?* (Where do you live?)
- *Awîna ki wîtikwîmâw?* (Who do you live with?)
- *Kîkwây ki miywêhtên ta itôtaman?* (What do you like to do?)
- *Kîkwây ki miywêhtên ta kiskinohamâsoyan?* (What is your favourite subject in school?)

Explain and demonstrate how to write short biographies. Have them write biographies about their partners. Afterward, have the partners ask each other questions; e.g.,

- *Kîkway kikiskinohamâkon?* (What did you learn about me?)
- *Kîkway mina pîtos kinohtê kikiskêyihên niya ohci?* (What would you like to know about me?)

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- express their own understanding of themselves, their family and their community and explore the perceptions of others?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to express their own understanding of themselves, their family and their community and explore the perceptions of others, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Samples of short biographies.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth\*), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator\*).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. understand their own strengths and weaknesses

CM-3.4  
past and present perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Posters**

Provide and model examples of personal strengths and weaknesses. Have the students create posters that describe their strengths and weaknesses; e.g.,

- *Ninihtâyamihcikân.* (I am a good reader.)
- *Ninihtânikamon.* (I am a good singer.)
- *Ninihtâwîcihâwak kotakak.* (I am good at helping others.)
- *Ninanahihtên.* (I am a good listener.)

Have the students divide their posters in half and label one side *Miyawâsin* (Good) and the other *Kiyâpîc ka atoskâtaman* (Requires Improvement).

► **Group Work Self-assessment**

After completing group work, have the students complete a self assessment in which they rate themselves from 1 to 5 on things such as:

- *Kwayask cî ninitohtawâwak kotakak?* (How well did I listen to others?)
- *Ni kawîwîcihtâson cî?* (Did I offer help to others in my group?)
- *Niwîcimâmitonêyihhtênân cî?* (Did I share my ideas with others?)
- *Nikîsihtân cî nitatoskêwin?* (Did I complete the task?)
- *Nipimitisahîn cî okiskinohamâkêw otwêyimowina?* (Did I follow the teacher's instructions?)
- *Nikakwêcihkîmon cî ispê ta wîcihikawêyân?* (Did I ask for help when I needed it?)

Have each student then discuss his or her strengths and weaknesses with the others in his or her group. Do they all agree? Have the students set goals for improvement based on their assessments.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- understand their own strengths and weaknesses?

➤ **Observation Checklist**

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

➤ **Self-assessment Checklist**

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

**MATERIALS**

- Poster materials.

- None required.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth\*), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator\*).

**CM-3 themselves**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and celebrate the unique characteristics of their family and community

**CM-3.5**  
diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Community Leaders**

Conduct a class discussion on the leaders of the community; e.g., police, doctors, nurses, chief, businessmen/businesswomen. Have the students then work together to create a display called *Onîkânêwak* (The Leaders of Our Community) in which they describe the community leaders.

- *Kîkwây itôtamwak onîkânêwak?* (What duties do leaders have?)

Work with the class to list the goals and plans that leaders have and how they help the community to be a better place to live.

► **Sharing and Show and Tell**

Discuss with the students how to identify and celebrate unique characteristics of family and community. Have the students identify special cultural skills and talents, e.g., cooking, tanning and storytelling, possessed by members of their families. Invite the students to share this information in a sharing circle\*.

**Extension**

Have the students show and explain to the rest of the class unique symbols or designs associated with their families; e.g., crests, clan symbols or embroidery styles.

**\*Discretionary Note:** The use and meaning of this concept may vary depending on the community or region.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to identify and celebrate the unique characteristics of their family and community, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify and celebrate the unique characteristics of their family and community (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Photographs, markers.

- Examples of symbols or designs associated with families; e.g., cape, button, blankets.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth<sup>★</sup>), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator<sup>★</sup>).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. identify and celebrate their own unique strengths and abilities

**CM-3.5**  
diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Booklets**

Discuss with the students how to identify and celebrate your own unique strengths and abilities. Have the students identify their own special cultural gifts and create *Nikaskihtân ôhi* (My Talents) booklets. Have the students read the booklets of other students in the class.

► **Classroom Talent Showcase**

Brainstorm the strengths and abilities of students in the class and have the students create a class display that shows their individual talents. Circulate and help the students think of their own strengths and abilities. Organize talent days in which the students demonstrate their skills and abilities.

**Extension**

As an enrichment activity, have the students answer the following questions in their Learning Logs:

- *Kîkwây kinakacihâtân?* (What is your skill?)
- *Tân'sî kisinakacân?* (How are you talented?)

Have the students list one or more skills or talents that they possess; e.g.,

- *Ninihtâmêtawân kitohcikan.* (I play an instrument excellently.)
- *Ninihtânêhiyawân.* (I speak Cree fluently.)

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwîkaw Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- identify and celebrate their own unique strengths and abilities?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to identify and celebrate their own unique strengths and abilities. Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

Students reflect on their learning and how well they were able to identify and celebrate their own unique strengths and abilities.

**MATERIALS**

- None required.

- Chart paper, markers.

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## Strategies

### General Outcome for Strategies

Students will use strategies to maximize learning and communication.

#### S-1 language learning

##### SPECIFIC OUTCOMES

*Students will be able to:*

- a. use a variety of simple strategies, with guidance, to enhance language learning

S-1.1  
language learning

##### SAMPLE TEACHING AND LEARNING ACTIVITIES

###### ► Rhymes and Songs

Introduce short songs that include words from vocabulary lists and the students' personal dictionaries. For example, when reviewing body parts, have the students sing "Head and Shoulders, Knees and Toes."

Have the students modify the songs by changing the words to other body parts, classroom objects, family members and other vocabulary words. Have the students then teach their own versions to other students.

###### ► Personal Dictionaries

Ask the students to create personal dictionaries or phrase books in which they record new words and phrases learned. Have the students provide a context for the words and phrases; e.g., include sentences that use the word or phrase. Also have the students indicate the function of the word or phrase; e.g., action verb, adjective, preposition. Invite the students to organize the vocabulary terms according to lexical fields; e.g., family, school, clothing, weather.

###### ► Visuals and Gestures to Improve Communication

Introduce a variety of simple nonverbal productive strategies and play games similar to charades. Have the students practise using gestures and visual supports to aid comprehension and language learning. Encourage the students to use visuals and gestures to aid their understanding of Cree speakers; e.g., when watching Cree television programs and movies.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to use a variety of simple strategies, with guidance, to enhance language learning.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use a variety of simple strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use a variety of simple strategies, with guidance, to enhance language learning. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Simple songs.

- Personal dictionaries.

- Topics for charades, television programs, movies, viewing station.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-2 language use****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a variety of simple strategies, with guidance, to enhance language use

**S-2.1**  
language use

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Modelling Productive Strategies**

Lead the students in a discussion of how taking risks is an important part of language learning. Model various strategies; e.g., risk-taking, self talk and humour. Describe your own experiences in using these types of strategies; e.g.,

- You visit a household or community where Cree is spoken. You don't know the people, but you try speaking to them in Cree.
- You are about to do a presentation in Cree to the class and you are nervous about your pronunciation. Before your presentation, think positive thoughts and encourage yourself by remembering all the things you have done already in Cree.

Encourage the students to use these strategies on their own.

► **Conversing in Groups**

Divide the students into groups to have short conversations with each other on pets, hobbies and other topics of interest. Encourage the students to use communication strategies; e.g., interpreting nonverbal clues [e.g., miming, pointing, smiling, nodding, raising eyebrows], asking for clarification or repetition, circumlocution [e.g., “the thing you hang the clothes on” for “hanger”], repeating part of what someone has said to confirm understanding and asking follow-up questions to check for understanding [e.g., “Am I making sense?”].

**Extension**

Organize the students into small groups and have the groups prepare a brief skit in which they demonstrate simple interactions using communication strategies.

**Extension**

Organize a students' storytelling circle in which they can demonstrate and improve their Cree communication skills.



**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a variety of simple strategies, with guidance, to enhance language use?

**➤ Learning Log**

Students reflect on their learning and how well they were able to use a variety of simple strategies, with guidance, to enhance language use.

**➤ Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use a variety of simple strategies, with guidance, to enhance language use (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

➤ None required.

➤ None required.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-3 cultural learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a variety of simple strategies, with guidance, to enhance cultural learning

S-3.1  
cultural learning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **The Writing Process**

Read samples of basic stories and legends to the students. After listening to different examples, have the students create their own texts with illustrations to provide detail. Have them brainstorm their ideas before starting, then follow the writing process—prewriting, writing, revisions, correction and publication. Encourage the students to apply grammar rules to improve their texts and to avoid difficult structures by rephrasing.

► **Research**

Teach the students research skills and assign various topics to the students; e.g., culture of a specific Cree-speaking community. Encourage them to use a variety of reference materials; e.g., encyclopedias, the Internet, CD-ROMs and text books. Have the students collect and organize the information they find in diagrams, charts or other graphic organizers, then present what they learned to the rest of the class.

► **Inquiry Process**

Brainstorm with students about a current topic or theme related to Cree culture. Before they create presentations, have the students write what they know and questions to guide their research in a KWL chart; e.g.,

<i>Kîkwây kê kiskîyhtamân</i> (What I <b>K</b> now)	<i>Kîkwây kê nohtê kiskîyhtamân</i> (What I <b>W</b> ant to Know)	<i>Kîkwây kê kiskinohamâkawê yân</i> (What I <b>L</b> earned)

Have the students access and use a variety of information sources; e.g., libraries, the Internet, people in the community and professional organizations.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-3 cultural learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use a variety of simple strategies, with guidance, to enhance cultural learning (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Learning Log**

Students reflect on their learning and how well they were able to use a variety of simple strategies, with guidance, to enhance cultural learning.

➤ **Learning Log**

Students reflect on their learning and how well they were able to use a variety of simple strategies, with guidance, to enhance cultural learning.

**MATERIALS**

- Examples of basic stories and legends.

- Reference materials, graphic organizers.

- Various research materials.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-4 general learning****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a variety of simple strategies, with guidance, to enhance general learning

S-4.1  
general learning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Dealing with Complex Texts**

Introduce and teach the strategy of skimming and scanning for information. Provide the students with a Cree text on a specific topic. Create questions on the topic covered in the text and have the students skim and scan the text to find the answers to the questions.

Then have the students read the text more closely, identifying key words and phrases and rereading several times to understand the more complex ideas. Teach the students how to deal with unknown words in a text; e.g.,

- Read sentences before and after the unknown word.
- Find words or phrases that give clues to the word’s meaning or function.
- Look at clues as to the word’s function by examining its spelling.

► **Self-analysis**

Introduce and teach the strategy of self-analysis. Have the students complete a self-analysis to discover their own needs and interests. Have them think about and answer questions; e.g.,

1. When I’m working on an activity, what kinds of things help me? How do they help me?; e.g.,
  - other students
  - adults
  - things on my desk
  - books and reference materials.
2. What things do I need to do to help myself:
  - before I start
  - during the activity
  - after the activity?
3. What are my favourite things to learn about?

Have the students rate the following things from one (like it the most) to ten (like it the least): sort things, organize things, look for information, watch videos, role-play, learn about culture, play games, write stories, create artwork, listen to guest speakers.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-4 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use a variety of simple strategies, with guidance, to enhance general learning, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Students reflect on their learning and how well they were able to use a variety of simple strategies, with guidance, to enhance general learning.

**MATERIALS**

- Cree text.

- None required.

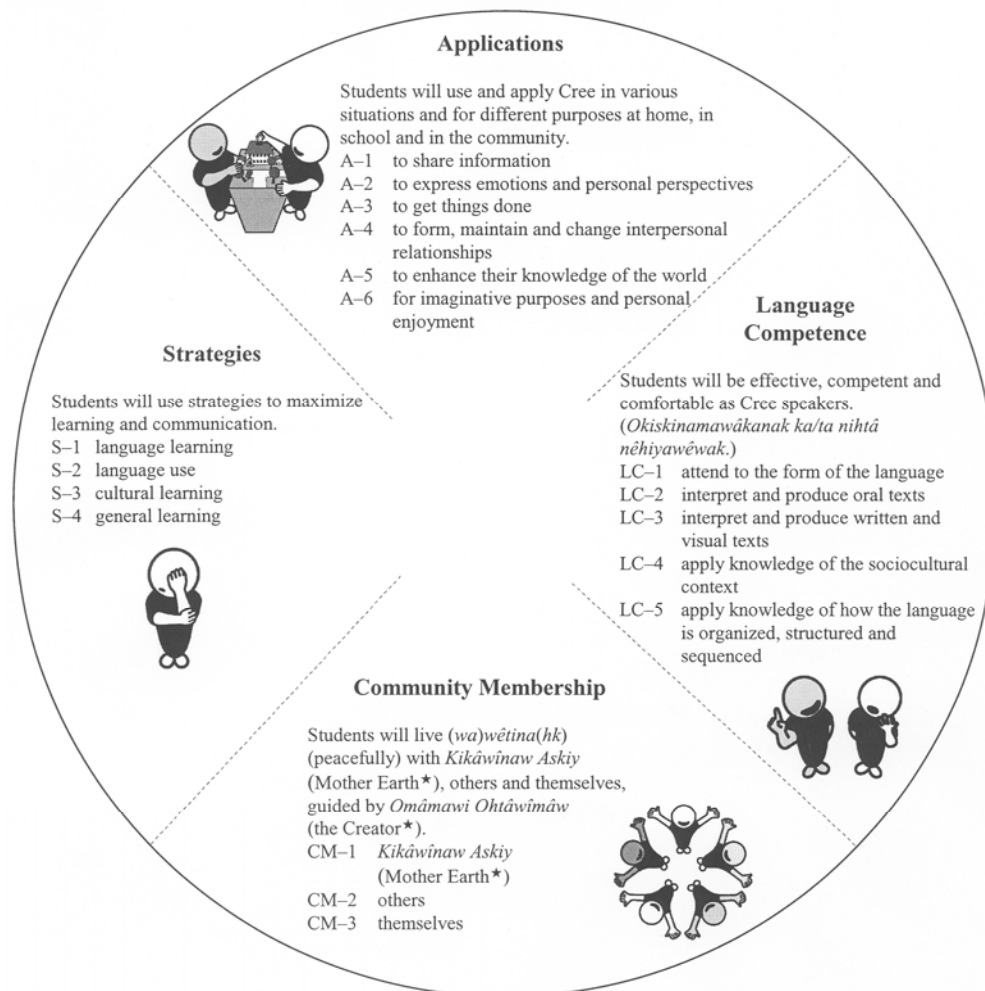


# Grade Level Samples for Grade 6

Applications .....	376
Language Competence .....	432
Community Membership .....	494
Strategies .....	540

## General Outcomes

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



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## Applications

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. describe people, places and things  
(*continued*)

A-1.1  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **My Name Is \_\_\_\_\_**  
Introduce *nitisihkâson*, the root of the word meaning “belly button, lifeline connection to *wâhkômâkanâk* (relations). Sit with the students in a sharing circle\*. Starting with the student to your left, have the students introduce themselves one by one using *niya* and *nitisihkâson* (My name is \_\_\_\_\_.)
- **Simple Introductions**  
Divide the students into pairs and have them find out information about each other, such as where they live, who is in their family and what they like to do (pastimes). Have them present and describe each other to the rest of the class.
- **Family Trees**  
Introduce the concept of family trees, using examples. Have the students draw and label their own family trees, maternal and paternal, then share the information about their families *wî’t’sânak* (brothers and sisters) and *wâhkôhtowin* (kinship), in a sharing circle\*.
- **Sports Commentary**  
Teach and review vocabulary related to sports activities. Then, divide the students into groups and give each student a card with an illustrated sports activity. Have each student show his or her card to the group and act out the activity. Ask the group to describe the activity aloud; e.g., *Pimipahtâw*. (She is running.) Keep in mind that sports-related words are descriptive and long.

**Extension**

Introduce first person, second person and third person in both animate (NA) and inanimate (NI) nouns.

**Caution**

Be sensitive to each student’s personal family situation when exploring kinship relationships.

**\*Discretionary Note:** The use and meaning of this concept may vary depending on the community or region.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe people, places and things?

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to describe people, places and things. Offer feedback, encouragement and praise as needed.

**➤ Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to describe people, places and things, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to describe people, places and things (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to describe people, places and things. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Word wall.

- None required.

- Markers, family tree blackline master (optional).

- Sports activity flash cards.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. describe people, places and things

A-1.1  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Travel Brochure or Poster**

Divide the students into groups to research life in a Cree-speaking community using a variety of sources; e.g., books, magazines, videos, brochures, CD-ROM encyclopedia, Internet. Ask each group to collect and present information on five aspects of life in that community using the mediums of travel brochure/poster, Web site or television show. Possible topics might include: The People of the Community, What to See, Where to Eat and Where to Stay.

**Extension**

Have the class present the information as a Cree travel fair to the rest of the school or to the community; e.g., summer circuit of powwows, travelling for a summer sports tournament.

➤ **Animals in Your Region**

Introduce vocabulary related to animals found in your region. Have the students describe the *pisiskowak* (animals) found in their region as seen in various photographs and paintings.

➤ **Weekly Schedule**

Introduce and teach vocabulary for the days of the week and have the students exchange information about what they do on the different days of the week. For each day of the week, have the students describe what they do, e.g., chores, extracurricular activities, family activities, school-related activities, to others in their groups or to the rest of the class.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe people, places and things?

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to describe people, places and things (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to describe people, places and things. Offer feedback, encouragement and praise as needed.

**➤ Rating Scale**

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to describe people, places and things (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- Internet access, books, CDs and other sources of information on a Cree community, poster materials, printer.

- Various photographs and paintings of animals from your region.

- Days of the week classroom display.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. describe series or sequences of events or actions

A-1.1  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Hunting Trip Skit**

Introduce vocabulary related to sequencing events. Have the students prepare and present a skit called My Hunting Trip. The skit should show the steps or stages of the trip, including such things as preparing to leave, travelling to the hunting grounds, setting up camp, hunting the animals, preparing the animals for transport back to the camp, preparing the meat and celebration/giving thanks for a successful hunt. If possible, have the students video record their skits so that they can assess their own performances.

➤ **Chokecherry Recipe**

Have the students watch as you explain and demonstrate how to crush chokecherries; e.g.,

- *Ahi kâ napakosit asînihk nêkân.* (Put the bigger flat rock down.)
- *Otin takwahaminâna.* (Get a handful of chokecherries.)
- *Apatis asînîs katakwahacik.* (Use the smaller rock to crush the chokecherries.)
- *Ahi takwahaminâna wiyâkanisihk.* (Put the crushed chokecherries in a bowl.)
- *Asây mina itohta.* (Repeat the process.)

Have the students describe your actions in the order that they occurred.

**Extension**

Have the students translate their descriptions of the actions into instructions or a recipe for others to follow.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-1 to share information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe series or sequences of events or actions?

➤ **Self-assessment Checklist**

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

➤ **Anecdotal Notes**

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

**MATERIALS**

- Various cultural props, video camera (optional).

- Chokecherries, flat rock or cutting board, smaller rock, bowl.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. inquire about and express likes and dislikes

A-2.1  
share ideas, thoughts, preferences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Likes and Dislikes Survey**

Review vocabulary related to expressing likes and dislikes. Have the students ask each other questions in a simple survey regarding food preferences. Provide a few sample food items, then ask the class to fill in the rest of the chart with other food items. Model the questions they should be asking and how to answer the questions about their likes and dislikes using complete sentences. The answers could be marked in the chart as *Êhâ/Îhî* or *Namoya*, or consider having the students rate their likes and dislikes; e.g., 1 = strongly dislike, 5 = strongly like. For example:

Student	Meat <i>Wîyas</i>	Berries <i>Mînsa</i>	Potatoes <i>Askîpiwâwa</i>	Ice Cream <i>Cahkâs</i>
Sylvie	4	2	4	5
Aline	4	4	2	5
Janice	5	2	3	1
James	5	3	5	4

Have the class then tally the responses to the survey and discuss how the items rated. What was the favourite food? What was the least favourite food? What did the girls like most? What did the boys like most?

► **Sports and Extracurricular Activities Surveys**

Have the students brainstorm activities in which they are involved outside of school. Have them draft simple survey questions, then interview one another about favourite after school activities; e.g., *Kitayamihcikân cî?* (Do you read?), *Êhâ/Îhî ahpô namoya?* (Yes or no?). The results of the survey are tallied and shared and discussed as a class.

**Extension**

Present a variety of pictures depicting sports and ask individual students which activities they prefer, using questions such as:

- \_\_\_\_\_, *kîkway mâka ê miywêhitaman ê mêtawêyan?*  
(\_\_\_\_\_, what do you like playing?)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- inquire about and express likes and dislikes?

**➤ Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to inquire about and express likes and dislikes, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to inquire about and express likes and dislikes. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- None required.

- Pictures of different sports.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives**

**SPECIFIC OUTCOMES**

*Students will be able to:*

A-2.1  
share ideas, thoughts, preferences

- b. record and share thoughts and ideas with others *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Likes and Dislikes Catalogue**

After reviewing relevant vocabulary, have the students create a likes and dislikes catalogue in which they write sentences describing things they like or dislike. For example:

- *Nimiywêhitên masinahikana.* (I like books.)
- *Nimiywêhitên maskihkîsa.* (I like candies.)
- *Namoya nimiywêhitên tohtôsâpoy.* (I don't like milk.)

► **Sharing Circle**

Have the class sit in a sharing circle\* and place objects and pictures on a blanket. Ask each student to pick up an item and say something about it. As new vocabulary is used, it is recorded and placed on the word wall.

**\*Discretionary Note:** The use and meaning of this concept may vary depending on the community or region.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- record and share thoughts and ideas with others?

**➤ Observation Checklist**

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

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to record and share thoughts and ideas with others. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- None required.

- Pictures, various objects, blanket.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. record and share thoughts and ideas with others (*continued*)

A-2.1  
share ideas, thoughts, preferences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Music Reflection**

Give each student a simple graphic organizer to record his or her thoughts and ideas about music. It could include such things as:

- *Nimiywêhitên ôma nikamowin.* (My favourite song.)
- *Tânihki ôma nikamowin kê miywêhitamân.* (Why I like this song.)
- *Tânihki onikamow kê miyohtâkosit.* (My favourite musician/singer.)
- *Tânihki awa onikamow kê miyohtawak.* (Why I like this musician/singer.)
- *Tânihki ôma kitohcikan kê miywêhitamân.* (My favourite instrument.)
- *Tânihki ôma kitohcikan kê miyohtamân.* (Why I like this instrument.)
- *Tânihki ôhi nikamôwina kê miywêhitamân.* (Why I like music.)

Have the students individually fill out the organizer, then share their thoughts and ideas with partners.

► **Photograph Show and Tell**

Ask the students to bring in photographs or drawings showing themselves at an event; e.g., sports competition, summer holiday event, birthday party. Have the students share, orally and in writing, basic information about the event by answering such questions as:

- *Tânispi ôma?* (When was it?)
- *Tânitê ôma?* (Where was it?)
- *Tân'tahto pimonêyan êkospî?* (How old were you then?)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A–2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- record and share thoughts and ideas with others?

**➤ Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to record and share thoughts and ideas with others, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to record and share thoughts and ideas with others. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- Graphic organizer, recordings of traditional music (optional).

- Students' photographs or drawings.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**A-2.1**  
share ideas, thoughts, preferences

- b. record and share thoughts and ideas with others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Weekly Journal**

Have the students maintain a weekly journal in which they illustrate and write descriptions of their thoughts and ideas. To support this, maintain a chart of key words and phrases and ask the students to collect new vocabulary they use in their journals. Consider having the students submit their entries to you in an e-mail.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- record and share thoughts and ideas with others?

**➤ Learning Log**

Students reflect on their learning and how well they were able to record and share thoughts and ideas with others.

**MATERIALS**

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. inquire about, record and share personal experiences involving an emotion or a feeling

A-2.2  
share emotions, feelings

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Talking Stick**

Divide the students into groups, give each group a photograph and have group members take turns expressing their feelings about the photograph. Ask the students to hold a “talking stick” and share their feelings, then pass the stick to the next student. Only the student with the talking stick may speak. Have one student in the group record the responses.

Once everyone has had a chance to speak, the recorded answers are displayed on chart paper along with the photograph.

➤ **Sentence Starters**

Provide the students with sentences starters that require the students to express feelings. Have the students complete them on paper and share their results orally with their partners. For example:

- *Ispî kâ pôsiyân wâsikawêpiskâhcikan ni, \_\_\_\_\_.* (When I am riding my bicycle, I \_\_\_\_\_.)
- *Kâ mêtawêyân mâna ni, \_\_\_\_\_.* (When I am playing, I \_\_\_\_\_.)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- inquire about, record and share personal experiences involving an emotion or a feeling?

**➤ Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to inquire about, record and share personal experiences involving an emotion or a feeling (see sample blackline master in Appendix E: Self-assessment Checklist).

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to inquire about, record and share personal experiences involving an emotion or a feeling (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Various photographs, talking stick.

- Sentence starters.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. encourage or discourage others from a course of action

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES****► Imperative Phrases**

Teach and model some imperative forms of common verbs and common positive and negative imperative phrases, such as:

- *Nikân itohtê.* (Go ahead.)
- *Nakî.* (Stop.)
- *Api.* (Sit down.)
- *Kâya api.* (Don't sit down.)
- *Nîpawi.* (Stand up.)
- *Kâya nîpawi.* (Don't stand up.)
- *Wâstahikê.* (Wave your hand.)
- *Kâya wâstahikê.* (Don't wave your hand.)
- *Kîhciniskêhk isi wâyinô.* (Turn to the right.)
- *Kâya kîhciniskêhk isi wâyinô.* (Don't turn to the right.)
- *Namahtinik isi wâyinô.* (Turn to the left.)
- *Kaya namahtinik isi wayinô.* (Don't turn to the left.)
- *Otina nêma masinahikanâcikos.* (Pick up the pen.)
- *Astâ masinahikanacikos.* (Put down the pen.)

Have the students use the imperative phrases by playing a game such as *Wêsâkêcâk itwêw\** (Simon Says).

**Note:** For any type of competitive activity/game, remind the students to encourage others; e.g., *âhkamiyimo* (keep trying).

**\*Discretionary Note:** Refer to community for acceptance of using the term *Wêsâkêcâk* within a game. If unacceptable, use kinship terms instead; e.g., *Nikâwiy itwêw* (My mom/mother says), *Nistês itwêw* (My [older] brother says), *Nimis itwêw* (My [older] sister says), *Nimosôm itwêw* (My grandfather says).



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- encourage or discourage others from a course of action?

**➤ Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to encourage or discourage others from a course of action. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- Word wall.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. give and follow a simple sequence of instructions

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Beading**

Teach and model key vocabulary and phrases needed for a beading lesson. Have the class follow instructions to complete a beading activity, for example:

1. *Tâpisaha sâponi kan.* (Thread the needle.)
2. *Ka tahkopitâw asapâp.* (Make a knot on the thread.)
3. *Môсахkin mîkisak.* (Pick up beads.)

Write the instructions on the board and follow each step together. As the students become comfortable, leave them to complete the project individually. If questions arise, refer to the instructions written on the board and add to them as needed.

➤ **Obstacle Course**

Teach and model directional words and phrases; e.g., *namahtinihk* (left), *kihciniskêhk* (right), *tahkohc* (over), *sîpâ* (under). Set up a simple obstacle course in the classroom and brainstorm other directional words and phrases as a class.

Divide the students into pairs and have them take turns using directional words and phrases to guide their partners through the obstacle course.

➤ **Scavenger Hunt**

Divide the students into groups and have them prepare a scavenger hunt for another group. Have the groups follow the provided directions to find various items in the hunt. The first group to find all items wins.

➤ **Row Races**

Divide the students into teams and have the teams sit in rows. Tell the students at the front of each row a simple sequence of actions to be performed. These students repeat the sequence to the teammates directly behind them. The sequence of actions is verbally relayed down the rows. The last student in each row listens and performs the sequence of actions.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A–3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- give and follow a simple sequence of instructions?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to give and follow a simple sequence of instructions, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to give and follow a simple sequence of instructions. Offer feedback, encouragement and praise as needed.

➤ **Self-assessment Checklist**

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

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to give and follow a simple sequence of instructions. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Various types of coloured beads, thread or leather strips.

- Various classroom obstacles.

- Various objects to hide.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. make and respond to offers and invitations

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Telephone Conversation**

Model telephone conversations in which you invite people to a school event or party and the people accept and decline your invitations. Have the students pair up and practise telephone invitations. After practise and role-play, have the students make a real or staged telephone call to a Cree-speaking volunteer; e.g.,

Q: *Tân'si, êkota âyâw Jane?* (Hello, is Jane there?)

A: *Tân'si. Awa Jane.* (Hello! This is Jane.)

Q: *Kinohtê wîcîhinân cî nîmîhitowinihk wâpahki?* (Can you help us tomorrow at the dance?)

A: *Êhâ, nika miywêyihîten ta wîcîhitakwâw.* (Yes, I would be glad to help.)

► **Invitations**

Ask the students to create formal and informal invitations on paper and in e-mails, and then send them to you and to each other. The recipients respond to the offers by accepting or declining the invitations.

► **Potluck**

Organize a potluck day in which students bring in various cultural dishes related to the celebration. Have the students practise offering one another their food and accepting the offers; e.g.,

– *Kinohtê kotspitâw pahkwêsikan?* (Do you want a taste of bannock?)

– *Êha/Îhî, ay ay.* (Yes, thank you.)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make and respond to offers and invitations?

➤ **Self-assessment Checklist**

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

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to make and respond to offers and invitations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Observation Checklist**

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

**MATERIALS**

- Telephone props,  
Cree-speaking volunteers.

- Invitation templates,  
e-mail.

- Various cultural foods—  
bannock, choke cherries,  
stew, moose nose.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. inquire about and express ability and inability to do something

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Survey Skills**

Create a chart describing specific skills. Have the students survey each other asking what they can and cannot do; e.g.,

<i>Kakî ___? (Can you ___?)</i>	<b>Yes, I can.</b>	<b>No, I cannot.</b>	<b>I would like to learn.</b>
<i>Kinohtê kocîtân cî ___? (Would you like to try to ___?)</i>			
<i>nawacî pahkwêsikan (make bannock)</i>	Juliet James Tracey	Cheyenne William	Cheyenne
<i>kwêskosiy (whistle)</i>	Cheyenne Juliet	William James Tracey	William Tracey
<i>ka pônaman (start a fire without matches or a lighter)</i>	William James Tracey	Juliet Cheyenne	Juliet

Encourage the students to reply in complete sentences; e.g.,

- *Êha/Îhî ni kaskihtân \_\_\_\_\_.* (Yes, I can \_\_\_\_\_.)
- *Namôya, namôya ni kaskihtân.* (No, I cannot \_\_\_\_\_.)
- *Êhâ/Îhî, ninohtê kaskihtân ta itôtamân \_\_\_\_\_.* (Yes, I would like to learn how to \_\_\_\_\_.)
- *Namôya, ninohtê kaskihtân ta itôtamân \_\_\_\_\_.* (No, I would not like to learn how to \_\_\_\_\_.)

Consider having the students compile their findings in a simple spreadsheet.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- inquire about and express ability and inability to do something?

**➤ Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to inquire about and express ability and inability to do something, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Spreadsheet software (optional), chart.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. encourage other group members to participate

A-3.3  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Encouragement Phrases**

Introduce and have the students practise phrases such as:

- *Êkwa wicêwinân.* (Join us.)
- *Kîya êkwa.* (It's your turn.)
- *Naskômo.* (It's your response.)
- *Pîkiskwê.* (Speak.)
- *Êkwa.* (Let's go.)
- *Ka kaskîhtân!* (You can do it!)

Post the phrases around the classroom for future student reference. Arrange the students into small groups and invite them to create skits in which they encourage group members to participate; e.g., while playing games.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- encourage other group members to participate?

**➤ Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to encourage other group members to participate. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- Board display with encouragement phrases.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

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

A-3.3  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Group Roles**

When the students are working in small groups, assign specific roles to each member of the group; e.g., *okimâhkân* (chief), *wêyasowêw* (councillor). Rotate the roles within each group. Ensure the students are clear on the responsibilities associated with each role.

➤ **Classroom Helpers**

- Encourage the students to assist in classroom chores; e.g.,
- distributing classroom materials
  - writing homework on the board
  - writing the date on the board
  - cleaning the white board
  - tidying the class library.

Assign weekly classroom roles on a class chart.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- assume a variety of roles and responsibilities as group members?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to assume a variety of roles and responsibilities as group members, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- Class chart.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- c. negotiate in a simple way with peers in small-group tasks

**A-3.3**  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Learning to Negotiate**

Review and model statements related to negotiation, such as:

- *Niya êkwa.* (My turn.)
- *Wiya êkwa.* (His or her turn.)
- *Nika itohtên \_\_\_\_\_.* (I will do \_\_\_\_\_.)
- *Kêspin ki ka itohtên \_\_\_\_\_.* (If you will do \_\_\_\_\_.)

Encourage the students to use appropriate phrases and vocabulary when working through small group tasks, such as:

- *Awîna êkwa?* (Whose turn is it now?)
- *Kiya êkwa.* (Your turn.)
- *Tâanima niya?* (Which is mine?)
- *Ôma niya.* (This is mine.)
- *Ôma kiya.* (This is yours.)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- negotiate in a simple way with peers in small-group tasks?

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to negotiate in a simple way with peers in small-group tasks. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Vocabulary list.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- d. explain or clarify responsibilities

A-3.3  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **I Do It Like This**

Introduce expressions such as *Ka wihtaminâwâw*. (I can explain.) or *Ni kahkî wihtamâtinâwâw cî?* (Can I explain?) and encourage the students to use these expressions to offer explanation and assistance to others in their groups.

During a group activity in which students are assigned different roles, model for students the structure *omisîsi* (like this). Coach the students to use this structure to explain or clarify group responsibilities to their peers.

► **Sharing Circle\***

After completing a group activity in which students were assigned different roles, have the students take turns describing their roles. Discuss the responsibilities of the different group roles in a sharing circle\*.

**\*Discretionary Note:** The use and meaning of this concept may vary depending on the community or region.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-3 to get things done**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explain or clarify responsibilities?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explain or clarify responsibilities, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to explain or clarify responsibilities. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Phrase list.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. make and consider social engagements

A-4.1  
manage personal relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Invitation**

Introduce and teach the concept of *nitohkêmwîn* (invitation) and the importance of social events and engagements. Have the students create invitations to a community event. Provide a list of the vocabulary used in invitations and appropriate responses, such as:

- *Ê nitomitân ôma* \_\_\_\_\_. or *Ê wî nomitân* \_\_\_\_\_. (I am inviting you \_\_\_\_\_.)
- *Êhâ/Îhî*. (Yes.)
- *Miyopayiki* \_\_\_\_\_. (If all goes well, \_\_\_\_\_.)

► **Role-play**

Divide the students into groups and have them create role-plays in which one student invites the other members to an event. Some students accept the invitation, while others accept the invitation and then cancel. Encourage the students to use politeness conventions and to provide valid reasons for declining the invitation.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make and consider social engagements?

➤ **Learning Log**

Students reflect on their learning and how well they were able to make and consider social engagements.

➤ **Self-assessment Rating Scale**

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

**MATERIALS**

- Vocabulary list, sample invitations.

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. talk about themselves and their family and respond to the talk of others by showing attention and interest

A-4.1  
manage personal relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Talk Show**  
Arrange the students into small groups and have them present talk shows in which one or a few members talk about themselves and respond to the questions and comments made by the talk show host and audience members.
  
- **Tân si Log**  
Have the students create a *Tân'si* Log in which they record phrases and vocabulary to assist them in their casual and friendly exchanges with classmates. Encourage the students to refer to their logs for support when writing friendly letters, sending e-mail messages to friends or speaking casually with a classmate.
  
- **Inside–Outside Circle**  
Invite the students to participate in an inside–outside circle activity in which they discuss themselves. Have the students form two large circles, one inside the other. Have them begin by talking with the person opposite them. Discussion could be focused on topics such as weekend activities, daily routines or favourite foods. After the students have spoken for two to three minutes, have members of the outer circle move clockwise. Ask the students to then begin new discussions with different partners.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to talk about themselves and their family and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Learning Log**

Students reflect on their learning and how well they were able to talk about themselves and their family and respond to the talk of others by showing attention and interest.

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to talk about themselves and their family and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Self-assessment Rating Scale).

**MATERIALS**

- Various props.

- Log books, e-mail (optional).

- None required.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. discover relationships and patterns (*continued*)

**A-5.1**  
discover and explore

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Sorting**

Teach vocabulary for birds and animals. Divide the students into small groups and provide them with a variety of pictures. Teach vocabulary such as:

*Ôki pisiskiwak:* (These are animals:)

- *paskwâw mostos* (buffalo)
- *maskwa* (bear)
- *mahkêsîs* (fox).

*Ôki pîyêšîsak:* (These are birds:)

- *sîsîp* (duck)
- *âhâsiw* (crow)
- *kihêw* (eagle).

Ask the groups to sort the animals into categories, for example, by where they live, how they move, size, colour, and then share how they sorted the animals and birds with the rest of the class.

Encourage the students to acknowledge that there are different ways of organizing and categorizing.

► **Animal Characters**

Read several examples of stories containing animals such as the eagle, bear or buffalo. Discuss the animal characters and encourage the students to identify the relationship between themselves and the animal characters. Ask the students to answer questions such as:

- *Kikwây awa pisiskiw êhitohtahk ahpô êhitwêt?* (What does this animal do or say?)
- *Kikwây ci kihci itohtam awa pisiskiw?* (What important things does this animal do?)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- discover relationships and patterns?

➤ **Learning Log**

Students reflect on their learning and how well they were able to discover relationships and patterns.

➤ **Observation Checklist**

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

**MATERIALS**

- Pictures of a variety of animals, birds and plants, vocabulary list.

- Traditional stories that include animals, pictures of animals.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
<b>A-5.1</b> discover and explore	a. discover relationships and patterns

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Nature Walk**

Discuss the purpose of nature walks; e.g., discovering relationships and patterns. Have the students review a variety of questions, for example:

- *Kîkwây ôma?* (What is this?)
- *Awîna awa \_\_\_\_\_?* (Who is this \_\_\_\_\_ [animate]?)
- *Tân'tê ohci ôma?* (Where did this come from?)
- *Tân'tê ohci awa?* (Where did he/she come from?)

Encourage the students to ask the questions during a nature walk and record the answers in a journal or log. Generate a list of target words and phrases for the students to use. Consider taking photographs of things you find during the walk and using them to create a class display that illustrates the relationships and patterns discovered.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- discover relationships and patterns?

➤ **Learning Log**

Students reflect on their learning and how well they were able to discover relationships and patterns.

**MATERIALS**

- Journals or logs, camera (optional).

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. compare and contrast items in simple ways

A-5.2  
gather and organize information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Bigger Than, Smaller Than**

Divide the students into small groups and give each group a shoe box filled with a variety of objects. Have each student, in turn, pull an object from the box, saying in Cree: *Ôma* \_\_\_\_\_. (This is \_\_\_\_.) or *Awa* \_\_\_\_\_. (This is \_\_\_\_.) Then direct all groups to sort their objects in various ways; e.g., by size—*Misâw*. (It's big.), *Ap'sâsin*. (It's small.); by colour—*Itasinâstêw* \_\_\_\_\_. (Its colour is \_\_\_\_.); by shape—*Isinâkwan* \_\_\_\_\_. (Its shape is \_\_\_\_.), *Wâwêyâw*. (It's round.), *Kinwâw*. (It's long.) [for inanimate objects].

Ask the students to then take out two contrasting items and compare them using complete sentences; e.g.,

- *Awa kâsiwêpahikanis nawci apisasin ispîci têhtapiwin*. (This eraser is smaller than the chair.)
- *Ôma têhtapiwin nawci misâw ispîc kâsîwêpahikanis*. (This chair is bigger than the eraser.)

► **Classroom Line-up**

Teach and review Cree vocabulary for the words *nawac misâw* (bigger), *nawac ap'sâsin* (smaller), *nawac kinwâw* (taller) and *nawac cimâsin* (shorter). Direct the students to use questions, answers and statements to organize themselves into one line according to one specific criteria, such as shoe size or height.

► **Comparing Pictures**

Divide the students into pairs. Direct each pair to look at two pictures with subtle differences. Ask them to find the differences and circle them. They must speak in Cree throughout this activity and explain the differences as they are found. Have the class share their findings.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- compare and contrast items in simple ways?

**➤ Observation Checklist**

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

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to compare and contrast items in simple ways. Offer feedback, encouragement and praise as needed.

**➤ Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to compare and contrast items in simple ways, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Simple objects, shoe box.

- Word wall list.

- Two pictures with subtle differences.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. gather information from a variety of resources

A-5.2 gather and organize information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Five Ws and One H**

Make a list of key questions in Cree; e.g.,

- *Kîkwây ispayiw?* (What happened?)
- *Awîna asci wîcihiwêw?* (Who was involved?)
- *Tân'tê ispayiw ôma?* (Where did it take place?)
- *Tânihki mistahi ê tēyihâtakwak?* (Why was it important?)
- *Tân'si ispayik?* (How did it happen?)

Have the students choose a news story or an event and have them brainstorm where they could find the answers to these questions, such as on the Internet, in an encyclopedia, books or magazines, or from eyewitnesses. Have the students find the answers and report back to the class.

► **KWL Chart**

Have the students fill in a KWL chart (Appendix D) to guide their research on a specific topic related to an Aboriginal community. Encourage the students to record the resources they used and to gather information from a variety of sources.

<i>Kîkwây kâ kiskîyhtamân</i> (What I <b>K</b> now)	<i>Kîkwây kâ nohtê kiskîyhtamân</i> (What I <b>W</b> ant to Know)	<i>Kîkwây kâ kiskinohamâkawêyân</i> (What I <b>L</b> earned)
<i>Kitôsâkahikan kiwetinohk ohcî ôtênahk.</i> (Calling Lake is north of Edmonton) <i>Alberta ohci.</i> (It is part of Alberta.)	<i>Nêhiyawêwak cî êkotê?</i> (Is Cree spoken there?) <i>Tânimayikohk ê'ispihcak?</i> (How big is it?) <i>Tânitahito asiyiniwak itasiwat?</i> (How many people live there?) <i>Tânitahito mistik ohci ôtênahk?</i> (How far is it from Edmonton?)	

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- gather information from a variety of resources?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to gather information from a variety of resources, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

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

**MATERIALS**

- Various resources (e.g., books, encyclopedias, CD-ROMs, Web sites), local community members.

- Various resources (e.g., books, encyclopedias, CD-ROMs, Web sites), *Cultural Activities Handbook* from Miyo Wahkohtowin Education Authority.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. experience and reflect upon problem-solving stories

A-5.3  
solve problems

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Stories**

Present simple problem-solving Cree *âcimowina* (stories). Divide the students into groups and have them answer questions about the story; e.g.,

- *Kîkwây esa ôma âcimowinis itwêmakon?* (What is this story about?)
- *Tanitê ôma âcimowin ispayik?* (Where did this story take place?)
- *Âcimowin nikiskinohamâkon \_\_\_\_\_*. or *Nikiskinohamakon oma acimowin \_\_\_\_\_*. (This story taught me \_\_\_\_\_.)
- *Kotak nikiskêyihten âcimowin tâpiskôc ôma \_\_\_\_\_*. (Another story that I know that is similar to this one is \_\_\_\_\_.)

Have the students brainstorm various possible solutions for the problems in the stories and then choose the best one. Have each group then create skits based on their solutions.

**Extension**

After listening to a Cree *âcimowin* (story), guide the students through a Retell—Relate—Reflect activity to reflect upon the teachings in the *âcimowin*.

► **Legends**

After reading or listening to a Cree *âtayohkêwin* (legend), have the students paint or draw illustrations of what they believe the teachings of the *âtayohkêwin* are.

► **Problem Solving Chart**

Display a problem-solving chart for the students to use throughout the year. The chart may include questions such as:

- *Kîkwây itahkamikahk?* (What is the problem?)
- *Ki kwây kawihitamowin?* (What information do you have?)
- *Kîkwây kiwihtohtên?* (What is your plan?)
- *Kîkwây kwayask ispayin?* (Did you get positive results?)

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience and reflect upon problem-solving stories?

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to experience and reflect upon problem-solving stories. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to experience and reflect upon problem-solving stories. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to experience and reflect upon problem-solving stories (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Cree *âcimowina* (stories).

- Cree *âtayohkêwina* (legends), art supplies.

- Chart paper, markers.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

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

A-5.4  
explore perspectives and values

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Respect and Elders**

Organize a visit from *Kihtêyâyak* (Elders) to talk to the class about the importance of respect in Cree culture. Have the students discuss in small groups the concept of respect in relation to personal experiences they have had. Then have the students use words, phrases, illustrations, photographs and pictures to create posters, brochures or articles that explain and promote the importance of respect.

➤ **Tipi Teachings**

Teach the *mikiwahp kiskinohamâkêwin* (tipi teachings) and model these teachings in the classroom. Have the students make a tipi with paper and sticks and write and/or illustrate the tipi teachings on the outside of the tipi.

➤ **Circle of Life**

Invite *Kihtêyâyak* (Elders) to talk about the *pimâtisiwin*\* (circle of life) and *pimâtisowin*\* (lifestyle). Guide a class discussion of what the students learned about the circle of life and how it relates to their own experiences.

**\*Discretionary Note:** Some of these activities require extreme care, caution and sensitivity on the part of the teacher. Teachers should consult Elders in their local community regarding traditional practices.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

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

**➤ Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to explore Cree values on a variety of topics within their own experience (see sample blackline master in Appendix E: Self-assessment Checklist).

**➤ Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore Cree values on a variety of topics within their own experience (see sample blackline master in Appendix E: Observation Checklist).

**➤ Learning Log**

Students reflect on their learning and how well they were able to explore Cree values on a variety of topics within their own experience.

**MATERIALS**

➤ Elders, magazines, pictures, poster materials, word processor/printer, Tipi Teachings poster from the *Cultural Activities Handbook*.

➤ Paper, sticks, markers, Tipi Teachings poster from the *Cultural Activities Handbook*.

➤ Elders, *Cultural Activities Handbook*, Life Cycle chart.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. explore how the Cree worldview influences values and behaviour

**A-5.4**  
explore perspectives and values

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Cree Values**

Brainstorm with the students to generate ideas about how they can show respect for the earth in their community, at school and at home. Have the students reflect on Cree values and beliefs related to the land, such as Cree people as keepers of the land. Have the students work in small groups to write a list of do's and don'ts for respecting and protecting the land and its creatures. Collect these lists and post them in the classroom. Discuss how these values relate to the Cree worldview.

Follow up at a later date and ask the students what they have done to follow the list of do's and don'ts.



**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-5 to enhance their knowledge of the world**

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore how the Cree worldview influences values and behaviour?

➤ **Learning Log**

Students reflect on their learning and how well they were able to explore how the Cree worldview influences values and behaviour.

**MATERIALS**

- *Cultural Activities Handbook*, Tipi Values chart.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use the language for fun and to interpret humour

**A-6.1**  
humour/fun

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Riddles**

Have the students practise riddles and present them to the class or small groups. For example:

- *Ayiwinis ôma.* (This is clothing.)
- *Kîsowâw.* (It is warm.)
- *Nanâtohk isinâkwan.* (It has different looks/colours.)
- *Kîsônam misita.* (It warms the feet.)
- *Kîkway awa?* (What is this?) *Asikan.* (A sock.)

► **Go Fish**

Ask the students to practise their numbers from 1 to 13 and the vocabulary necessary to play the card game “Go Fish,” such as:

- *Kwâskwêpicikê.* (Go fish.)
- *Kitayâwâw cî \_\_\_\_? Kîya êkwa?* (Do you have \_\_\_\_? And you?)

Students answer *êhâ/ihî* (yes) or *namôya* (no).

► **Word Origins**

Invite the students to study the origins of selected words and illustrate their literal meanings; e.g.,

- *askîy* (earth)
- *wâwa* (eggs)
- *askipwâwa* (earth egg—potato)
- *oskâtâsk* (earth leg—carrot).

► **Song**

Teach the students a *nikamowina* (song) like “Old MacDonald” or *Nimiskawâw pakân* (“Found a Peanut”). Once the students learn the *nikamowina*, have them pair up and create actions to go with the songs and perform them for the class.

► **Exploring Humour**

Invite the students to develop and create a short comic strip based on a funny situation or humorous character. Have the students translate simple jokes and funny skits into Cree and perform them for the class in a comedy festival.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language for fun and to interpret humour?

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use the language for fun and to interpret humour. Offer feedback, encouragement and praise as needed.

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use the language for fun and to interpret humour. Offer feedback, encouragement and praise as needed.

**➤ Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use the language for fun and to interpret humour, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use the language for fun and to interpret humour. Offer feedback, encouragement and praise as needed.

**➤ Self-assessment Checklist**

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

**MATERIALS**

- Various sample riddles in Cree.

- Playing cards.

- Examples of Cree words and their origins.

- Various songs in Cree.

- Various props.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use the language creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

A-6.2  
creative/aesthetic purposes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Word Songs**

Have the students sing songs using only one simple word. Encourage the students to use intonations, tempo and rhythm to create various effects. Simple vocabulary words to use include:

- *sîsîp* (duck)
- *pîsim* (sun)
- *acahkos* (star)
- *kôna* (snow)
- *askîy* (earth)
- *sikâk* (skunk)
- *wâpos* (rabbit)
- *âmôw* (bee)
- *mîpita* (teeth)
- *atim* (dog).

► **Hip Hop, Poetry and Songs**

Provide the students with hip hop lyrics, poetry and songs using patterned sentences that have blanks for nouns, verbs and adjectives. Invite the students to fill in the blanks, using words to create various effects; e.g., alliteration, rhythm.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language creatively and for aesthetic purposes?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use the language creatively and for aesthetic purposes, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- None required.

- Audio recorder, listening station, music by Dallas Arcand, Carl Quin and Delores Sand.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use the language for personal enjoyment; e.g., play games in Cree with friends

A-6.3  
personal enjoyment

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Games**

Have the students play games such as bingo, card games and board games while speaking only in Cree. Teach the students traditional Cree games and play them as a class. Encourage the student to teach these games to other classes.

► **Game Centres**

Set up several game centres and invite the students to choose which centres they will go to. For example:

- watching a film or video and playing a trivia game
- reading an Aboriginal newspaper or magazine and playing 20 questions
- listening to Cree music and playing Simon Says.

**General Outcome for Applications**

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

**A-6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language for personal enjoyment?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use the language for personal enjoyment, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use the language for personal enjoyment. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Bingo cards, Cree board games, playing cards.

- Film, viewing station, music, listening station, Aboriginal articles.

## Language Competence

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize and pronounce basic sounds consistently

LC-1.1  
phonology

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Syllabic Chart**

Introduce the syllabic chart for identifying selected sounds; e.g., â, ê, î, ô. Divide the students into four groups, one to represent each sound. Give each group a set of flash cards with the assigned sound. Say sounds such as those in the chart below:

Sounds
pa, ta, ka, ca
pê, tê, kê, cê
pi, ti, ki, ci
po, to, ko, co

The group members representing the sound you say aloud hold up a card with the sound or raise their hands. Points are given to the group that correctly identifies their sound. Also consider having the students listen to audio recordings to identify the sounds.

**Extension**

Say Cree words and have the groups identify the sounds contained in the words.

► **Similar Sounds**

Discuss with the students the importance of pronunciation and how mispronounced words can affect meaning. Brainstorm examples of commonly mispronounced sounds in English. Discuss how there are important sound distinctions in Cree as well. Give the students flash cards with pairs of words that contain similar sounds. As you hold up each card, have the students clap once if the words contain similar sounds and clap twice if they contain different sounds. For example:

- *sakahikan* (nail)
- *sâkahikan* (lake)
- *niyânan* (five)
- *niyanân* (us).



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

*(Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.)*

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and pronounce basic sounds consistently?

➤ **Observation Checklist**

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

➤ **Informal Observation**

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

**MATERIALS**

- Syllabic chart, audio recording of simple sounds, flash cards with different sounds.

- Flash cards with words that contain similar sounds.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. recognize the effects in sounds; i.e., elision, long vowels

**LC-1.1**  
phonology

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Elision**

Introduce the concept of elision (the omission of a final or initial sound, or the omission of an unstressed vowel or syllable) and review examples in English and Cree. Brainstorm with the class to generate a list of words that contain elision. For example, in some words a vowel is dropped and replaced with an apostrophe:

- *mistatim* (horse)—*m'statim*
- *tânisi* (hello)—*tân'si*.

► **Long and Short Vowels**

Model words with long and short vowels in English and Cree; e.g., *nîpiy* (water), *nîpîy* (leaves). Have the students say words with a long vowel and then a short vowel to emphasize the differences in effect. Prepare a list of spelling words for which the meaning and spelling of a word changes as a result of long and short vowels. Have the students create sentences that contain examples of long and short vowels.

► **Intonation**

Provide a list of common words or phrases for which intonation is very important; e.g., *tânisi*, *tân'si* (hello), *namakîkwêy*, *makwêy* (nothing). Say each word or phrase in a sentence context using correct or incorrect intonation. Ask the students to identify the correct intonation and invite them to provide further examples.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize the effects in sounds?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize the effects in sounds, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Checklist and Comments**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to recognize the effects in sounds.

**MATERIALS**

- Sample words that contain elision.

- Examples of words with long and short vowels.

- List of common words/phrases in which intonation is important.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- c. recognize the rhythmic flow of sounds

LC-1.1  
phonology

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Alphabet Song**

Introduce and teach the syllabic chant based on the tune of the “Alphabet Song.” Repeat the chant as the students sway their bodies or hands, or tap their pencils on their desks, to emphasize the rhythm.

► **“Nîpin”**

Recite the poem “Nîpin” (Summer) and have the students pay attention to the rhythm of the language.

*Nîpin, nîpin, kîkwâya kiwâpahtên?* (Summer, summer, what do you see?)

*Niwâpamâw takwâkin êkitâpamit.* (I see fall looking at me.)

*Pipon, pipon, kîkwâya kiwâpahtên?* (Winter, winter, what do you see?)

*Niwâpamâw takwâkin êkitâpamit.* (I see fall looking at me.)

*Miyoskamin, miyoskamin, kîkwâya kiwâpahtên?* (Spring, spring, what do you see?)

*Niwâpamâw takwâkin êkitâpamit.* (I see fall looking at me.)

Have the students take turns reading the poem aloud using the same rhythm you used.

**Extension**

Change the rhythm of the poem and discuss with the class how this affects its meaning.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize the rhythmic flow of sounds?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize the rhythmic flow of sounds, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

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

**MATERIALS**

- Syllabic chart by Brian MacDonald, Winston Wuttunee songs.

- Poems in Cree, “*Nimosom*” by Brian MacDonald.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize and use basic spelling patterns

LC-1.2  
orthography

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Games**  
Have the students practise target vocabulary by playing games such as build a man, spelling bee, Scrabble™, Boogle™, crosswords and word searches.
- **Looking for Patterns**  
Review the syllabic chart and have the students compare and contrast the Cree syllabics. Have the students go through their vocabulary lists (from journals or logs) and identify words with similar spelling patterns. Ask the students to reorganize the words into charts based on common spelling patterns.
- **My Own Syllabic Chart**  
Have the students create and design their own Cree syllabic charts, which they use as a reference tool.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and use basic spelling patterns?

➤ **Informal Observation**

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

➤ **Observation Checklist**

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

➤ **Informal Observation**

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

**MATERIALS**

- Cree word searches, crosswords, white board, markers, Cree Scrabble™, Cree Boggle™.

- Vocabulary lists.

- Syllabic chart.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
- community roles and occupations
  - activities/leisure
  - nutrition/health
  - places/locations
  - music/dance
  - modes of travel
  - animals/birds
  - extended family
  - any other lexical fields that meet their needs and interests

**LC-1.3**  
lexicon

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Daily Routine**  
Have each student create a comic strip that shows his or her daily routine and the different places he or she goes in a day. Ask the students to include information on how they arrive at each of these places and provide maps showing their routes. Have the students include illustrations and captions or speech bubbles.
- **Posters**  
Invite the students to create a poster display related to a chosen lexical field. Display posters for future reference.
- **Skits**  
Arrange the students into small groups and have them create and present skits based on one of the lexical fields; for example, grocery shopping, at a restaurant or market, holidays around the world, transportation.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Anecdotal Notes**

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

➤ **Observation Checklist**

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

**MATERIALS**

➤ None required.

➤ Poster materials.

➤ None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use, in modelled situations★, the following grammatical elements:
- noun possessive forms for animate (NA) and inanimate (NI) plural nouns indicating **ours** (1P), **all of ours** (2I), **yours** (2P), **theirs** (3P):  
*niminôsiminānak,*  
*nitêhtapiwiniināna;*  
*kiminôsiminawak,*  
*kitêhtapiwiniinawa;*  
*kiminôsimiwâwak,*  
*kitêhtapiwiniwâwa;*  
*ominôsimiwâwa,*  
*otêhtapiwiniwâwa*
  - using *ôki, aniki, nêki, ôhi, anihi, nêhi* to distinguish and refer to “these and those” animate (NA) and inanimate (NI) specific nouns
  - using affixes to indicate nouns size:  
big/large prefixes *misti, misi, mahki;*  
small suffixes *sis, osis, isis*
  - commands or requests (imperatives VTA) using action verbs:  
2S→1S *nitohtawin / you→me*  
2P→1S *nitohtawik / you→me*

(continued)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Shopping**

Ask the students to divide into pairs and role-play purchasing food, clothing or other items. Ask the students to refer to “these and those” animate nouns using vocabulary such as *ôki/ôhi* (these), *aniki/nêki, anihi/nêhi* (those).

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

LC-1.4  
grammatical elements

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**➤ Anecdotal Notes**

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

**MATERIALS**

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use, in modelled situations<sup>★</sup>, the following grammatical elements:
- colour descriptors for plural animate (VAI) nouns (*wâpiskisiwak, ewâpiskisicik/ ewâpiskisitwâw minôsak*) and inanimate (VII) nouns (*wâpiskâwa / ewâpiskâki tehtapiwina*)
  - compounding a verb and noun together to form a new action word; e.g., *nipostayiwinisân, niteyistikwânân, niktasâkân*
  - simple sentences using **we, all of us, all of you, they** subject markers and action words in declarative statement form (*nitapinân, kitapinaw, kitapinâwâw, apiwak*) and progressive action form (*ehapiyâhk; ehapiyahk, ehapiyek; ehapicik/ ehapitwâw*)
  - tense markers: *kî* – past tense – *nikîhapin*; *ka* – future definite will – *nikâhapin*; *wî* – future intentional marker going to – *niwîhapin*

(continued)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Big and Small**

Present the students with pictures of various familiar things, some of them big and some of them small; e.g., a large dog and a small dog. Have the students use affixes to indicate the size of the items; e.g., *misti/misi/mahki* (big), *sis/osis/isis* (small).

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

LC-1.4  
grammatical elements

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**➤ Self-assessment Checklist**

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

**MATERIALS**

- Pictures.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language**

LC-1.4 grammatical elements	SPECIFIC OUTCOMES
	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations*, the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• simple sentences involving a direct object, using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form (<i>niwâpahten tehtapiwin, kiwâpahten</i>)</li> <li>• <i>tehtapiwin, wâpahtam tehtapiwin</i>) and progressive form (<i>ewâpahtamân tehtapiwin; ewâpahtaman tehtapiwin; ewâpahtahk tehtapiwin</i>)</li> <li>• preverbal particles attached to commands/ requests and to subject, action simple sentence <i>Pe api: pe / come</i> <i>api / sit, Ninohtehapin / I want to sit.</i> <i>Kinohtehapin / You want to sit? Kahki pehapin cî / Can you come and sit?</i></li> <li>• indefinite pronouns: use to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak; pikwâwiyak; namâwiyak; kahkiyaw awiyak; kîkway; pikokîkway; namakîkway; kahkiyaw kîkway</i></li> </ul>

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**MATERIALS**

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. use, in structured situations<sup>★</sup>, the following grammatical elements:
- commands or requests (imperatives VTA) using action verbs:  
2S→1S *nitohtawin* / **you→me**  
2P→1S *nitohtawik* / **you→me**
  - verbs (VAI):  
1S *nitapin* / I sit  
2S *kitapin* / you sit  
3S *apiw* / he/she sits
  - demonstrative pronouns *ana, nâha, anima, nema* to distinguish and refer to that specific animate (NA) or inanimate (NI) noun
  - plural endings:  
animate *ak* or *wak*;  
inanimate *a* or *wa*
  - possessive nouns:  
body parts, kinship terms
  - possessive forms – singular:  
(1S) *Nimosôm* / my grandfather  
(2S) *Kimosôm* / your grandfather  
(3S) *Omosôma* / his/her grandfather  
(3S) *Omosôma* / his/her grandfather  
(*continued*)

LC-1.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**➤ **Cloze Activity**

Provide the students with cloze activity sheets that focus on specific grammatical elements; e.g., verbs, possessives. Encourage them to use their knowledge of the specific grammatical elements to predict the missing words in the cloze passage.

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



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

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

**MATERIALS**

- Cloze activity sheets.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. use, in structured situations<sup>★</sup>, the following grammatical elements:

- noun possessive forms for plural animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S):  
*niminôsimak* /  
*nitehtapôwina* (1S)  
*kiminôsimak* /  
*kitehtapôwina* (2S)  
*ominôsimak* /  
*otehtapôwina* (3S)
- personal pronoun plural emphatic “**too**” form:  
1P *nîstanân*  
2I *kîstanaw*  
2P *kîstawâw*  
3P *wîstawâw*
- locative nouns *ohk*, *hk*, *ihk*, *ahk* as prepositions **in the, on the, to the, at the**; e.g.,  
*atawewikamik* / store,  
*atawewikamikohk* / at the store;  
*otenâw* / city,  
*otenâhk* / in or at the city
- personal pronoun plural forms:  
1P *nîyanân*  
2I *kîyanaw*  
2P *kîyawâw*  
3P *wîyawâw*  
(continued)

LC-1.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Talk Show**

Arrange the students into pairs or small groups and have them create a skit in which one student plays the host and the other student(s) plays the interviewer. Encourage the students to focus on using verbs and commands and to distinguish specific animate and inanimate nouns during their skits.

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Various props.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. use, in structured situations<sup>★</sup>, the following grammatical elements:
- locative nouns *ohk, hk, ihk, ahk* as prepositions **in the, on the, to the, at the**; e.g., *atawewikamik* / store, *atawewikamikohk* / at the store; *otenâw* / city, *otenâhk* / in or at the city
  - personal pronoun plural forms:  
1P *nîyanân*  
2I *kîyânaw*  
2P *kîyawâw*  
3P *wîyawâw*
  - simple sentences using **I (1S), you (2S), he/she (3S)** subjects and action words (VAI) in declarative statement form (*nitapin, kitapin, apiw*) and progressive action form (*ehapiyân, ehapiyan, ehapit*)
  - simple sentences using **we (1P), all of us (2I), all of you (2P), they (3P)** subject markers and action words (VAI) in declarative statement form (*nitapinân, kitapinaw, kitapinâwâw, apiwak*) and conjunctive form (*ehapiyâhk, ehapiyahk, ehapiyek, ehapicik / ehapitwâw*)

LC-1.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**MATERIALS**

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- c. use, independently and consistently<sup>★</sup>, the following grammatical elements:
- simple sentences using **we** (1P), **all of us** (2I), **all of you** (2P), **they** (3P) subject markers and action words (VAI) in declarative statement form (*nitapinân, kitapinaw, kitapinâwâw, apiwak*) and conjunctive form (*ehapiyâhk, ehapiyahk, ehapiyek, ehapicik / ehapitwâw*)
  - simple sentences using **I** (1S), **you** (2S), **he/she** (3S) subjects and action words (VAI) in declarative statement form (*nitapin, kitapin, apiw*) and progressive action form (*ehapiyân, ehapiyan, ehapit*)
  - personal pronoun plural forms:
    - 1P *nîyanân*
    - 2I *kîyânaw*
    - 2P *kîyawâw*
    - 3P *wîyawâw*
  - demonstrative pronouns (singular)
 

Animate:	Inanimate:
<i>awa</i> – this	<i>ôma</i> – this
<i>ana</i> – that	<i>anima</i> – that
<i>nâha</i> – that over there	<i>nema</i> – that over there

*(continued)*

**LC-1.4**  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Game Language**

When playing card games, encourage the students to use such phrases as:

- *Niya êkwa.* (My turn.)
- *Kiya êkwa.* (Your turn.)
- *Wiya êkwa.* (His/Her turn.) [third person].

- ★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Informal Observation**

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

**MATERIALS**

- Card games.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- c. use, independently and consistently\*, the following grammatical elements:
- colour descriptors for singular animate (VAI) nouns (*wâpiskisiw / ewâpiskisit minôs*) and inanimate (VII) nouns (*wâpiskâw / ewâpiskâk tehtapiwin*)
  - using demonstrative pronouns *awa, ôma* to distinguish and refer to this specific animate (NA) or inanimate (NI) noun – *wâpiskisiw / wâpiskâw*
  - noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S):  
*niminôsim / nitehtapiwin (1S)*  
*kiminôsim / kitehtapiwin (2S)*  
*ominôsim / otehtapiwin (3S)*
  - simple questions using interrogating:  
*tân'spî / tân'we* – missing;  
*tânte, awîna, kîkwây, tânehki, tânsîyisi*  
Must be labelled:  
NA – animate,  
NI – inanimate  
(continued)

LC-1.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **This and That**

Divide the class into two teams and provide each team with a variety of objects. Give a verbal direction that includes a colour descriptor; e.g., *Kahkiyaw kâmihkqwâhki otina*. (Collect all the red objects.) Each team must then look through the other team's objects and ask for those objects using demonstrative pronouns such as *awa/oma* (this), *anah/nâha/nêma/anima* (that).

- ★ **Independently and Consistently:** This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**➤ Observation Checklist**

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

**MATERIALS**

- Various objects.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-1 attend to the form of the language****SPECIFIC OUTCOMES**

*Students will be able to:*

- c. use, independently and consistently<sup>★</sup>, the following grammatical elements:
- question marker *cî*, using responses:  
*ehâ* (yes) (Plains)  
*îhî* (yes) (Northern)  
*namôya* (no)
  - commands or requests using action words (imperative VAI) indicating **you** (2S), **all of you** (2P), and **all of us** (2I); e.g., *api*, *apik*, *apitân*
  - commands or requests (imperatives VTA) using action verbs:  
2S→1S *nitohtawin* / you→ me  
2P→1S *nitohtawik* / you→ me
  - inclusive personal pronouns singular:  
1S *nîsta* / me too  
2S *kîsta* / you too  
3S *wîsta* / he/she too  
plural:  
1P *nîstanân* / us/we (exclusive) too  
2I *kîstanaw* / us/we (inclusive) too  
2P *kîstawâw* / you (plural) too  
3P *wîstawâw* / they too
  - changing an action word to a noun by adding the suffix “win” to the verb:  
*mîcisôwin*, *nîmihitôwin*, *nikamôwin*
  - Noun possessive:  
*niminôsiminân*  
*nîhtapowininân* (1P);  
*kiminôsiminaw*  
*kîhtapowininaw* (2I);  
*kiminôsimiwaw*  
*kîhtapowiniwaw* (2P);  
*ominôsimiwâwa*  
*otehtapowiniwaw* (3P)

LC-1.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- ★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
*(Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.)*

**LC-1 attend to the form of the language****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**MATERIALS**

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC–2 interpret and produce oral texts****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. understand short, simple oral texts in guided and unguided situations

**LC–2.1**  
listening

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Step by Step**

Invite a guest to demonstrate making a craft such as paper moccasins. Distribute task sheets on which the steps are written in an incorrect order. Have the students number the steps in the correct order with your guidance. Invite each student to then follow the steps and make the craft.

➤ **Warm-ups**

Have the students follow a short, simple set of instructions for a warm-up before a quiz; e.g.,

- *Pimohtêk!* (Everybody walk!)
- *Pim'pahtâk!* (Everybody run!)
- *Pimohtêk!* (Everybody walk!)
- *Nakêk!* (Everybody stop!)
- *Apik!* (Everybody sit!).

➤ **Video**

Show the students a video in simple Cree, such as *Tânêhk wâpos kê wâpiskisit* (Why the Rabbit Turns White.) In groups, have the students discuss the ideas or themes expressed in the video and relate these ideas or messages to their own experiences.

➤ **Show and Tell**

Organize a class show and tell, and start the show and tell by describing your own object. Each student is required to say something about an object he or she has brought. Have the students paraphrase what the person before them said about his or her object before describing their own.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to understand short, simple oral texts in guided and unguided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to understand short, simple oral texts in guided and unguided situations. Offer feedback, encouragement and praise as needed.

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to understand short, simple oral texts in guided and unguided situations. Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

Students reflect on their learning and how well they were able to understand short, simple oral texts in guided and unguided situations.

**MATERIALS**

- Guest, craft supplies, written instructions.

- None required.

- Video in simple Cree, viewing station.

- Objects for show and tell.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. produce short, simple oral texts in guided situations

LC-2.2  
speaking

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Short Descriptions**

Brainstorm with the students about hunting or camping and have them write short descriptions of how they would prepare for a hunting or camping trip. Alternatively, discuss with the students important family events and have the students write short descriptions of important meals or a holiday they had with their family, guardian or friends.

► **Poems and Songs**

Using spelling and vocabulary charts, provide examples of poems and songs then have the students write a short poem or song about a topic they are currently studying; e.g., the seasons, a story or myth, weather, music, a video.

► **My Community**

Have the students create models, paintings or dioramas of their community, describe the scene they are presenting in a short paragraph and present it to the class. Encourage the use of phrases such as:

- *Ôta kê wîkiyân.* (This is where I live.)
- *Namôya mistahi ayisînowak êkota wîkîwak, mâka nîmiywêyihtên.* (There are not a lot of people that live there, but I like it.)
- *Atâwêwikamik ôma.* (This is the store.)
- *Nîmîkowâhp ôma, êkwa nîkî.* (This is my tipi and my house.)

► **Wacky Fashion Show**

Have the students prepare outfits and descriptions of these outfits for a “Wacky Fashion Show” in which they wear mismatched outfits.

**Caution**

Be sensitive to each student’s personal family situation when exploring kinship relationships.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

*(Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.)*

**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce short, simple oral texts in guided situations?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Informal Observation**

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

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to produce short, simple oral texts in guided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- Sample poems and songs.

- Scissors, paint, markers, glue, toys, people models.

- Various articles of clothing.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. engage in simple interactions, using simple sentences and/or phrases

**LC-2.3**  
interactive fluency

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **What Season Is It?**  
Post Cree signs for each of the four seasons around the classroom—*pipon* (winter), *sikwan/miyoskamin* (spring), *nîpin* (summer) and *takwâkin* (fall/autumn). Divide the students into groups and have each group say a simple sentence that describes something about a season. The other groups must identify the season.
- **Greeting Role-play**  
Have the students role-play greeting and conversing with a guest or *Kihtêyayak*.
- **How Do I Get There?**  
Post a map of your community at the front of the class and, as a group, select a place on the map. Have the class discuss, in Cree, how to get there from the school. Have the students take turns giving directions to various other places on the map; e.g.,
  - *kîwêtinohk* (north)
  - *âpihtâkîsikanohk/sâwanohk* (south)
  - *sâkâstênohk* (east)
  - *pahkisimôtâhk* (west).



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- engage in simple interactions, using simple sentences and/or phrases?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to engage in simple interactions, using simple sentences and/or phrases. Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to engage in simple interactions, using simple sentences and/or phrases, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

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

**MATERIALS**

- Cree signs for the four seasons, tape.

- None required.

- Map of your community.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

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

**LC-3.1**  
reading

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **E-mail**

Send each student an e-mail asking him or her about what he or she did on the weekend or about a movie recently watched. Have the students respond via e-mail.

➤ **Traditional Stories**

Introduce and discuss the concept of “traditional stories,” then read and discuss various traditional stories and their teachings. Have the students create posters or paintings that illustrate the meanings of these teachings.

**Extension**

Have the students practise reading simple stories and then read them to younger students using proper emphasis and intonation.

➤ **Mix and Match**

Write short, simple descriptions of six pictures, objects or works of art for the class. Have the students match the descriptions to the six different items. Afterward, ask the students to select one of the descriptions and create an illustration based on it.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to understand short, simple written texts in guided and unguided situations.

➤ **Observation Checklist**

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to understand short, simple written texts in guided and unguided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- E-mail, printer.
- Traditional stories, poster materials.
- Six objects or pictures, six simple written descriptions.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. produce short, simple written texts in guided situations

**LC-3.2**  
writing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Notices**

Have the students write short messages to you, friends or a parent/guardian that provide important information, such as information about an upcoming school event, important school news or a description of the student’s latest accomplishment in class.

► **Story**

Have the students write a short *âcimowin* (story) modelled on *âcimowina* studied in class on such topics as a hunting trip or berry picking with the family.

► **Picture Book**

Using a series of interesting pictures, e.g., from an illustrated book, magazine or Web site, have the students create short, simple texts to accompany the pictures. Bind the pictures and text into story booklets.

► **Poster Descriptions**

Post four posters on a wall, each depicting a different scene on the same theme; e.g. seasons, weather, fashion, food and health, modes of transportation, buildings in the community. Conduct a brainstorming session to identify words and phrases that describe each poster. Have each student choose one poster and write a short, simple paragraph about it on a note card. Gather and shuffle all the note cards, then redistribute them randomly to the class. Ask the students to read the cards given to them and locate the matching posters.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce short, simple written texts in guided situations?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to produce short, simple written texts in guided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to produce short, simple written texts in guided situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➤ **Informal Observation**

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

➤ **Informal Observation**

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

**MATERIALS**

➤ None required.

➤ Short stories in Cree.

➤ Pictures.

➤ Posters, note cards.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. derive meaning from visual elements of a variety of media in guided and unguided situations

**LC-3.3**  
viewing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Traditional Artwork**

Display a variety of Aboriginal paintings, drawings and handicrafts. Have each student choose one of the art pieces and write a series of words and phrases that describe the meaning of the piece.

**Extension**

Have the students create their own artwork using the chosen piece as inspiration.

➤ **5Ws and 1H**

Display a number of posters, announcements for upcoming events, advertisements and brochures, in Cree, and have the students answer questions about the information they contain; e.g., who, what, when, where, why, how.

➤ **Cree Themes and Symbolism**

Display the artwork of a Cree artist and have the students look for themes that are expressed throughout his or her work; e.g., rebirth, love, family, humour. Have the students then look at how the artist has used colour, texture, pattern, shapes and scale to convey his or her message(s). The findings of the students should be displayed for the class or school, along with samples or photographs of the artist's work.

**Extension**

Have the students describe different symbolic elements; e.g., the meanings of the colours, the four directions, the circle.

➤ **Cultural Logos and Flags**

Present various cultural logos, flags and symbols from Cree and other Aboriginal cultures and work together in groups to describe what they mean or represent to the culture.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to derive meaning from visual elements of a variety of media in guided and unguided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to derive meaning from visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to derive meaning from visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Informal Observation**

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

**MATERIALS**

- A variety of paintings, drawings and handicrafts.

- Various posters, brochures and advertisements in Cree.

- Cree artwork.

- Cultural logos, flags, symbols.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

**LC-3.4**  
representing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Puppet Show**

Read a story and discuss it as a class; e.g.,

- *Tân'si kitamahcihon kê ayamihtâyan âcimowin?* (How did the story make you feel?)
- *Kîkwây kikiskisîhikon âcimowin?* (What things did the story remind you of?)
- *Kîkwây kimiywêyihîên?* (What things did you like?)
- *Kîkwây kîhcinâ kipîhtên âcimowinihk?* (What do you think are the most important things about the story?)

Have the students use props, such as puppets or dolls, to express their ideas about the story.

► **Drama**

Teach the students how to create and present a skit. Guide the students as they learn to present a skit in Cree based on a legend, song or story they have read or heard. Have the students decide what information should be relayed to the audience, such as who the characters are, key events that take place and what the message is. Video record the skit, if possible, and play it back for the class.

► **Games**

Have the students play Pictionary™ or charades with Cree vocabulary related to themes they are studying as a class.

► **Personal Shields**

Teach the students how to create personal shields. These shields can include drawings or collages of things that are important to them or that identify important elements of themselves, their families or their cultural heritage.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express meaning through the use of visual elements in a variety of media in guided and unguided situations?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to express meaning through the use of visual elements in a variety of media in guided and unguided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to express meaning through the use of visual elements in a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Informal Observation**

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to express meaning through the use of visual elements in a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Puppets, dolls.

- Cree legend, various props, video camera, viewing station.

- Pictionary™, topics for charades.

- Paint, markers, pictures, scissors, glue.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. experiment with and use informal language in familiar contexts

**LC-4.1**  
register

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Telephone Conversations**  
Divide the students into partners and have them role-play casual telephone conversations in which they share their latest news with one another in Cree.
  
- **Role-play**  
Discuss the differences between formal and informal conversation with the students. Have the students role-play basic conversations in informal situations, such as talking with a friend on the playground or having a conversation with the siblings at the supper table.
  
- **Talking to the Students**  
Speak to each student informally in Cree at various times throughout the year, asking questions such as:
  - *Kâhkî âcimôstawin?* (Can you tell me a story?)
  - *Tân'si?* (How are things?)
  - *Tân'si (ka kî itohtêyêk \_\_\_\_\_ )?* (How was the [event attended by student]?)
  - *Tân'si \_\_\_\_\_?* (How is [friend or family member]?)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experiment with and use informal language in familiar contexts?

➤ **Informal Observation**

Observe students as they participate in the activity. Note the extent to which students are able to experiment with and use informal language in familiar contexts. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

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

➤ **Observation Checklist**

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

**MATERIALS**

- Prop phones.

- Examples of informal and formal conversations.

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use learned expressions to enhance communication

LC-4.2  
expressions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Bulletin Board Display**

Review common Cree expressions and have the students illustrate their meanings. Post the illustrations with the accompanying expressions on a class bulletin board. Encourage the students to refer to the display when conversing with classmates.

► **Expressions Collection**

Work with the students to collect expressions, e.g., *Kâya pâhpihi awiyak; ka pakamiskâkon.* (Do not laugh at others; it will come back to you.), as you encounter them in stories, magazines, Web sites, television shows, videos and from visitors. Have the students update the charts and review them on a weekly basis. Reward the students who discover new expressions to add to their list or who use the expressions in conversation.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use learned expressions to enhance communication?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use learned expressions to enhance communication, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use learned expressions to enhance communication. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- Common Cree expressions, art supplies, bulletin board.

- Common Cree expressions.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-4.3**  
variations in language

- a. experience a variety of accents, variations in speech and regional variations in language

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Different Places, Different Speakers**

Explain how language can change from place to place and why this can happen; e.g., the influence of another culture on a region, an event that helped shape the people of the area, the geography of a region, the way of life of the people, differences in the life experiences of the people.

Have the students listen to Cree videos, audio recordings, radio stations, CD-ROMs, Elders and guest speakers. Ask them to listen for regional variations in Cree language, such as accents, sayings or terms. Encourage the students to ask Cree-speaking people they know about differences they have noticed in the language from region to region. Collect examples in a chart and, wherever possible, record the source of the variation.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience a variety of accents, variations in speech and regional variations in language?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to experience a variety of accents, variations in speech and regional variations in language, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Cree videos, audio recordings, radio stations, CD-ROMs, Elders, guest speakers, *Earth Voices* video series (Alberta Education).

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize verbal behaviours that are considered impolite

**LC-4.4**  
social conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Formal/Informal Greetings**

Review various ways of informally and formally greeting people; e.g.,

- *Tân'si nôhkom?* (How are you, grandmother?) [gives her a hug]
- *Tân'si?* (How are you?)

Have the students practise these forms through simple role-plays. Discuss polite and impolite verbal behaviours associated with greetings; e.g., yelling an Elder's name in a crowd is impolite.

► **Elder Etiquette**

Teach, model and role-play proper etiquette when interacting with *Kihtêyayak* (Elders), such as:

- It is impolite to ask an Elder's age.
- It is disrespectful to interrupt an Elder when he or she is speaking.
- It is disrespectful to laugh when an Elder is talking about something serious.
- It is impolite to express negative feelings about the way an Elder looks.

Have the students follow this etiquette when an Elder visits the classroom.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize verbal behaviours that are considered impolite?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- None required.

- An Elder to visit the class, list of proper etiquette for addressing Elders, *Cultural Activities Handbook* by Miyowahkohtowin Education Authority.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. recognize simple social conventions in informal conversation

**LC-4.4**  
social conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Modelling**  
Model appropriate social conventions by greeting the students at the door with appropriate remarks. Encourage the students to use these modelled social conventions, e.g., waving, nodding, shaking hands, hand signals, throughout the year.
- **Speaking and Listening**  
Review the importance of both sides of conversation: speaking and listening. Model the back and forth flow of conversation with a student, then ask the students to divide into partners to practise this. Increase the groupings to three people, then four people and so on, and monitor whether or not the students are taking turns speaking and listening.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize simple social conventions in informal conversation?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to recognize simple social conventions in informal conversation. Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize simple social conventions in informal conversation, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- None required.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

a. use appropriate nonverbal behaviours in a variety of familiar contexts

**LC-4.5**  
nonverbal communication

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Nonverbal Communication**  
Review examples of nonverbal communication in different situations, such as interviews, speeches and television shows. Have the students identify specific behaviours, such as facial expressions, hand movements, whole body movements and eye contact. In small groups or as a class, have the students discuss how specific behaviours affect how they respond to people. Before students present a project or an assignment to the class, review positive nonverbal behaviours to use when presenting to an audience.
- **Appropriate or Inappropriate?**  
Brainstorm nonverbal behaviours with the students and decide whether they are appropriate or inappropriate in various contexts, such as playing with friends, in class, at gatherings or with Elders.
- **Role-play**  
Provide the students with a list of scenarios or situations and have the students take turns demonstrating inappropriate and appropriate nonverbal behaviours in different scenarios. Video record these role-plays for review by the students.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use appropriate nonverbal behaviours in a variety of familiar contexts, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use appropriate nonverbal behaviours in a variety of familiar contexts. Offer feedback, encouragement and praise as needed.

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use appropriate nonverbal behaviours in a variety of familiar contexts. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- Interviews, speeches, television shows with Cree speakers, viewing station.

- None required.

- List of scenarios or situations, video camera, viewing station.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. link several sentences coherently</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-5.1 cohesion/coherence</p>	<p>► <b>Daily Routines</b> Have the students follow a model for talking about daily morning, afternoon or evening routines; e.g.,</p> <ul style="list-style-type: none"> <li>- <i>Ni waniskân _____ tipahikan.</i> (I get up at _____ o'clock.)</li> <li>- <i>Ni kasîkwân êkwa.</i> (I wash my face now.)</li> <li>- <i>Ni sîkahon.</i> (I comb my hair.)</li> </ul> <p>Have the students use the model to describe their own routines.</p> <p>► <b>Linking Sentences in Stories</b> Read the story “<i>Wêsâkêcâk pimihâw tipiskaw pîsimohk</i>” (“<i>Wêsâkêcâk Flies to the Moon</i>”) in Cree. Before beginning, ask the students to pay attention to how the sentences are linked together (you may need to read the story several times). Choose several sentences and explain how they are linked; e.g., using linking words, building on an idea, thematic links. As an activity, have the students write their own short stories of six to eight lines and attempt to use various methods to link the sentences together in a meaningful way.</p>

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- link several sentences coherently?

➤ **Checklist and Comments**

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

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to link several sentences coherently (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Daily routine model.

- Story “*Wêsâkêcâk pimihiw tipiskaw pîsimohk*” (“*Wêsâkêcâk Flies to the Moon*”)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. recognize common conventions that structure texts

**LC-5.1**  
cohesion/coherence

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Cree Prayers**

Review several prayers in Cree and have the students look for the common conventions used in the prayers; e.g., introductory line, closing line, vocabulary, title. Have the students then write their own prayers using the conventions illustrated in the examples. Encourage the students to be respectful of the students' differing beliefs.

► **Parts of a Story**

Choose a story read by the class to discuss the different parts of a story; e.g., title, introduction, conclusion, dialogue, prologue, epilogue, narrative, climax. Label the parts of the story and then have the students divide into groups to label various other stories.



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize common conventions that structure texts?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to recognize common conventions that structure texts (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to recognize common conventions that structure texts (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Various simple prayers in Cree,  
[www.giftoflanguageandculture.com](http://www.giftoflanguageandculture.com) Web site,  
[www.miyo.ca](http://www.miyo.ca) Web site,  
*Cultural Activities Handbook*, Wilson Okimaw prayer.
- Various stories, labels.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use some simple text forms in their own productions

**LC-5.2**  
text forms

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Recipes**

Provide the students with a recipe for making bannock. Have the students read and identify connecting and ordering words and phrases used; e.g., first, then, once ... then, as soon as. Then ask the students to write a recipe for making their favourite simple snack using the words and phrases modelled.

► **Tours**

Perform a tour of the classroom, explaining and describing features of the classroom. Have the class read a written text of the classroom tour and point out particular phrases used. Ask the students to write up tours of their own community. Using a map as a guide, have them describe the sights and attractions they see as they travel through the community.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- use some simple text forms in their own productions?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Recipe for making bannock.

- Written tour of the classroom, community map.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.  
(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

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

**LC-5.3**  
patterns of social interaction

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Conversation Conventions**

Review using *Tân'si.* (Hello.) to open a conversation and *Êkosi.* (That is it.) to complete a conversation. Model the following conversation conventions:

- *Êkwa kîya?* (What about you?)
- *Kîya êkwa.* (Your turn.)
- *Kîya mâka?* (How about you?)
- *Tân'si.* (Hello.)
- \_\_\_\_\_ *nitishkâson.* (I am called \_\_\_\_\_.)
- \_\_\_\_\_ *ôki isihkâsowak.* (These are called \_\_\_\_\_.)
- *Êkosi.* (That's it.)
- *Kîya mâka?* (How about you?)

Divide the students into pairs and invite them to practise conversations using these conventions.

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawâkanak ka/ta nihtâ nêhiyawêwak.*)

**LC-5 apply knowledge of how the language is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

**➤ Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- [www.giftoflanguageandculture.ca](http://www.giftoflanguageandculture.ca) Web site, *How to Say it in Cree* by S. Ratt.

## Community Membership

### General Outcome for Community Membership

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth\*), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator\*).

#### CM-1 *Kikâwînow Askiy* (Mother Earth\*)

#### SPECIFIC OUTCOMES

*Students will be able to:*

- a. identify concrete ways in which they can show respect for *Kikâwînow Askiy* (Mother Earth\*)

CM-1.1  
relationships

#### SAMPLE TEACHING AND LEARNING ACTIVITIES

##### ► Protocol

Teach various *miyotôtâkêwin* (proper protocol with advice and guidance of an Elder or expert), such as:

- How to pick sweetgrass.
- Only taking what you need from the earth.
- Using all parts of the animal you have hunted.
- Being careful not to disturb animals, plants and trees, for example, when riding snowmobiles or all-terrain vehicles (ATVs).
- Respecting forest animals and never teasing or hurting them for no reason.
- Picking up your garbage (not polluting the environment).

As a class, brainstorm and add protocols to this list.

##### ► Action Plan

Introduce how to write an action plan (e.g., setting a goal, identifying steps or actions to take, identifying things they will need so that they can follow their action plan), then have the students write action plans that describe how they can show their respect for Mother Earth. The students should carry out their action plans and assess their performance; e.g., Did they accomplish their goals? Why or why not?

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

### General Outcome for Community Membership

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

#### CM-1 *Kikâwînow Askiy* (Mother Earth★)

#### SAMPLE ASSESSMENT STRATEGIES

##### Focus for Assessment

Do the students:

- identify concrete ways in which they can show respect for *Kikâwînow Askiy* (Mother Earth★)?

##### ➤ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify concrete ways in which they can show respect for *Kikâwînow Askiy* (Mother Earth), and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

##### ➤ Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to identify concrete ways in which they can show respect for *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

#### MATERIALS

- None required.

- Action plan graphic organizer, sample action plans, *Cultural Activities Handbook*, [www.miyoc.ca](http://www.miyoc.ca) Web site.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. participate in activities in which they care for and respect *Kikâwînow Askiy* (Mother Earth★)

CM-1.1  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Composting**  
Discuss as a class how Mother Earth regenerates herself. Assign students to work on creating a composter. Students can later use the compost for a gardening project.
- **Gardening**  
Work together on a simple gardening project and visit gardens in the community. Encourage the students to share stories of their own gardening experiences and those of relatives or neighbours.
- **Taking from Mother Earth**  
Organize a berry picking activity with a focus on the traditions of picking and how to pick responsibly. Teach the students about the traditions of sweetgrass and sage picking. Emphasize the importance of foraging to our Cree ancestors.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Do the students:

- participate in activities in which they care for and respect *Kikâwînow Askiy* (Mother Earth★)?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to participate in activities in which they care for and respect *Kikâwînow Askiy* (Mother Earth). Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities in which they care for and respect *Kikâwînow Askiy* (Mother Earth), and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to participate in activities in which they care for and respect *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Composting materials, build-your-own-composter kit.

- Gardening materials, field trip to gardens in the community.

- Berries, sage, sweetgrass, resource person, *Cultural Activities Handbook*, [www.miyo.ca](http://www.miyo.ca) Web site.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore past and present Cree regions in Canada

CM-1.2  
knowledge of past and present

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Gathering Information**

Brainstorm different ways to gather information about past and present Cree communities. The list may include oral presentations, videos, time lines, interviews, printed resources and field trips to museums; e.g., *Wanuskêwin* Heritage Park near Saskatoon, Saskatchewan. Have the students explore the different sources of information based on criteria such as availability, accessibility, completeness of information and accuracy.

► **Interviewing**

Introduce basic interviewing techniques and explain how to prepare for an interview; e.g., research, write questions, contact subject. Have the students prepare for and conduct interviews with *nimosôm* (grandfather), *nohkom* (grandmother) *Kihtêyayak* (Elders), *ninîkikhwak* (parents) and *nimosômak êkwa nohkomak* (grandparents) to find out what their community was like long ago and how it is different today.

► **Cree Communities of the Past**

Arrange a visit to an Aboriginal gallery or museum, study books or visit Web sites to find out information about Cree communities of the past. Have the students compare maps from the past with current maps and draw conclusions about how Cree communities have changed.

Divide the students into groups and have them organize the information they have collected on Cree communities of the past and make posters containing time lines, collages and pictures/photographs. Have each group make a presentation to the rest of the class or the school. Consider video recording these presentations.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- explore past and present Cree regions in Canada?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to explore past and present Cree regions in Canada. Offer feedback, encouragement and praise as needed.

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to explore past and present Cree regions in Canada (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to explore past and present Cree regions in Canada (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Various resources.

- Elders, parents and grandparents,  
[www.historica.ca](http://www.historica.ca) Web site,  
[www.sicc.sk.ca](http://www.sicc.sk.ca) Web site.

- Poster materials.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and describe some practices and products, related to *Kikâwînow Askiy* (Mother Earth★), of specific regions and communities

CM-1.3  
practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Traditional Practices**

Examine pictures and photographs of the past and have the students identify traditional Cree practices of the past; e.g., the use of horses for transportation, cooking over a fire, setting up a tipi, hunting and trapping.

Divide the students into groups and have them choose a traditional practice of the past that is associated with a specific community. In groups, the students research and collect information on the practice. They then organize the information they collected and present it to the rest of the class.

► **Kinship**

Review the importance of *wâhkôhtowin* (kinship); e.g., not addressing people by their names, but instead by their titles of kinship; e.g., *nimosôm* (grandfather), *nohkom* (grandmother). Discuss how this relates to Cree beliefs about Mother Earth and how this varies in different regions.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- identify and describe some practices and products, related to *Kikâwînow Askiy* (Mother Earth★), of specific regions and communities?

➤ **Learning Log**

Students reflect on their learning and how well they were able to identify and describe some practices and products, related to *Kikâwînow Askiy* (Mother Earth), of specific regions and communities.

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to identify and describe some practises and products, related to *Kikâwînow Askiy* (Mother Earth), of specific regions and communities. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Pictures and photographs of Cree practices of the past, Internet, reference books, Dale Auger pictures, *A Cree Life: The Art of Allan Sapp*.

- Blackline master of a kinship chart, [www.albertasource.ca/naturesslaw](http://www.albertasource.ca/naturesslaw) Web site.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. explore basic practices and products related to *Kikâwînow Askiy* (Mother Earth★)

CM-1.3  
practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Cleansing/Smudging**

Invite male and female *Kihtâyâyak* (Elders) to the class when introducing fungus, cedar, sage and sweetgrass used for *miyâhkasikêwin* (cleansing/smudging). The male Elder provides teachings related to the man's role in cleansing/smudging, for example, the young men should be the ones doing the cleansing/smudging. The female Elder provides teachings related to the woman's role in cleansing/smudging, for example, the women do not participate during menstruation.

➤ **Thanking Mother Earth**

Introduce the concept of “thankfulness” and discuss as a class what it means to be thankful. The class then brainstorms different things they are thankful for in nature and then writes a list of ways in which they can express their thanks to Mother Earth. Choose one or more of the ways to express thanks and incorporate it into the daily or weekly class routine. Also discuss different traditional ways of giving thanks to Mother Earth; e.g., giving tobacco (a strand of hair can be used as an offering to the earth if there is no tobacco available, but it is not given to thank another person), prayer.

➤ **Flag Song**

Invite a visitor to explain the significance of and to demonstrate the Flag Song. The traditions of the Flag Song are discussed and practised, such as facing east at the beginning of the Flag Song.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- explore basic practices and products related to *Kikâwînow Askiy* (Mother Earth★)?

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to explore basic practices and products related to *Kikâwînow Askiy* (Mother Earth). Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explore basic practices and products related to *Kikâwînow Askiy* (Mother Earth), and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore basic practices and products related to *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Class visitors to demonstrate cleansing/smudging, sweetgrass, fungus, cedar, sage for cleansing/smudging, *Cultural Activities Handbook*, [www.miyo.ca](http://www.miyo.ca)  
Web site, rock, shell, pan (cast iron).
- None required.
- Resource person to explain/demonstrate the Flag Song, four directions teachings.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. compare past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth★)

CM-1.4  
past and present perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Venn Diagram**

Have the students research Cree perspectives on Mother Earth and use the information they have collected to create Venn diagrams that compare and contrast Cree perspectives and beliefs of the past and present. For example, traditionally, Cree people collected hair that fell out while combing and in the spring they would bring it to a clean spot to bury/burn it and return it to the earth.

Discuss why these perspectives have changed and discuss whether or not the perspectives on Mother Earth of other cultures have changed over time.

➤ **Nature Laws**

Introduce basic teachings of nature laws, for example, the four directions, four elements, four seasons, four aspects. Have the students create nature law booklets that include written information and illustrations, as well as examples from their own experiences; e.g., late traditional leader Wayne Roan.

➤ **Elder's Stories**

Invite an Elder to share stories about Cree way of life long ago, with an emphasis on interactions with the land. For example, long ago families moved camps frequently (with the seasons), taking care to leave everything the way it was found. Have the students discuss how and why things are done differently today.

**Extension**

Listen to traditional songs about Mother Earth and then sing them with the class. Encourage the students to play instruments or dance to enhance the experience.

➤ **Gender and Mother Earth**

Discuss the gender roles of women, girls, men and boys in Cree society and their relationships to Mother Earth. Emphasize that even though the different roles may have different relationships with Mother Earth, these relationships are equally important to both the individuals and the tribe.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth\*), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator\*).

**CM-1 *Kikâwînow Askiy* (Mother Earth\*)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- compare past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth\*)?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to compare past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to compare past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to compare past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to compare past and present Cree perspectives related to *Kikâwînow Askiy* (Mother Earth), and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ Research materials.

➤ Basic teachings of nature laws, markers, [www.albertasource.ca/natu-relaws](http://www.albertasource.ca/natu-relaws) Web site.

➤ Elder visitor, traditional songs about Mother Earth.

➤ None required.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînaw Askiy* (Mother Earth★)****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. explore past and present Cree values related to *Kikâwînaw Askiy* (Mother Earth★)

CM-1.4  
past and present perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Interviews**

Have the students interview Elders and ask about past and present Cree values related to Mother Earth. The interviews could include questions such as:

- *Kîkwâya miyo pimâcihôwina pêcikâtêwa?* (What values have been carried forward?)
- *Kîkwâya miyo pimâcihôwina kî nakacikâtêwa?* (What values have been left behind?)
- *Tânihki ôhi kâ mêskocipayiki/kwâw?* (Why have things changed?)

The information collected by the students could then be published in a booklet for use by future classes.

► **Stories**

Read literary works and traditional stories that present ideas about Cree values related to Mother Earth. Have the students write their own stories to express their views on Mother Earth.

► **Wanaskewin**

Introduce the concept of *wanaskêwin* (peace) and have the students brainstorm the meaning of peace. Guide student research into the importance of peace to Cree communities of the past and the importance of the role of a peacekeeper.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth<sup>★</sup>), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator<sup>★</sup>).

**CM-1 *Kikâwînow Askiy* (Mother Earth<sup>★</sup>)****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore past and present Cree values related to *Kikâwînow Askiy* (Mother Earth<sup>★</sup>)?

➤ **Observational Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore past and present Cree values related to *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Observation Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to explore past and present Cree values related to *Kikâwînow Askiy* (Mother Earth) (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to explore past and present Cree values related to *Kikâwînow Askiy* (Mother Earth). Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Elders, booklets.

- Stories about Mother Earth, *Earth Voices* video series (Alberta Education).

- None required.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. compare regional Cree perspectives and values related to *Kikâwînow Askiy* (Mother Earth★)

**CM-1.5**  
diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Geography and Perspectives**

Display maps that show Cree communities and give information about the landscape. Have the students attempt to answer the question, “How does the geography surrounding a Cree community affect its perspectives and values about Mother Earth?”

First, have the students write down their hypotheses and reasonable guesses at answers to the question. Second, have the students collect and analyze information on the perspectives and values about Mother Earth for Cree communities in various regions. Third, have the students look back at their initial thoughts and discuss their correct and incorrect assumptions.

➤ **Pen Pals**

Have the students prepare for and then interview relatives, friends and neighbours about the traditional use of berries, sweetgrass, etc. Have the students share this information with pen pals (or e-mail pals) from another Cree community. Compare the information received from the other community with the information from the class. What differences and similarities are there?

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-1 *Kikâwînow Askiy* (Mother Earth★)**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- compare regional Cree perspectives and values related to *Kikâwînow Askiy* (Mother Earth★)?

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to compare regional Cree perspectives and values related to *Kikâwînow Askiy* (Mother Earth), and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to compare regional Cree perspectives and values related to *Kikâwînow Askiy* (Mother Earth). Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- Maps that show Cree communities and give information about the landscape, resources that describe different Cree perspectives.

- Resource person to interview, pen pals, e-mail.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SPECIFIC OUTCOMES**

*Students will be able to:*

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

CM-2.1  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Classroom Rules**

Discuss respectful behaviour toward others, such as Elders and people of the opposite sex. Create, with help from the students, a list of classroom rules relating to respecting others' property, being polite to others and taking turns.

Review appropriate classroom behaviour before a substitute teacher visits or takes over the class. Encourage the students to use polite phrases such as *Ay ay*. (Thank you.)

➤ **Appreciation Day**

Divide the students into partners or groups and ask them to compose short recognition and appreciation speeches for their partners or others in their groups. Things to recognize or appreciate could include:

- special gifts and talents
- a strong or entertaining presentation or performance
- friendliness and helpfulness
- strong listening skills
- a cheerful or pleasant personality.

Have the students make their speeches to the rest of the class and invite others to applaud the individual in recognition and appreciation.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

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

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to respect others (e.g., property, thoughts) and practise humility (see sample blackline master in Appendix E: Observation Checklist).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to respect others (e.g., property, thoughts) and practise humility. Offer feedback, encouragement and praise as needed.

**MATERIALS**

➤ None required.

➤ Recognition awards (optional).

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînw Askîy* (Mother Earth<sup>★</sup>), others and themselves, guided by *Omâmawî Ohtâwîmâw* (the Creator<sup>★</sup>).

**CM-2 others****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. form positive relationships with others; e.g., peers, family, Elders

CM-2.1  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Partners and Group Work**

When working with partners or groups, have the students use phrases such as:

- *Ki nohtê wîcihin?* (Do you want to help me?)
- *Ki nohtê wîcimêtawêmin?* (Do you want to play with me?)
- *Kakî wîhcihin cî?* (Can you help me?)
- *Kakî wîcimêtawêmin cî?* (Can you play with me?)
- *Nimiywêmâw osâm ohci ê nihtâ nikamot.* (I like her/him because she/he is a good singer.)

► **Holiday Notes**

At various holidays throughout the year; e.g., Valentine’s Day, Mother’s Day, Father’s Day, review appropriate phrases in Cree and have the students use them to create cards, e-mails and notes to family and friends; e.g., I like her/him because she/he is a good singer.

**Extension**

Encourage the students to write letters or e-mails to classmates that include positive comments such as, *Nimiywêmâw osâm ohci ê nihtâ nikamot.* (I like her/him because she/he is a good singer.)

► **Greetings and Conversation**

Before a field trip or an outing, review polite greetings and other simple conversational phrases. Have the students practise the proper greetings and phrases and use them when interacting with Cree speakers they meet on their trip.

**Extension**

At an open house or a parent–student–teacher conference, have the students introduce a family member to you.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.



**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth\*), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator\*).

**CM-2 others**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- **form positive relationships with others?**

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to form positive relationships with others. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

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

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to form positive relationships with others. Offer feedback, encouragement and praise as needed.

**MATERIALS**

➤ None required.

➤ Markers, e-mail, printer, various cards.

➤ None required.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînw Askîy* (Mother Earth<sup>★</sup>), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator<sup>★</sup>).

**CM-2 others****SPECIFIC OUTCOMES**

*Students will be able to:*

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

CM-2.2  
knowledge of past and present

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Guest Speaker**

Invite *Kihtêyayak* (Elders) to the class for discussions about how food was gathered, hunted and processed in the past. The students then discuss their own experiences and stories of gathering and hunting for food.

Have the students select one of the Cree practices or products discussed, e.g., the buffalo hunt, different ways of hunting, making moccasins, and research how things were done then and how they are done now. Ask the students to organize the information they collect and create posters to present to the class.

➤ **Food Preparation**

Explain and demonstrate the traditional preparation of foods such as *kayâs* (long ago—buffalo), *anohc* (today—cow, moose). Have the students create a recipe book of traditional Cree recipes.

**Extension**

Review different ways of cooking bannock, e.g., on a stick, in the oven, in a frying pan, deep fried, and discuss why there are different ways to create the same product.

➤ **Traditional Games**

Play hand games such as *misikâcikêt* (a hiding game) or ladies games such as *cakahkêwin* (woman's stick game) to practise strategic thinking. Use these games to practise math and language skills.

➤ **Artifacts**

Display artifacts, such as clothing, beadwork and tools, from a Cree-speaking community of the past and compare them to what is used today. Have the students answer questions such as:

- *Tân'si ê 'si mêskocipayiki/kwâw?* (How have things changed?)
- *Kîkwâya kiyâpic pêyakwan?* (What things have stayed the same?)
- *Tânihki kâ mêskocipayiki/kwaw?* (Why have things changed?)

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth\*), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator\*).

**CM-2 others****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explore past and present Cree people, practices, products and beliefs in Canada, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore past and present Cree people, practices, products and beliefs in Canada (see sample blackline master in Appendix E: Observation Checklist).

➤ **Informal Observation**

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to explore past and present Cree people, practices, products and beliefs in Canada.

**MATERIALS**

- Elders, research materials, poster materials.

- Various ingredients and cooking implements.

- Game equipment, rule book.

- Various traditional artifacts (or pictures of artifacts), Glenbow Museum kits, Grouard Native Cultural Arts Museum kits.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînwaskiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore tribal or regional Cree cultural practices and products

CM-2.3  
practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **My Grandmother Says ...**

Show a video on a specific cultural practice, such as berry picking or beading, and have the students ask their *nôhkom* (grandmother) if their home community does it in the same way. Have the students share the responses of their grandmothers with the rest of the class.

► **Dance**

Invite a Cree dancer to perform for the class various traditional dances, such as the Round Dance (Southern Plains Cree – *pîcîwin*, Northern Plains Cree – *mâsk'simowin*). After the performance, have the students ask the performer questions about the meaning of the dance. Then have the students create visual representations, such as paintings, drawings or sculptures, of the dances they watched.

Afterward, explore regional differences between *pwâtisimowin* (powwow) dances, such as Jingle Dress, Ladies' Fancy, Traditional Men's Fancy, Men's Chicken Dance and Men's Traditional. Have the class create an illustrated “dance map” that shows where various dances originated or are traditionally practised.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- explore tribal or regional Cree cultural practices and products?

➤ **Informal Observation**

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

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore tribal or regional Cree cultural practices and products (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- A video on a specific cultural practice.
  
- Cree dancer, art supplies, reference material, Internet, map, *Dances of the Northern Plains* video.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. explore cultural practices and products of Cree peoples in Canada

CM-2.3  
practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Cultural Fair**

Organize or attend a Cree cultural fair in which the students are given opportunities to participate in singing traditional songs, dancing, sharing stories in sharing circles\*, cleansing/smudging, berry picking and picking sweetgrass and fungus.

➤ **Dance across the Country**

Have the students examine the different ways of *pwât'simowin* (powwow) across the country. Have them create maps that show the different dances that are traditional in different regions of Canada.

➤ **Drama**

Have the students write and perform a short play in which they each play a role in traditional Cree communities from across the country. In the play, the students should demonstrate traditional practices and products, such as dance, berry picking, making bannock, hunting and storytelling.

**\*Discretionary Note:** The use and meaning of this concept may vary depending on the community or region.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

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

➤ **Informal Observation**

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

➤ **Informal Observation**

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explore cultural practices and products of Cree peoples in Canada, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ None required.

➤ Video of dances.

➤ Various props.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth<sup>★</sup>), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator<sup>★</sup>).

**CM-2 others****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. examine past and present perspectives and values and examine change

**CM-2.4**  
past and present perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Charting Change**

Have the students create a chart to show how Cree values have changed over time, or have them respond to a chart like the one below:

Value	Past	Today
Respect for Mother Earth	People left things as they found them.	People produce more garbage and pollute the water and land.
Respect for animals	People used every part of the animals they hunted.	People don't bother to use every part of the animals they hunt.
Respect for the land	People only took from the land what they could use.	People take more from the land and sell it to others.

► **Tipi Teachings**

Review the significance and meaning behind tipi teachings. Have the students assemble a personal tipi made of paper and sticks, recognizing that each pole represents a tipi teaching.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

CM-2 others

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to examine past and present perspectives and values and examine change (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to examine past and present perspectives and values and examine change. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- None required.

- Paper, sticks, markers.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-2 others****SPECIFIC OUTCOMES**

*Students will be able to:*

**CM-2.5**  
diversity

- a. explore and compare characteristics of Cree-speaking peoples in Canada

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Exploring Different Cree Speakers**

Watch videos and listen to audio recordings and then discuss similarities and differences between the Cree-speaking peoples presented. Have the students practise saying particular words or phrases using different accents and dialects from different regions.

As a class, look at various regions of Canada and discuss some of the regional variations in the Cree language.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

CM-2 others

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- explore and compare characteristics of Cree-speaking peoples in Canada?

➤ **Anecdotal Notes**

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

**MATERIALS**

- Video and audio recordings of Cree speakers from different regions, maps, [www.creedictionary.com](http://www.creedictionary.com) Web site.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth\*), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator\*).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

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

**CM-3.1**  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Story Time**

Read *âtayohkêwin* (legends), such as “*Amiskos*” (“Little Beaver”), that teach the importance of respecting oneself. Discuss the legends and what can be learned from them.

► **Keeping Clean**

Introduce Cree vocabulary related to personal hygiene. Have the students use the vocabulary to write and illustrate their daily hygiene routines. Discuss the importance of keeping clean and how cleanliness can be related to self respect.

► **Respecting Yourself**

Brainstorm with the students various ways that individuals show that they respect themselves, such as: *Namôya nipîhtwân*. (I don’t smoke.), *Nikanâtisin*. (I am clean.) Write out the ideas in a list and post it in the classroom.

Have the students memorize the following: *Ni wî manâcihison, kotakak ayisiniwak, êkwa kikâwînaw askiy*. (I will respect myself, other people and our Mother Earth.) Then have the students create posters with this saying that illustrate respectful behaviours. Display the posters around the classroom to promote respectful behaviour.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînwaskiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Do the students:

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

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to explore various sources of information for development of their self-concept, and learn and understand the importance of respect for themselves. Offer feedback, encouragement and praise as needed.

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to explore various sources of information for development of their self-concept, and learn and understand the importance of respect for themselves (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to explore various sources of information for development of their self-concept, and learn and understand the importance of respect for themselves. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- “*Amiskos*” (“Little Beaver”) by Dr. Ann Anderson, legends and other traditional stories about respect.

- None required.

- Poster materials, resource person, *Cultural Activities Handbook*, [www.miyo.ca](http://www.miyo.ca) Web site, [www.albertasource.ca/natu-relaws](http://www.albertasource.ca/natu-relaws) Web site.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

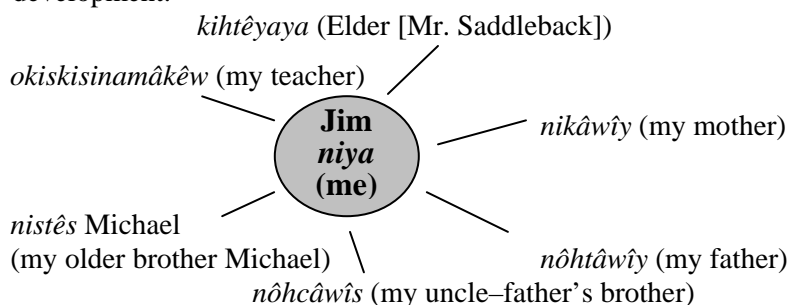
- b. identify influences on development of their self-concept and self-identity

CM-3.1  
relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Personal Web**

Have the students create webs with their own names in the centre, surrounded by all the people they believe have contributed to their development.



**Extension**

Have the students create another web that shows who they are to all the people in their lives, for example, student, son, brother, friend, helper, worker, grandson, boyfriend.

► **Life Event Time Line**

Have the students brainstorm events that have been influential in making them who they are. Ask the students to then organize these events on a time line.

► **Personal Logos and Shields**

Have the students create logos or shields that depict who they are and what they like to do, including elements from a variety of areas, such as hobbies, jobs/chores, family, personality and talents.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

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

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify influences on development of their self-concept and self-identity (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify influences on development of their self-concept and self-identity (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Learning Log**

Students reflect on their learning and how well they were able to identify influences on development of their self-concept and self-identity.

**MATERIALS**

- None required.

- None required.

- Markers, paints, examples of family coats of arms.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

**CM-3.2**  
knowledge of past and present

- a. explore their family/community background (tribe/heritage/affiliation, kinship)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Community Bulletin Board**

Have the students gather information about their own community by visiting the school or public library, asking locals and Elders, visiting the town hall or band office and asking their families or caregivers. Ask the students to then share the information they collected with the class and post their community facts on a bulletin board display.

➤ **Kinship Chart**

Review various samples of kinship charts and have the students research and develop kinship charts that show their kinship relationships and ancestors.

**Caution**

Be sensitive to each student's personal family situation when exploring kinship relationships.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Do the students:

- explore their family/community background (tribe/heritage/affiliation, kinship)?

➤ **Anecdotal Notes**

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

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to explore their family/community background (tribe/heritage/affiliation, kinship) (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- Various resources from the community, bulletin board.

- Sample kinship charts, blackline master of a kinship chart.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore Cree cultural experiences, practices and products  
(*continued*)

CM-3.3  
practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Cree across the Country**

Using maps, photographs, videos and the Internet, have the students research how and where Cree peoples lived in Canada in the past and where they live now. Discuss the idea that in the past Cree peoples travelled freely across many lands and did not think of land as having borders.

► **Exploring Other Cree Communities**

As a project, have each student or pair of students choose a different Cree-speaking community to explore. Have the students answer questions such as:

- *Tâniwê ôma nêhiyânahk?* (Where is this Cree community?)
- *Tân'si askiy ôma ita ihtâwin kayâk?* (What is the land like where this community lives?)
- *Tân'si isi pimâcihôwak ôta ihtâwinihk?* (What is the way of life like in this community?)
- *Tân'si îsîhcikêwak/nîmihitowak/tâpasinahikêwak/isihtwâwina ôta ihtâwinihk?* (What customs/dances/artwork/traditions are unique to this community?)

Have each student or pair of students prepare a very simple presentation about the chosen community. Consider video recording these presentations for review by the students.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

**CM-3 themselves**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- explore Cree cultural experiences, practices and products?

➤ **Observation Checklist**

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

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to explore Cree cultural experiences, practices and products. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- Maps, photographs, videos, Internet.

- Various resources, poster materials, video camera, viewing station.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêтина*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore Cree cultural experiences, practices and products

CM-3.3  
practices and products

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Response Journal**

Participate as a class in various cultural experiences, such as:

- working with naturally smoked hide and factory made hides
- touching and working with different animal furs
- cleansing/smudging using a variety of smudge products; e.g., sage, fungus, diamond willow, sweetgrass and cedar
- preparing and tasting different bannocks; e.g., fried, oven baked, baked over an open fire; Saskatoon, blueberry, raisin
- watching and participating in traditional dances
- listening to Cree music and drummers.

Discuss the experiences as a class, then have each student write a personal response to these cultural experiences in a journal. Have them answer questions such as:

- *Kîkwây mâmwâci kimiywêhtên ôma kâ ispayik?* (What did you like best about the experience?)
- *Kîkwây kikiskinohamâkon ôma ohci kâ ispayik?* (What did you learn from the experience?)
- *Kîkwây âyiwâk ki nohtê kiskêyihên?* (What would you like to learn more about?)
- *Kîkwâya êkwa kotaka isîhcikêwina ki nohtê wîcihiwân?* (What other types of cultural experiences would you like to experience?)

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- explore Cree cultural experiences, practices and products?

➤ **Learning Log**

Students reflect on their learning and how well they were able to explore Cree cultural experiences, practices and products.

**MATERIALS**

- Various supplies and resource people for different cultural experiences.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askîy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore others' perceptions of them

CM-3.4  
past and present perspectives

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **One Good Thing**

Have the students take turns writing one positive thing about another student, for example, highlighting one of the student's strengths:

Sheila/John \_\_\_\_\_.

- *nihtâ ayamihcikêw*. (is a good reader.)
- *nihtâ nikamow*. (is a good singer.)
- *nihtâ wîhcîhtâsow*. (is good at helping others.)

Compile the students' responses in a booklet or on the board.

► **Positive Group Feedback**

After completing a group activity, have each student provide positive and constructive feedback for another student in his or her group by filling out an assessment sheet, such as:

Name: John

*John nihtâ* \_\_\_\_\_. (John is very good at \_\_\_\_\_.)

*John wîcihtâsiw ohci* \_\_\_\_\_. (John helped the group by \_\_\_\_\_.)

Have the students then exchange their assessment sheets and discuss them as a class.

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Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Do the students:

- explore others' perceptions of them?

➤ **Observation Checklist**

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to explore others' perceptions of them (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

➤ None required.

➤ Assessment sheet.

★ The terms “Mother Earth” and “Creator” are identified as discretionary terms in the Cree Language and Culture Program of Studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

**CM-3.4**  
past and present perspectives

- b. recognize that individuals change and the way they see themselves also changes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Personal Time Lines**

Have the students create personal time lines using photographs of themselves at different times in their lives; e.g., *oskawâsis* (newborn), *awâsis* (baby), *êpimohcîsit* (toddler), *nîso âyamihtâw* (Grade 2), *nêwo âyamihtâw* (Grade 4). Under each photograph, have them write a few words in Cree about themselves at that time.

► **Collage**

Have the students bring in family photographs and create collages using the terms *pêyakôskân* (family) and *wâhkômâkanak* (relatives). Discuss as a class how people change over time.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina(hk)* (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to recognize that individuals change and the way they see themselves also changes (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to recognize that individuals change and the way they see themselves also changes. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Photographs of each student at different ages, markers.

- Family photographs.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore, identify and celebrate the unique characteristics of their family and community

**CM-3.5**  
diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Family Favourites**

Divide the students into groups and have them discuss the different foods they eat at home during feasts or special occasions; e.g., *mîcimâpoy* (soup), *pimiy* (lard) and *pahkwêsikan* (bannock). Have the students share recipes or samples of their families' favourite dishes. Create a class cookbook on paper or online.

► **Local Festival**

As a class, research the origins of a local festival or celebration and plan to participate in it. Encourage the students to create posters and flyers advertising the festival; e.g., *tipahamâtowin* (Treaty Days), *wîhkohtowin* (Tea Dance/Feast).

► **Field Trip**

Organize a field trip in which the students explore the forest, prairie or lakes around their community. After the trip, have the students discuss the features of the local landscape and its beauty. Ask the students to then draw or paint pictures of the landscape they saw.

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**General Outcome for Community Membership**

Students will live (*wâ*)*wêtina*(*hk*) (peacefully) with *Kikâwînow Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

**CM-3 themselves**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Do the students:

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

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explore, identify and celebrate unique characteristics of their family and community, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explore, identify and celebrate unique characteristics of their family and community, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to explore, identify and celebrate unique characteristics of their family and community. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Family recipes.

- Poster materials, information about the festivals.

- Art supplies.

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## Strategies

### General Outcome for Strategies

Students will use strategies to maximize learning and communication.

#### S-1 language learning

##### SPECIFIC OUTCOMES

*Students will be able to:*

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

S-1.1  
language learning

##### SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Personal Dictionaries**

Have the students compile and use a dictionary and phrase book as a reference for when they work on writing and speaking projects. Encourage the students to illustrate their references and share them with other students.

► **Keep on Talking**

Divide the students into pairs and have them speak in Cree to one another for as long as possible without using any English words. Have them use circumlocution (e.g., “the thing you hang the clothes on” for “hanger”), mime or point if they don’t know the word, ask for clarification or repetition if they don’t understand and ask follow up questions to check for understanding (e.g., “Am I making sense?”).

► **Repeating a Pattern**

Review various rhymes and songs that have repetitive sentence patterns. Read each line and have the students repeat it after you. Write the line on the board and have the students copy it. Complete an action for each line and have the students copy it. Then have the students use the sentence pattern to create their own poems and songs.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Checklist and Comments**

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

➤ **Anecdotal Notes**

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

➤ **Anecdotal Notes**

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

**MATERIALS**

➤ None required.

➤ None required.

➤ Various repetitive rhymes and songs.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-2 language use****SPECIFIC OUTCOMES**

*Students will be able to:*

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

S-2.1  
language use

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Understanding Texts**

Review a variety of strategies with students for interpreting texts, such as skimming and scanning for key words, rereading the text several times, using the contextual clues in the text to interpret unknown words and making predictions on what they are about to read based on prior personal experience.

Give the students a text in Cree and have them use the various strategies to summarize it.

► **Learning Log**

At various stages of a lesson, i.e., before, during and after, have students write about their learning in their Learning Logs, including such things as:

- *Pâmayês ê mâcihtâyân:* (Before beginning a unit or lesson:)
- *Kîkwây nitêyihôtên ê wî kiskinohamâkawêyân?* (What do I think I will learn?)
- *Kîkwây âsay ni kiskêyihôtên?* (What do I already know about the topic?)
- *Kîkwây nitakâwâtên ta kiskinohamâkawêyâhk?* (What do I hope we will do during this lesson?)
- *Mêkwâ kiskinohamâkawêyâhki:* (During the lesson:)
- *Kîkwây mâmawaci nimiywêhtên?* (What things have I enjoyed the most?)
- *Kîkwây nitâyamihikon?* (What things do I have trouble with or need to work on?)
- *Tân'sîsi ni ka mînôn?* (How can I improve?)
- *Kêsi kiskinohamâkawêyâhki:* (After the lesson:)
- *Tân'sîsi nit'satoskân?* (What strategies did I use?)
- *Kîkwâya kiyâpic ta atoskâtmân?* (What things do I still need to work on?)
- *Tân'sîsi nit'si âpacihtân kîkwây kâ kiskêyihôtamân wayawêtimihk kiskinohamâtowikamikohk?* (How have I used what I learned outside of school?)

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of strategies to enhance language use (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Informal Observation**

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to identify and use a variety of strategies to enhance language use. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Various texts in Cree.

- None required.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-3 cultural learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

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

**S-3.1**  
cultural learning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Comparing and Contrasting**

While watching a video, have the students observe and listen carefully to detect key elements of the cultures of various Aboriginal peoples; e.g., traditions, worldviews, way of life. The students then compare and contrast these elements with Cree culture using a graphic organizer.

➤ **Group Research**

Divide the students into groups and have them choose different cultural activities; e.g., *miyâhkasikêwin* (cleansing/smudging), *pwâtsimowina* (dances), *iyinamâtowin* (gift giving), *cistêmâw wêpinâsiwin* (offerings of tobacco), *wîhkwâsk miyâhkasikêwin* (burning sweetgrass). Have the students work together to research and create presentations, e.g., play, demonstration, poster, Web site, that describe the history and cultural significance of the activity. Have the students access a variety of reference materials and work cooperatively with the others in their groups.



**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-3 cultural learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify and use a variety of strategies to enhance cultural learning (see sample blackline master in Appendix E: Observation Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of strategies to enhance cultural learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Video on various Aboriginal cultures.
- Various reference materials.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-4 general learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

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

**S-4.1**  
general learning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Songs**

Review the song “*Nimiskawâw pakân*” (“Found a Peanut”) and, in small groups, change verses to the song using thematic vocabulary learned in class; e.g., “*Nimiskawâw astis*” (“Found a Glove”).

► **Graphic Organizers**

Throughout the year, have the students practise various ways of collecting ideas, thoughts and information on a topic, such as using brainstorming webs, Venn diagrams, story maps, KWL(A) charts (What you **K**now, What you **W**ant to find out, What you **L**earned, How you will **A**pply what you learned) and paragraph planners.

Divide the students into groups and have them use one or more graphic organizer to guide their research on a topic and to organize the information they found. Have the students create a presentation to share what they have learned. Model specific vocabulary and phrases to use while presenting in front of an audience and consider video recording the presentations.

**General Outcome for Strategies**

Students will use strategies to maximize learning and communication.

**S-4 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

➤ **Learning Log**

Students reflect on their learning and how well they were able to identify and use a variety of strategies to enhance general learning.

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to identify and use a variety of strategies to enhance general learning (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Various songs, listening station.

- Various graphic organizers.



# Appendices

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## Appendix A: Specific Outcomes Chart

### GRADE 4

<b>A-1 to share information</b>		<b>GRADE 4</b>
<b>A-1.1</b> share factual information	<ul style="list-style-type: none"> <li>a. share basic information</li> <li>b. identify familiar people, places and things</li> </ul>	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 4</b>
<b>A-2.1</b> share ideas, thoughts, preferences	<ul style="list-style-type: none"> <li>a. express simple preferences</li> <li>b. express a personal response</li> </ul>	<b>NOTES:</b>
<b>A-2.2</b> share emotions, feelings	<ul style="list-style-type: none"> <li>a. respond to, and express, basic emotions and feelings</li> </ul>	
<b>A-3 to get things done</b>		<b>GRADE 4</b>
<b>A-3.1</b> guide actions of others	<ul style="list-style-type: none"> <li>a. indicate basic needs and wants</li> <li>b. ask for permission</li> </ul>	<b>NOTES:</b>
<b>A-3.2</b> state personal actions	<ul style="list-style-type: none"> <li>a. respond to offers, invitations and instructions</li> <li>b. ask or offer to do something</li> </ul>	
<b>A-3.3</b> manage group actions	<ul style="list-style-type: none"> <li>a. engage in turn taking</li> <li>b. encourage other group members to act appropriately</li> </ul>	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 4</b>
<b>A-4.1</b> manage personal relationships	<ul style="list-style-type: none"> <li>a. exchange simple greetings and simple social expressions</li> <li>b. exchange some basic personal information; e.g., their name, age</li> <li>c. acknowledge basic kinship relationships</li> </ul>	<b>NOTES:</b>
<b>A-5 to enhance their knowledge of the world</b>		<b>GRADE 4</b>
<b>A-5.1</b> discover and explore	<ul style="list-style-type: none"> <li>a. investigate the immediate environment</li> </ul>	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	<ul style="list-style-type: none"> <li>a. gather simple information</li> <li>b. organize items in different ways</li> </ul>	
<b>A-5.3</b> solve problems	<ul style="list-style-type: none"> <li>a. experience problem-solving situations</li> </ul>	
<b>A-5.4</b> explore perspectives and values	<ul style="list-style-type: none"> <li>a. listen attentively and respectfully to ideas and thoughts expressed</li> <li>b. respond sensitively to the ideas and products of others</li> </ul>	



<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 4</b>
<b>A-6.1</b> humour/fun	a. use the language for fun	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively; e.g., participate in activities that play on the sounds and rhythms of the language	
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment; e.g., listen to favourite songs	
<b>LC-1 attend to the form of the language</b>		<b>GRADE 4</b>
<b>LC-1.1</b> phonology	a. recognize and pronounce basic sounds b. pronounce common words and phrases correctly c. recognize intonation common to Cree	<b>NOTES:</b>
<b>LC-1.2</b> orthography	a. recognize and name some elements of the writing systems; i.e., letters of the standard Roman orthography and/or the syllabic system	
<b>LC-1.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• my family</li> <li>• my daily routines</li> <li>• my body</li> <li>• seasons</li> <li>• weather</li> <li>• clothing</li> <li>• my house</li> <li>• things around me</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	

<p>LC-1.4 grammatical elements</p>	<p>a. use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• demonstrative pronouns <i>awa, ôma, anima, ôki, aniki, ôhi, anihi</i> singular, plural animate: <i>awa</i> / this one – <i>ôki</i> / these; <i>ôma</i> / this one – <i>ôhi</i> / these; <i>ana</i> / that one – <i>aniki</i> / those ones inanimate: <i>anima</i> / that one – <i>anihi</i> / those; <i>nema</i> / that one – <i>nehi</i> / those; <i>nâha</i> / that one – <i>neki</i> / those</li> <li>• nouns – animate (NA): <i>ni</i> ____ (<i>im</i>); <i>ki</i> ____ (<i>im</i>); <i>o</i> ____ (<i>im</i>)<i>a</i>; <i>ni</i> ____ (<i>im</i>)<i>inân</i>; <i>ki</i> ____ (<i>im</i>)<i>inaw</i>; <i>ki</i> ____ (<i>im</i>)<i>iwâw</i>; <i>o</i> ____ (<i>im</i>)<i>iwâwa</i>; <i>o</i> ____ (<i>im</i>)<i>iyiwa</i></li> <li>• nouns – inanimate (NI): <i>ni</i> ____ ; <i>ki</i> ____ ; <i>o</i> ____ ; <i>ni</i> ____ <i>inân</i>; <i>ki</i> ____ <i>inaw</i>; <i>ki</i> ____ <i>iwâw</i>; <i>o</i> ____ <i>iwâw</i>; <i>o</i> ____ <i>iyiw</i></li> <li>• commands or requests (imperatives VTA) using action verbs: 2S→1S <i>nitohtawin</i> / <b>you</b>→ <b>me</b> 2P→1S <i>nitohtawik</i> / <b>you</b>→ <b>me</b></li> </ul>	<p>NOTES:</p>
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

<p>LC-1.4 grammatical elements</p>	<ul style="list-style-type: none"> <li>• personal pronouns singular: 1S <i>nīya</i> / I, me 2S <i>kīya</i> / you 3S <i>wīya</i> / he/she plural: 1P <i>nīyanân</i> (exclusive) / we/us 2I <i>kīyanaw</i> (inclusive) / we/us 2P <i>kīyawâw</i> / you (plural) 3P <i>wīyawâw</i> / they/them</li> <li>• colour descriptors for singular animate (VAI) nouns (<i>wâpiskisiw</i> / <i>ewâpiskisit minôš</i>) and inanimate (VII) nouns (<i>wâpiskâw</i> / <i>ewâpiskâk</i> <i>tehtapiwin</i>)</li> <li>• noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating <b>my</b> (1S), <b>your</b> (2S), <b>his/her</b> (3S): <i>niminôsim</i> / <i>nitehtapiwin</i> (1S) <i>kiminôsim</i> / <i>kitehtapiwin</i> (2S) <i>ominôsim</i> / <i>otehtapiwin</i> (3S)</li> <li>• inclusive personal pronouns singular: 1S <i>nīsta</i> / me too 2S <i>kīsta</i> / you too 3S <i>wīsta</i> / he/she too plural: 1P <i>nīstanân</i> / us/we (exclusive) too 2I <i>kīstanaw</i> / us/we (inclusive) too 2P <i>kīstawâw</i> / you (plural) too 3P <i>wīstawâw</i> / they too</li> <li>• simple sentences using <b>I</b> (1S), <b>you</b> (2S), <b>he/she</b> (3S) subjects and action words (VAI) in declarative statement form (<i>nītapin</i>, <i>kitapin</i>, <i>apiw</i>) and progressive action form (<i>ehapiyân</i>, <i>ehapiyan</i>, <i>ehapit</i>)</li> </ul>	<p><b>NOTES:</b></p>
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LC-1 attend to the form of the language (continued)		GRADE 4
LC-1.4 grammatical elements	<ul style="list-style-type: none"> <li>changing an action word to a noun by adding the suffix “win” to the verb: <i>mîcisôwin; nîmihitôwin; nikamôwin</i></li> <li>possessive nouns; e.g., body parts, kinship terms</li> <li>simple questions using interrogating: <i>tân’spî / tân’we</i> – missing; <i>tânte, awîna, kîkwây, tânehki, tânsîyisi</i> Must be labelled: NA – animate, NI – inanimate</li> <li>question marker <i>cî</i>, using responses: <i>ehâ</i> (yes) (Plains) <i>îhî</i> (yes) (Northern) <i>namôya</i> (no)</li> </ul>	NOTES:
LC-2 interpret and produce oral texts		GRADE 4
LC-2.1 listening	a. understand simple spoken sentences in guided situations	NOTES:
LC-2.2 speaking	a. produce simple words and phrases, orally, in guided situations	
LC-2.3 interactive fluency	a. engage in simple interactions, using short, isolated phrases	

<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 4</b>
<b>LC-3.1</b> reading	a. understand simple written sentences in guided situations	<b>NOTES:</b>
<b>LC-3.2</b> writing	a. produce simple written words and phrases in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	
<b>LC-3.4</b> representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	
<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 4</b>
<b>LC-4.1</b> register	a. speak at a volume appropriate to classroom situations b. respond to tone of voice	<b>NOTES:</b>
<b>LC-4.2</b> expressions	a. imitate age-appropriate expressions	
<b>LC-4.3</b> variations in language	a. experience a variety of voices	
<b>LC-4.4</b> social conventions	a. imitate simple routine social interactions and expressions	
<b>LC-4.5</b> nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours used in Cree culture	

<b>LC-5 apply knowledge of how the language is organized, structured and sequenced</b>		<b>GRADE 4</b>
<b>LC-5.1</b> cohesion/ coherence	a. imitate speech that uses simple link words	<b>NOTES:</b>
<b>LC-5.2</b> text forms	a. experience a variety of oral text forms b. recognize some simple oral text forms	
<b>LC-5.3</b> patterns of social interaction	a. respond using very simple social interaction patterns	
<b>CM-1 Kikâwînaw Askiy (Mother Earth★)</b>		<b>GRADE 4</b>
<b>CM-1.1</b> relationships	a. listen to stories about <i>Kikâwînaw Askiy (Mother Earth★)</i> and observe and experience <i>Kikâwînaw Askiy (Mother Earth★)</i>	<b>NOTES:</b>
<b>CM-1.2</b> knowledge of past and present	a. participate in activities and experiences that convey knowledge of past and present <i>Kikâwînaw Askiy (Mother Earth★)</i>	
<b>CM-1.3</b> practices and products	a. observe and experience practices and products related to <i>Kikâwînaw Askiy (Mother Earth★)</i>	
<b>CM-1.4</b> past and present perspectives	a. listen to stories about <i>Kikâwînaw Askiy (Mother Earth★)</i> from the past and present and explore change b. participate in activities and experiences that reflect past and present Cree perspectives related to <i>Kikâwînaw Askiy (Mother Earth★)</i>	

★ The term “Mother Earth” is identified as a discretionary term in the Cree Language and Culture Program of Studies. Communities may choose to use this term or other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

<b>CM-1 <i>Kikâwînow Askiy</i> (Mother Earth★) (continued)</b>		<b>GRADE 4</b>
<b>CM-1.5</b> diversity	<ul style="list-style-type: none"> <li>a. listen to stories about <i>Kikâwînow Askiy</i> (Mother Earth★) from diverse Cree origins</li> <li>b. participate in activities and experiences that reflect diversity in perspectives related to <i>Kikâwînow Askiy</i> (Mother Earth★)</li> </ul>	<b>NOTES:</b>
<b>CM-2 others</b>		<b>GRADE 4</b>
<b>CM-2.1</b> relationships	<ul style="list-style-type: none"> <li>a. share with others and recognize that others are a part of their living world/kinship systems</li> <li>b. listen respectfully to others; i.e., storytelling, counsel, sharing circle</li> </ul>	<b>NOTES:</b>
<b>CM-2.2</b> knowledge of past and present	<ul style="list-style-type: none"> <li>a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; i.e., storytelling, celebrations</li> </ul>	<b>NOTES:</b>
<b>GC-2.3</b> practices and products	<ul style="list-style-type: none"> <li>a. observe, understand and participate, with the group, in Cree cultural experiences, practices and activities</li> </ul>	
<b>CM-2.4</b> past and present perspectives	<ul style="list-style-type: none"> <li>a. listen to stories from the past and present and explore change</li> <li>b. observe and participate in activities, experiences and products that reflect the past and present, and explore change</li> </ul>	
<b>CM-2.5</b> diversity	<ul style="list-style-type: none"> <li>a. observe and explore the unique qualities of others</li> </ul>	

★ The term “Mother Earth” is identified as a discretionary term in the Cree Language and Culture Program of Studies. Communities may choose to use this term or other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

<b>CM-3 themselves</b>		<b>GRADE 4</b>
<b>CM-3.1</b> relationships	a. tell and draw about themselves and their family, appreciate their own uniqueness, and understand and accept their own importance as people	<b>NOTES:</b>
<b>CM-3.2</b> knowledge of past and present	a. share about themselves and their family; e.g., traditions, nicknames, practices b. explore kinship	
<b>CM-3.3</b> practices and products	a. observe and participate in Cree cultural experiences, practices and activities	
<b>CM-3.4</b> past and present perspectives	a. explore their own change and listen to others' views and stories b. express their own understanding of themselves and their family	
<b>CM-3.5</b> diversity	a. explore, observe, celebrate and recognize their own uniqueness; e.g., self, family	



<b>S-1 language learning</b>		<b>GRADE 4</b>
<b>S-1.1</b> language learning	a. use simple strategies, with guidance, to enhance language learning	<b>NOTES:</b>
<b>S-2 language use</b>		<b>GRADE 4</b>
<b>S-2.1</b> language use	a. use simple strategies, with guidance, to enhance language use	<b>NOTES:</b>
<b>S-3 cultural learning</b>		<b>GRADE 4</b>
<b>S-3.1</b> cultural learning	a. use simple strategies, with guidance, to enhance cultural learning	<b>NOTES:</b>
<b>S-4 general learning</b>		<b>GRADE 4</b>
<b>S-4.1</b> general learning	a. use simple strategies, with guidance, to enhance general learning	<b>NOTES:</b>



## GRADE 5

<b>A-1 to share information</b>		<b>GRADE 5</b>
<b>A-1.1</b> share factual information	<ul style="list-style-type: none"> <li>a. ask for and provide basic information</li> <li>b. respond to simple, predictable questions</li> <li>c. describe people, places and things</li> </ul>	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 5</b>
<b>A-2.1</b> share ideas, thoughts, preferences	<ul style="list-style-type: none"> <li>a. identify favourite people, places or things</li> <li>b. express a personal response to a variety of situations</li> <li>c. acknowledge the ideas, thoughts and preferences of others</li> </ul>	<b>NOTES:</b>
<b>A-2.2</b> share emotions, feelings	<ul style="list-style-type: none"> <li>a. identify emotions and feelings</li> <li>b. express and respond to a variety of emotions and feelings</li> </ul>	
<b>A-3 to get things done</b>		<b>GRADE 5</b>
<b>A-3.1</b> guide actions of others	<ul style="list-style-type: none"> <li>a. suggest a course of action and respond to a suggestion</li> <li>b. make and respond to a variety of simple requests</li> </ul>	<b>NOTES:</b>
<b>A-3.2</b> state personal actions	<ul style="list-style-type: none"> <li>a. indicate choice from among several options</li> <li>b. express a wish or a desire to do something</li> </ul>	
<b>A-3.3</b> manage group actions	<ul style="list-style-type: none"> <li>a. ask for help or for clarification of what is being said or done in the group</li> <li>b. suggest, initiate or direct action in group activities</li> </ul>	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 5</b>
<b>A-4.1</b> manage personal relationships	<ul style="list-style-type: none"> <li>a. initiate relationships</li> <li>b. identify kinship relationships</li> </ul>	<b>NOTES:</b>
<b>A-5 to enhance their knowledge of the world</b>		<b>GRADE 5</b>
<b>A-5.1</b> discover and explore	<ul style="list-style-type: none"> <li>a. investigate the surrounding environment</li> <li>b. make and talk about personal observations</li> </ul>	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	<ul style="list-style-type: none"> <li>a. sequence items in different ways</li> <li>b. share personal knowledge of a topic</li> </ul>	
<b>A-5.3</b> solve problems	<ul style="list-style-type: none"> <li>a. experience meaning through a variety of problem-solving stories</li> </ul>	
<b>A-5.4</b> explore perspectives and values	<ul style="list-style-type: none"> <li>a. make connections between behaviour and values</li> <li>b. recognize and respect differences in ideas and thoughts</li> </ul>	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 5</b>
<b>A-6.1</b> humour/ fun	<ul style="list-style-type: none"> <li>a. use the language for fun in a variety of activities</li> </ul>	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	<ul style="list-style-type: none"> <li>a. use the language creatively; e.g., create a picture story with captions</li> </ul>	
<b>A-6.3</b> personal enjoyment	<ul style="list-style-type: none"> <li>a. use the language for personal enjoyment; e.g., make a personal dictionary of favourite words with illustrations</li> </ul>	

<b>LC-1 attend to the form of the language</b>		<b>GRADE 5</b>
<b>LC-1.1</b> phonology	a. recognize and pronounce basic sounds b. distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h c. use proper pronunciation and intonation with familiar words, phrases and expressions	<b>NOTES:</b>
<b>LC-1.2</b> orthography	a. be familiar with Roman orthography in words or phrases of personal significance	
<b>LC-1.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• foods</li> <li>• school</li> <li>• measurements               <ul style="list-style-type: none"> <li>– time</li> <li>– money</li> </ul> </li> <li>• my community and neighbourhood</li> <li>• music/dance</li> <li>• animals</li> <li>• extended family</li> <li>• games</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	

<p>LC-1.4 grammatical elements</p>	<p>a. use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• demonstrative pronouns <i>ana, nâha, anima, nema</i> to distinguish and refer to that specific animate (NA) or inanimate (NI) noun</li> <li>• personal pronoun plural emphatic “<b>too</b>” form: 1P <i>nîstanân</i> 2I <i>kîstanaw</i> 2P <i>kîstawâw</i> 3P <i>wîstawâw</i></li> <li>• noun possessive forms for plural animate (NA) and inanimate (NI) nouns indicating <b>my</b> (1S), <b>your</b> (2S), <b>his/her</b> (3S): <i>niminôsimak / nitehtapôwina</i> (1S) <i>kiminôsimak / kitehtapôwina</i> (2S) <i>ominôsimâ / otehtapôwina</i> (3S)</li> <li>• locative nouns <i>ohk, hk, ihk, ahk</i> as prepositions <b>in the, on the, to the, at the</b>; e.g., <i>atawewikamik / store, atawewikamikohk / at the store;</i> <i>otenâw / city, otenâhk / in or at the city</i></li> <li>• verbs (VAI): 1S <i>nîtapin / I sit</i> 2S <i>kitapin / you sit</i> 3S <i>apiw / he/she sits</i></li> <li>• personal pronoun plural forms: 1P <i>nîyanân</i> 2I <i>kîyânaw</i> 2P <i>kîyawâw</i> 3P <i>wîyawâw</i></li> </ul>	<p><b>NOTES:</b></p>
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

<p>LC-1.4 grammatical elements</p>	<ul style="list-style-type: none"> <li>• simple sentences using <b>we</b> (1P), <b>all of us</b> (2I), <b>all of you</b> (2P), <b>they</b> (3P) subject markers and action words (VAI) in declarative statement form (<i>nítapinân, kitapinaw, kitapinâwâw, apiwak</i>) and conjunctive form (<i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik / ehapitwâw</i>)</li> <li>• simple sentences using <b>I</b> (1S), <b>you</b> (2S), <b>he/she</b> (3S) subjects and action words (VAI) in declarative statement form (<i>nítapin, kitapin, apiw</i>) and progressive action form (<i>ehapiyân, ehapiyan, ehapit</i>)</li> <li>• plural endings: animate <i>ak</i> or <i>wak</i>; inanimate <i>a</i> or <i>wa</i></li> <li>• personal pronoun plural emphatic “<b>too</b>” form: 1P <i>nîstanân</i> 2I <i>kîstanaw</i> 2P <i>kîstawâw</i> 3P <i>wîstawâw</i></li> <li>• possessive nouns: body parts, kinship terms</li> <li>• commands or requests (imperatives VTA) using action verbs: 2S→1S <i>nitohtawin / you→ me</i> 2P→1S <i>nitohtawik / you→ me</i></li> </ul>	<p><b>NOTES:</b></p>
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<p>LC-1.4 grammatical elements</p>	<p>b. use, in structured situations,<sup>2</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• colour descriptors for singular animate (VAI) nouns (<i>wâpiskisiw / ewâpiskisit minôš</i>) and inanimate (VII) nouns (<i>wâpiskâw / ewâpiskâk tehtapiwin</i>)</li> <li>• commands or requests using action words (imperative VAI) indicating <b>you</b> (2S), <b>all of you</b> (2P), and <b>all of us</b> (2I); e.g., <i>api, apik, apitân</i></li> <li>• noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating <b>my</b> (1S), <b>your</b> (2S), <b>his/her</b> (3S): <i>niminôsim / nitehtapiwin</i> (1S) <i>kiminôsim / kitehtapiwin</i> (2S) <i>ominôsim / otehtapiwin</i> (3S)</li> <li>• animate plural nouns (NA): <i>ôki</i> / these, <i>aniki</i> / those, <i>neki</i> / those over there</li> <li>• inanimate plural nouns (NI): <i>ôhi</i> / these, <i>anihi</i> / those, <i>nehi</i> / these over there</li> <li>• question marker <i>cî</i>, using responses: <i>ehâ</i> (yes) (Plains) <i>îhî</i> (yes) (Northern) <i>namôya</i> (no)</li> <li>• simple questions using interrogatives: <i>tan'te, awîna, kîkwây, tânehki, tân'sîyisi, tân'spî</i></li> </ul>	<p>NOTES:</p>
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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.



<p>LC-1.4 grammatical elements</p>	<ul style="list-style-type: none"> <li>• inclusive personal pronouns: singular: 1S <i>nîsta</i> / me too 2S <i>kîsta</i> / you too 3S <i>wîsta</i> / he/she too plural: 1P <i>nîstanân</i> / us/we (exclusive) too 2I <i>kîstanaw</i> / us/we (inclusive) too</li> <li>• changing an action word to a noun by adding the suffix “win” to the verb: <i>mîcisôwin</i>, <i>nîmihitôwin</i>, <i>nikamôwin</i></li> <li>• using demonstrative pronouns <i>awa</i>, <i>ôma</i> to distinguish and refer to this specific animate (NA) or inanimate (NI) noun – <i>wâpiskisiw</i> / <i>wâpiskâw</i></li> <li>• singular/plural possessive nouns nouns – animate (NA): <i>nî</i> ___ <i>imak</i>; <i>ki</i> ___ <i>imak</i>; <i>o</i> ___ <i>ima</i>; <i>nî</i> ___ <i>iminânak</i>; <i>ki</i> ___ <i>iminawak</i>; <i>ki</i> ___ <i>imiwâwak</i>; <i>o</i> ___ <i>imiwâwa</i>; <i>o</i> ___ <i>imiyiwa</i>.</li> </ul> <p>nouns – inanimate (NI): <i>nî</i> ___ <i>a</i>; <i>ki</i> ___ <i>a</i>; <i>o</i> ___ <i>a</i>; <i>nî</i> ___ <i>inâna</i>; <i>ki</i> ___ <i>inawa</i>; <i>ki</i> ___ <i>iwâwa</i>; <i>o</i> ___ <i>iwâwa</i>; <i>o</i> ___ <i>iyiwa</i>.</p>	<p>NOTES:</p>
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<b>LC-2 interpret and produce oral texts</b>		<b>GRADE 5</b>
<b>LC-2.1</b> listening	a. understand short, simple oral texts in guided situations	<b>NOTES:</b>
<b>LC-2.2</b> speaking	a. produce simple sentences, orally, in guided situations	
<b>LC-2.3</b> interactive fluency	a. engage in simple interactions, using simple sentences	<b>NOTES:</b>
<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 5</b>
<b>LC-3.1</b> reading	a. understand short, simple written texts in guided situations	<b>NOTES:</b>
<b>LC-3.2</b> writing	a. produce simple written sentences in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	
<b>LC-3.4</b> representing	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	

<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 5</b>
<b>LC-4.1</b> register	<ul style="list-style-type: none"> <li>a. distinguish between formal and informal situations</li> <li>b. recognize that some topics, words or intonations are inappropriate in certain contexts</li> </ul>	<b>NOTES:</b>
<b>LC-4.2</b> expressions	<ul style="list-style-type: none"> <li>a. understand and use a variety of simple expressions as set phrases</li> </ul>	
<b>LC-4.3</b> variations in language	<ul style="list-style-type: none"> <li>a. acknowledge and accept individual differences in speech</li> </ul>	
<b>LC-4.4</b> social conventions	<ul style="list-style-type: none"> <li>a. use basic politeness conventions</li> <li>b. use appropriate oral forms of address for people frequently encountered</li> </ul>	
<b>LC-4.5</b> nonverbal communication	<ul style="list-style-type: none"> <li>a. experiment with using some simple nonverbal means of communication</li> <li>b. recognize that some nonverbal behaviours may be inappropriate in certain contexts</li> </ul>	
<b>LC-5 apply knowledge of how the language is organized, structured and sequenced</b>		<b>GRADE 5</b>
<b>LC-5.1</b> cohesion/ coherence	<ul style="list-style-type: none"> <li>a. sequence elements of a simple story, process or series of events</li> <li>b. link words or groups of words in simple ways</li> </ul>	<b>NOTES:</b>
<b>LC-5.2</b> text forms	<ul style="list-style-type: none"> <li>a. recognize some simple oral and written text forms</li> </ul>	
<b>LC-5.3</b> patterns of social interaction	<ul style="list-style-type: none"> <li>a. initiate interactions and respond using simple social interaction patterns</li> </ul>	

CM-1 <i>Kikâwînow Askiy</i> (Mother Earth★)		GRADE 5
CM-1.1 relationships	<ul style="list-style-type: none"> <li>a. participate in harmonious activities and experiences related to <i>Kikâwînow Askiy</i> (Mother Earth★)</li> <li>b. take care of <i>Kikâwînow Askiy</i> (Mother Earth★)</li> </ul>	NOTES:
CM-1.2 knowledge of past and present	<ul style="list-style-type: none"> <li>a. participate in activities and experiences that convey knowledge of past and present <i>Kikâwînow Askiy</i> (Mother Earth★)</li> <li>b. explore a past/present Cree community and its relationship with <i>Kikâwînow Askiy</i> (Mother Earth★)</li> </ul>	
CM-1.3 practices and products	<ul style="list-style-type: none"> <li>a. participate in activities, experiences and practices related to <i>Kikâwînow Askiy</i> (Mother Earth★)</li> <li>b. explore practices and products, related to <i>Kikâwînow Askiy</i> (Mother Earth★), of a specific region or community</li> </ul>	
CM-1.4 past and present perspectives	<ul style="list-style-type: none"> <li>a. participate in activities and experiences that reflect past and present Cree perspectives related to <i>Kikâwînow Askiy</i> (Mother Earth★)</li> </ul>	
CM-1.5 diversity	<ul style="list-style-type: none"> <li>a. participate in activities and experiences that reflect diversity in perspectives related to <i>Kikâwînow Askiy</i> (Mother Earth★)</li> </ul>	

★ The term “Mother Earth” is identified as a discretionary term in the Cree Language and Culture Program of Studies. Communities may choose to use this term or other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

<b>CM-2 others</b>		<b>GRADE 5</b>
<b>CM-2.1</b> relationships	<ul style="list-style-type: none"> <li>a. contribute to, and cooperate in, activities with others, and practise friendliness</li> <li>b. practise consideration of, and helpfulness toward, others</li> </ul>	<b>NOTES:</b>
<b>CM-2.2</b> knowledge of past and present	<ul style="list-style-type: none"> <li>a. explore a past and a present Cree community; e.g., its people, practices, products, beliefs</li> </ul>	
<b>CM-2.3</b> practices and products	<ul style="list-style-type: none"> <li>a. observe, understand and participate in family and/or school Cree cultural experiences, practices and activities</li> <li>b. explore Cree community cultural practices and products</li> </ul>	
<b>CM-2.4</b> past and present perspectives	<ul style="list-style-type: none"> <li>a. describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values, and examine change</li> </ul>	
<b>CM-2.5</b> diversity	<ul style="list-style-type: none"> <li>a. identify the unique qualities of others; i.e., family</li> <li>b. identify and celebrate the unique qualities of others; i.e., in meeting the needs of the community by voluntarily fulfilling the roles</li> </ul>	

CM-3 themselves		GRADE 5
CM-3.1 relationships	<ul style="list-style-type: none"> <li>a. express their own concept of themselves and extend that understanding to include new ideas and perspectives; i.e., home and school</li> <li>b. express their own concept of themselves and understand their own strengths and abilities</li> </ul>	<b>NOTES:</b>
CM-3.2 knowledge of past and present	<ul style="list-style-type: none"> <li>a. explore kinship and community</li> <li>b. explore and examine family/community traditions and practices</li> </ul>	
CM-3.3 practices and products	<ul style="list-style-type: none"> <li>a. observe and participate in Cree cultural experiences, practices and activities</li> </ul>	
CM-3.4 past and present perspectives	<ul style="list-style-type: none"> <li>a. express their own understanding of themselves, their family and their community and explore the perceptions of others</li> <li>b. understand their own strengths and weaknesses</li> </ul>	
CM-3.5 diversity	<ul style="list-style-type: none"> <li>a. identify and celebrate the unique characteristics of their family and community</li> <li>b. identify and celebrate their own unique strengths and abilities</li> </ul>	

<b>S-1 language learning</b>		<b>GRADE 5</b>
<b>S-1.1</b> language learning	a. use a variety of simple strategies, with guidance, to enhance language learning	<b>NOTES:</b>
<b>S-2 language use</b>		<b>GRADE 5</b>
<b>S-2.1</b> language use	a. use a variety of simple strategies, with guidance, to enhance language use	<b>NOTES:</b>
<b>S-3 cultural learning</b>		<b>GRADE 5</b>
<b>S-3.1</b> cultural learning	a. use a variety of simple strategies, with guidance, to enhance cultural learning	<b>NOTES:</b>
<b>S-4 general learning</b>		<b>GRADE 5</b>
<b>S-4.1</b> general learning	a. use a variety of simple strategies, with guidance, to enhance general learning	<b>NOTES:</b>





## GRADE 6

<b>A-1 to share information</b>		<b>GRADE 6</b>
<b>A-1.1</b> share factual information	<ul style="list-style-type: none"> <li>a. describe people, places and things</li> <li>b. describe series or sequences of events or actions</li> </ul>	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 6</b>
<b>A-2.1</b> share ideas, thoughts, preferences	<ul style="list-style-type: none"> <li>a. inquire about and express likes and dislikes</li> <li>b. record and share thoughts and ideas with others</li> </ul>	<b>NOTES:</b>
<b>A-2.2</b> share emotions, feelings	<ul style="list-style-type: none"> <li>a. inquire about, record and share personal experiences involving an emotion or a feeling</li> </ul>	
<b>A-3 to get things done</b>		<b>GRADE 6</b>
<b>A-3.1</b> guide actions of others	<ul style="list-style-type: none"> <li>a. encourage or discourage others from a course of action</li> <li>b. give and follow a simple sequence of instructions</li> </ul>	<b>NOTES:</b>
<b>A-3.2</b> state personal actions	<ul style="list-style-type: none"> <li>a. make and respond to offers and invitations</li> <li>b. inquire about and express ability and inability to do something</li> </ul>	
<b>A-3.3</b> manage group actions	<ul style="list-style-type: none"> <li>a. encourage other group members to participate</li> <li>b. assume a variety of roles and responsibilities as group members</li> <li>c. negotiate in a simple way with peers in small-group tasks</li> <li>d. explain or clarify responsibilities</li> </ul>	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 6</b>
<b>A-4.1</b> manage personal relationships	<ul style="list-style-type: none"> <li>a. make and consider social engagements</li> <li>b. talk about themselves and their family and respond to the talk of others by showing attention and interest</li> </ul>	<b>NOTES:</b>
<b>A-5 to enhance their knowledge of the world</b>		<b>GRADE 6</b>
<b>A-5.1</b> discover and explore	<ul style="list-style-type: none"> <li>a. discover relationships and patterns</li> </ul>	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	<ul style="list-style-type: none"> <li>a. compare and contrast items in simple ways</li> <li>b. gather information from a variety of resources</li> </ul>	
<b>A-5.3</b> solve problems	<ul style="list-style-type: none"> <li>a. experience and reflect upon problem-solving stories</li> </ul>	
<b>A-5.4</b> explore perspectives and values	<ul style="list-style-type: none"> <li>a. explore Cree values on a variety of topics within their own experience</li> <li>b. explore how the Cree worldview influences values and behaviour</li> </ul>	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 6</b>
<b>A-6.1</b> humour/ fun	<ul style="list-style-type: none"> <li>a. use the language for fun and to interpret humour</li> </ul>	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	<ul style="list-style-type: none"> <li>a. use the language creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language</li> </ul>	

<b>A-6 for imaginative purposes and personal enjoyment (continued)</b>		<b>GRADE 6</b>
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment; e.g., play games in Cree with friends	<b>NOTES:</b>
<b>LC-1 attend to the form of the language</b>		<b>GRADE 6</b>
<b>LC-1.1</b> phonology	a. recognize and pronounce basic sounds consistently b. recognize the effects in sounds; i.e., elision, long vowels c. recognize the rhythmic flow of sounds	<b>NOTES:</b>
<b>LC-1.2</b> orthography	a. recognize and use basic spelling patterns	
<b>LC-1.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• community roles and occupations</li> <li>• activities/leisure</li> <li>• nutrition/health</li> <li>• places/locations</li> <li>• music/dance</li> <li>• modes of travel</li> <li>• animals/birds</li> <li>• extended family</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	

<p>LC-1.4 grammatical elements</p>	<p>a. use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• noun possessive forms for animate (NA) and inanimate (NI) plural nouns indicating <b>ours</b> (1P), <b>all of ours</b> (2I), <b>yours</b> (2P), <b>theirs</b> (3P): <i>niminôsiminânak, nitehtapiwiniânana; kiminôsiminawak, kitehtapiwiniwâwak; kiminôsimiwâwak, kitehtapiwiniwâwa; ominôsimiwâwa, otehtapiwiniwâwa</i></li> <li>• using <i>ôki, aniki, neki, ôhi, anihi, nehi</i> to distinguish and refer to “these and those” animate (NA) and inanimate (NI) specific nouns</li> <li>• using affixes to indicate the noun’s size: big/large prefixes <i>misti, misi, mahki</i>; small suffixes <i>sis, osis, isis</i></li> <li>• commands or requests (imperatives VTA) using action verbs: 2S→1S <i>nitohtawin / you→me</i> 2P→1S <i>nitohtawik / you→me</i></li> <li>• colour descriptors for plural animate (VAI) nouns (<i>wâpiskisiwak, ewâpiskisicik/ ewâpiskisitwâw minôsak</i>) and inanimate (VII) nouns (<i>wâpiskâwa / ewâpiskâki tehtapiwina</i>)</li> <li>• compounding a verb and noun together to form a new action word; e.g., <i>nipostayiwinisân, niteyistikwânân, niktasâkân</i></li> </ul>	<p><b>NOTES:</b></p>
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

<p>LC-1.4 grammatical elements</p>	<ul style="list-style-type: none"> <li>• simple sentences using <b>we, all of us, all of you, they</b> subject markers and action words in declarative statement form (<i>nitapinân, kitapinaw, kitapinâwâw, apiwak</i>) and progressive action form (<i>ehapiyâhk; ehapiyahk, ehapiyek; ehapicik/ ehapitwâw</i>)</li> <li>• tense markers: <i>kî</i> – past tense – <i>nikîhapin</i>; <i>ka</i> – future definite will – <i>nikahapin</i>; <i>wî</i> – future intentional marker going to – <i>niwîhapin</i></li> <li>• simple sentences involving a direct object, using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form (<i>niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin</i>) and progressive form (<i>ewâpahtamân tehtapiwin; ewâpahtaman tehtapiwin; ewâpahtahk tehtapiwin</i>)</li> <li>• preverbal particles attached to commands/requests and to subject, action simple sentence <i>Pe api:</i> <i>pe</i> / come <i>api</i> / sit <i>Ninohtehapin</i> / I want to sit. <i>Kinohtehapin</i> / You want to sit? <i>Kahki pehapin cî</i> / Can you come and sit?</li> <li>• indefinite pronouns: use to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak; pikwâwiyak; namâwiyak; kahkiyaw awiyak; kikway; pikokikway; namakikway; kahkiyaw kîkway</i></li> </ul>	<p><b>NOTES:</b></p>
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<p>LC-1.4 grammatical elements</p>	<p>b. use, in structured situations,<sup>2</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• commands or requests (imperatives VTA) using action verbs: 2S→1S <i>nitohtawin</i> / <b>you→me</b> 2P→1S <i>nitohtawik</i> / <b>you→me</b></li> <li>• verbs (VAI): 1S <i>nitapin</i> / I sit 2S <i>kitapin</i> / you sit 3S <i>apiw</i> / he/she sits</li> <li>• demonstrative pronouns <i>ana, nâha, anima, nema</i> to distinguish and refer to that specific animate (NA) or inanimate (NI) noun</li> <li>• plural endings: animate <i>ak</i> or <i>wak</i>; inanimate <i>a</i> or <i>wa</i></li> <li>• possessive nouns: body parts, kinship terms</li> <li>• possessive forms – singular: (1S) <i>Nimosôm</i> / my grandfather (2S) <i>Kimosôm</i> / your grandfather (3S) <i>Omosôma</i> / his/her grandfather</li> <li>• noun possessive forms for plural animate (NA) and inanimate (NI) nouns indicating <b>my</b> (1S), <b>your</b> (2S), <b>his/her</b> (3S): <i>niminôsimak</i> / <i>nitehtapôwina</i> (1S) <i>kiminôsimak</i> / <i>kitehtapôwina</i> (2S) <i>ominôsima</i> / <i>otehtapôwina</i> (3S)</li> <li>• personal pronoun plural emphatic “<b>too</b>” form: 1P <i>nîstanân</i> 2I <i>kîstanaw</i> 2P <i>kîstawâw</i> 3P <i>wîstawâw</i></li> </ul>	<p>NOTES:</p>
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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

<p>LC-14 grammatical elements</p>	<ul style="list-style-type: none"> <li>• locative nouns <i>ohk, hk, ihk, ahk</i> as prepositions <b>in the, on the, to the, at the</b>; e.g., <i>atawewikamik</i> / store, <i>atawewikamikohk</i> / at the store; <i>otenâw</i> / city, <i>otenâhk</i> / in or at the city</li> <li>• personal pronoun plural forms: 1P <i>nîyanân</i> 2I <i>kîyânaw</i> 2P <i>kîyawâw</i> 3P <i>wîyawâw</i></li> <li>• simple sentences using <b>I (1S), you (2S), he/she (3S)</b> subjects and action words (VAI) in declarative statement form (<i>nitapin, kitapin, apiw</i>) and progressive action form (<i>ehapiyân, ehapiyan, ehapit</i>)</li> <li>• simple sentences using <b>we (1P), all of us (2I), all of you (2P), they (3P)</b> subject markers and action words (VAI) in declarative statement form (<i>nitapinân, kitapinaw, kitapinâwâw, apiwak</i>) and conjunctive form (<i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik / ehapitwâw</i>)</li> </ul>	<p><b>NOTES:</b></p>
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<p>LC-1.4 grammatical elements</p>	<p>c. use, independently and consistently,<sup>3</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• simple sentences using <b>we</b> (1P), <b>all of us</b> (2I), <b>all of you</b> (2P), <b>they</b> (3P) subject markers and action words (VAI) in declarative statement form <i>(nitapinân, kitapinaw, kitapinâwâw, apiwak)</i> and conjunctive form <i>(ehapiyâhk, ehapiyahk, ehapiyek, ehapicik / ehapitwâw)</i></li> <li>• simple sentences using <b>I</b> (1S), <b>you</b> (2S), <b>he/she</b> (3S) subjects and action words (VAI) in declarative statement form (<i>nitapin, kitapin, apiw</i>) and progressive action form (<i>ehapiyân, ehapiyan, ehapit</i>)</li> <li>• personal pronoun plural forms: 1P <i>nîyanân</i> 2I <i>kîyânaw</i> 2P <i>kîyawâw</i> 3P <i>wîyawâw</i></li> <li>• demonstrative pronouns (singular) Animate:    Inanimate: <i>awa</i> – this    <i>ôma</i> – this <i>ana</i> – that    <i>anima</i> – that <i>nâha</i> – that    <i>nema</i> – that over there    over there</li> <li>• colour descriptors for singular animate (VAI) nouns (<i>wâpiskisiw / ewâpiskisit minôs</i>) and inanimate (VII) nouns (<i>wâpiskâw / ewâpiskâk tehtapiwin</i>)</li> </ul>	
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(continued)

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.



<p>LC-1.4 grammatical elements</p>	<ul style="list-style-type: none"> <li>• using demonstrative pronouns <i>awa</i>, <i>ôma</i> to distinguish and refer to this specific animate (NA) or inanimate (NI) noun – <i>wâpiskisîw / wâpiskâw</i></li> <li>• noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating <b>my</b> (1S), <b>your</b> (2S), <b>his/her</b> (3S): <i>nîminôsim / nîtehtapiwîw</i> (1S) <i>kîminôsim / kîtehtapiwîw</i> (2S)</li> <li>• <i>ominôsim / otehtapiwîw</i> (3S)</li> <li>• simple questions using interrogating: <i>tân'spî / tân'we</i> – missing; <i>tânte</i>, <i>awîna</i>, <i>kîkwây</i>, <i>tânehki</i>, <i>tânsîyîsi</i> Must be labelled: NA – animate, NI – inanimate</li> <li>• question marker <i>cî</i>, using responses: <i>ehâ</i> (yes) (Plains) <i>îhî</i> (yes) (Northern) <i>namôya</i> (no)</li> <li>• commands or requests using action words (imperative VAI) indicating <b>you</b> (2S), <b>all of you</b> (2P), and <b>all of us</b> (2I); e.g., <i>api</i>, <i>apik</i>, <i>apîtân</i></li> <li>• commands or requests (imperatives VTA) using action verbs: 2S→1S <i>nîtohtawîw / you→me</i> 2P→1S <i>nîtohtawîk / you→me</i></li> </ul>	<p><b>NOTES:</b></p>
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LC-1.4  
grammatical elements

- inclusive personal pronouns singular:  
1S *nîsta* / me too  
2S *kîsta* / you too  
3S *wîsta* / he/she too  
plural:  
1P *nîstanân* / us/we (exclusive) too  
2I *kîstanaw* / us/we (inclusive) too  
2P *kîstawâw* / you (plural) too  
3P *wîstawâw* / they too
- changing an action word to a noun by adding the suffix “win” to the verb:  
*mîcisôwin*, *nîmihitôwin*, *nîkamôwin*
- Noun possessive:  
*nîminôsiminân*  
*nîtehtapowininân* (1P)  
*kîminôsiminaw*  
*kîtehtapowininaw* (2I)  
*kîminôsimiwaw*  
*kîtehtapowiniwaw* (2P)  
*ominôsimiwâwa*  
*otehtapowiniwaw* (3P)
- noun possessive forms for plural animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S):  
*nîminôsimak* / *nîtehtapôwina* (1S)  
*kîminôsimak* / *kîtehtapôwina* (2S)  
*ominôsimak* / *otehtapôwina* (3S)
- singular/plural possessive nouns  
nouns – animate (NA):  
*nî* \_\_\_ *imak*;  
*ki* \_\_\_ *imak*;  
*o* \_\_\_ *ima*;  
*nî* \_\_\_ *iminânak*;  
*ki* \_\_\_ *iminawak*;  
*ki* \_\_\_ *imiwâwak*;  
*o* \_\_\_ *imiwâwa*;  
*o* \_\_\_ *imiyiwa*.
- nouns – inanimate (NI):  
*nî* \_\_\_ *a*;  
*ki* \_\_\_ *a*;  
*o* \_\_\_ *a*;  
*nî* \_\_\_ *inâna*;  
*ki* \_\_\_ *inawa*;  
*ki* \_\_\_ *iwâwa*;  
*o* \_\_\_ *iwâwa*;  
*o* \_\_\_ *iyiwa*.

NOTES:

<b>LC-2 interpret and produce oral texts</b>		<b>GRADE 6</b>
<b>LC-2.1</b> listening	a. understand short, simple oral texts in guided and unguided situations	<b>NOTES:</b>
<b>LC-2.2</b> speaking	a. produce short, simple oral texts in guided situations	
<b>LC-2.3</b> interactive fluency	a. engage in simple interactions, using simple sentences and/or phrases	
<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 6</b>
<b>LC-3.1</b> reading	a. understand short, simple written texts in guided and unguided situations	<b>NOTES:</b>
<b>LC-3.2</b> writing	a. produce short, simple written texts in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from visual elements of a variety of media in guided and unguided situations	
<b>LC-3.4</b> representing	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	
<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 6</b>
<b>LC-4.1</b> register	a. experiment with and use informal language in familiar contexts	<b>NOTES:</b>
<b>LC-4.2</b> expressions	a. use learned expressions to enhance communication	

<b>LC-4 apply knowledge of the sociocultural context</b> (continued)		<b>GRADE 6</b>
<b>LC-4.3</b> variations in language	a. experience a variety of accents, variations in speech and regional variations in language	
<b>LC-4.4</b> social conventions	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in informal conversation	
<b>LC-4.5</b> nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	
<b>LC-5 apply knowledge of how the language is organized, structured and sequenced</b>		<b>GRADE 6</b>
<b>LC-5.1</b> cohesion/ coherence	a. link several sentences coherently b. recognize common conventions that structure texts	<b>NOTES:</b>
<b>LC-5.2</b> text forms	a. use some simple text forms in their own productions	
<b>LC-5.3</b> patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking	

CM-1 <i>Kikâwînow Askiy</i> (Mother Earth ★)		GRADE 6
CM-1.1 relationships	<ul style="list-style-type: none"> <li>a. identify concrete ways in which they can show respect for <i>Kikâwînow Askiy</i> (Mother Earth ★)</li> <li>b. participate in activities in which they care for and respect <i>Kikâwînow Askiy</i> (Mother Earth ★)</li> </ul>	NOTES:
CM-1.2 knowledge of past and present	<ul style="list-style-type: none"> <li>a. explore past and present Cree regions in Canada</li> </ul>	
CM-1.3 practices and products	<ul style="list-style-type: none"> <li>a. identify and describe some practices and products, related to <i>Kikâwînow Askiy</i> (Mother Earth ★), of specific regions and communities</li> <li>b. explore basic practices and products related to <i>Kikâwînow Askiy</i> (Mother Earth ★)</li> </ul>	
CM-1.4 past and present perspectives	<ul style="list-style-type: none"> <li>a. compare past and present Cree perspectives related to <i>Kikâwînow Askiy</i> (Mother Earth ★)</li> <li>b. explore past and present Cree values related to <i>Kikâwînow Askiy</i> (Mother Earth ★)</li> </ul>	NOTES:
CM-1.5 diversity	<ul style="list-style-type: none"> <li>a. compare regional Cree perspectives and values related to <i>Kikâwînow Askiy</i> (Mother Earth ★)</li> </ul>	

★ The term “Mother Earth” is identified as a discretionary term in the Cree Language and Culture Program of Studies. Communities may choose to use this term or other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

<b>CM-2 others</b>		<b>GRADE 6</b>
<b>CM-2.1</b> relationships	<ul style="list-style-type: none"> <li>a. respect others (e.g., property, thoughts) and practise humility</li> <li>b. form positive relationships with others; e.g., peers, family, Elders</li> </ul>	<b>NOTES:</b>
<b>CM-2.2</b> knowledge of past and present	<ul style="list-style-type: none"> <li>a. explore past and present Cree people, practices, products and beliefs in Canada</li> </ul>	
<b>CM-2.3</b> practices and products	<ul style="list-style-type: none"> <li>a. explore tribal or regional Cree cultural practices and products</li> <li>b. explore cultural practices and products of Cree peoples in Canada</li> </ul>	
<b>CM-2.4</b> past and present perspectives	<ul style="list-style-type: none"> <li>a. examine past and present perspectives and values and examine change</li> </ul>	
<b>CM-2.5</b> diversity	<ul style="list-style-type: none"> <li>a. explore and compare characteristics of Cree-speaking peoples in Canada</li> </ul>	
<b>CM-3 themselves</b>		<b>GRADE 6</b>
<b>CM-3.1</b> relationships	<ul style="list-style-type: none"> <li>a. explore various sources of information for development of their self-concept, and learn and understand the importance of respect for themselves</li> <li>b. identify influences on development of their self-concept and self-identity</li> </ul>	<b>NOTES:</b>
<b>CM-3.2</b> knowledge of past and present	<ul style="list-style-type: none"> <li>a. explore their family/ community background (tribe/heritage/affiliation, kinship)</li> </ul>	

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<b>CM-3 themselves (continued)</b>		<b>GRADE 6</b>
<b>CM-3.3</b> practices and products	a. explore Cree cultural experiences, practices and products	
<b>CM-3.4</b> past and present perspectives	a. explore others' perceptions of them b. recognize that individuals change and the way they see themselves also changes	
<b>CM-3.5</b> diversity	a. explore, identify and celebrate the unique characteristics of their family and community	
<b>S-1 language learning</b>		<b>GRADE 6</b>
<b>S-1.1</b> language learning	a. identify and use a variety of strategies to enhance language learning	<b>NOTES:</b>
<b>S-2 language use</b>		<b>GRADE 6</b>
<b>S-2.1</b> language use	a. identify and use a variety of strategies to enhance language use	<b>NOTES:</b>
<b>S-3 cultural learning</b>		<b>GRADE 6</b>
<b>S-3.1</b> cultural learning	a. identify and use a variety of strategies to enhance cultural learning	<b>NOTES:</b>
<b>S-4 general learning</b>		<b>GRADE 6</b>
<b>S-4.1</b> general learning	a. identify and use a variety of strategies to enhance general learning	<b>NOTES:</b>





## Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list should not be considered mandatory or exhaustive.

<b>Êsinâkwanwa</b>	<b>Adjectives</b>
Misikitiw/Misâw (prefix-misi)	Big
Cimisisew/Cimâsisin	Short
Apisisiw/Apacîciw	Small/Little
Kinosiw/Kinwâw	Tall
<b>Pisiskôwak</b>	<b>Animals</b>
Maskwa	Bear
Amisk	Beaver
Paskwâwimostos	Bison/Buffalo
Atihk	Caribou
Minôs	Cat
Sâsâkawâpiskos	Chipmunk
Mostos	Cow
Mêscâkanis	Coyote
Apisimôsos	Deer
Atim	Dog
Sîsîp	Duck
Wâwâskêsiw	Elk
Mahkîsis	Fox
Wâpatihk	Goat
Niska	Goose
Nôsê pahkahahkwân	Hen
Mistatim	Horse
Wâpistân	Marten
Môswa	Moose
Wacyi wâpatihk	Mountain goat

<b>Pisiskôwak</b> (continued)	<b>Animals</b> (continued)
Âpakosîs	Mouse
Nikik	Otter
Kohkôs	Pig
Kâkwa	Porcupine
Wâpos	Rabbit
Pisiskês	Raccoon
Nâpê pâhkahahkwân	Rooster
Âhkik	Seal
Mâyatihk	Sheep
Sikâk	Skunk
Anikwacas	Squirrel
Misihêw	Turkey
Wahpamêk/Mistamêk	Whale
Mahihkan	Wolf
<b>Mîyaw</b>	<b>Body Parts</b>
Piskokanân	Ankle
Mispiton	Arm
Mispiskwan	Back
Misôkan	Buttocks
Manaway	Cheek
Mâskikan	Chest
Mitâpiskan	Chin
Mihtawakay	Ear
Mitôskwan	Elbow
Masinihcapowin	Eyebrow
Mîsapowinân	Eyelash
Miskîsikwa	Eyes
Mihkwâkan	Face
Yiyîkicihcân	Finger

<b>Miyaw</b> (continued)	<b>Body Parts</b> (continued)
Miskasiya	Fingernails
Misit/Misita	Foot/Feet
Miskâhtik	Forehead
Mêstakaya	Hair
Micihciy	Hand
Mistikwân	Head
Mahkwan	Heel
Mitôkan	Hips
Mihcikwan	Knee
Miskât	Leg
Mitôn	Mouth
Mikwayâw	Neck
Mikot	Nose
Mitihtiman	Shoulder
Mîpita	Teeth
Micihcan	Thumb
Yiyikisitân	Toe
Miyaw	Torso
Miskâta	Trunk/Legs
Piskokanân	Wrist
<b>Akinikêsihkwân</b>	<b>Calendar</b>
<b>Pîsimwak</b>	<b>Months</b>
Kisê-pîsim	January
Mikisiwi-pîsim	February
Niski-pîsim	March
Ayiki-pîsim	April
Opiniyawêhowi-pîsim	May

<b>Pîsimwak</b> (continued)	<b>Months</b> (continued)
Pâskâwihowi-pîsim	June
Paskowi-pîsim	July
Ohpahowi-pîsim	August
Nôcihitowi-pîsim	September
Kaskatinowi-pîsim	October
Lyikopiwi-pîsim	November
Pawâcakinasis-pîsim	December
<b>Kîsikâwa</b>	<b>Days of the Week</b>
Ayamihêwi-kîsikâw	Sunday
Pônâyamihêwi-kîsikâw	Monday
Nîso-kîsikâw	Tuesday
Nîsto-kîsikâw	Wednesday
Nêwo-kîsikâw	Thursday
Niyânano-kîsikâw	Friday
Nikotwâso-kîsikâw	Saturday
<b>Kâ mîskocipayik Askiy</b>	<b>Seasons</b>
Sîkwan/Miyoskamin	Spring
Nîpin	Summer
Takwâkin	Autumn/Fall
Pipon	Winter
<b>Kiskinwahamâtowikamik</b>	<b>Classroom</b>
Kinosêwak kâkanawîmihtwâw	Aquarium
Misiwiyaskiy masinahikan	Atlas
Wêpasinahikê	Blackboard
Masinahikan	Book
Akihçikanâpisk	Calculator
Têhtapiwin	Chair
Wâpiskâhcikos	Chalk

<b>Kiskinwahamâtowikamikohk</b> (continued)	<b>Classroom</b> (continued)
Pîsimohkân	Clock
Miskotâkay akocikan	Coat hooks
Nanâtohkasinâstêw masinahikanâhcikosa	Coloured pencils
Sêhkimâmitonihcikewimasinahit ayikan	Computer
Masinâstêwi- masinahikanâhcikos	Crayon
Wiyâkani-kamik	Cupboards
Kiskinohamâwâkan mîcisowinâhtik/Aspahikan	Desk
Itwêwina masinahikan	Dictionary
Iskwâhtêm	Door
Kâsêsinayihkan	Eraser
Mistikôwat masinahikana kânahastâhk	Filing cabinet
Kiskiwêhon	Flag
Macikwanâs wîpinikan	Garbage can/bin
Akoskowahcikan/Pasakwahikan	Glue
Nanâtohkinâstewmasinahikanâ- cikosa	Markers
Masinahikanis	Notebook
Masinahikanêkin	Paper
Masinahikanâhtik	Pen
Masinahikanâhcikos	Pencil
Masinahikanâhtik maskimocis	Pencil case
Masinahikanâhcikos kinikopicikâkanis	Pencil sharpener
Tipahikanâhtik	Ruler
Paskwâhamâtowin	Scissors
Akocikanihkânis	Shelf
Kâsîhkwêwiyâkan	Sink

<b>Kiskinwahamâtowikamikohk</b> (continued)	<b>Classroom</b> (continued)
Kiskinwahâmawâkan	Student
Kiskinwahamâkan mîcisowinâhtik	Student desk
Pîhtikwîpâyihcikan	Tape recorder
Iskwêwokiskinwahamâkêw	Teacher (female) – secondary
Nâpêwokiskinwahamâkêw	Teacher (male) – secondary
Cakâstîpayihcikan	Television
Wâsinamâwina	Windows
Misiwêyaskiymasinahikan	World map
<b>Ayiwinisa</b>	<b>Clothing</b>
Nayahcikan/Kiskinwahamâtowî maskimot	Backpack
Pakâsimow ayiwinisa	Bathing suit
Pakwahtêhon	Belt
Pîhconîs	Blouse
Maskisina	Boots
Astotin	Cap/Hat
Miskotâkay	Coat
Iskwêwasâkay	Dress
Miskêsikohkâna	Glasses
Astotin	Hat
Onipawasâkay	Housecoat
Miskotâkay	Jacket
Pimipahtâwayiwinisa	Jogging suit
Astisisak	Mittens, gloves
Mitâs/Nâpêwitâs	Pants/Jeans/Trousers
Asowacikan	Pocket
Soniyâwat	Purse
Nipêwayân	Pyjamas

<b>Ayiwinisa</b> (continued)	<b>Clothing</b> (continued)
Kimowanasâkay	Raincoat
Kisêmanitowaskisin	Sandals
Kisowahpison/Tapiskâkan	Scarf
Pakowayân	Shirt
Maskisina	Shoes
Kîskitâs/Micâsis	Shorts
Misiwêpiponayiwiniisa	Ski suit
Kîskasâkay	Skirt
Pimipahtâwaskisina	Sneakers/Runners
Asikanak	Socks
Pêyakwayiwiniis	Suit
Sipêkiskâwasâkay	Sweater
Tâpiskâkan	Tie
Kêskipakowayân	T-shirt
Akâwâstêhon	Umbrella
Atâmicâsis	Underwear
Soniyâwacis	Wallet
Pisimohkânis	Watch
<b>Nîtisânak</b>	<b>Family</b>
Nikâwis	My maternal aunt
Nitisân	Brother
Nicâhkos	Cousin (female)
Niscâs	Cousin (male)
Nitânis	My daughter
Nohtâwi	My father
Nôhkom	My grandmother
Nimosôm	My grandfather
Nikâwi	My mother
Nitisân	My sister
Nikosis	My son
Nohcâwis	My uncle

<b>Mîciwîna</b>	<b>Food</b>
Picikwâs	Apple
Wâkas	Banana
Pahkwêsikan	Bread
Tôhtôsâpôpimiy	Butter
Sêwipahkwêsikan	Cake
Oskâtâskwak	Carrots
Kêkîsipâmîciwîna	Cereals
Âpakosîsimîciwîn	Cheese
Pahkahâkwân	Chicken
Pihkatêwâpoy	Coffee
Mahtâminak	Corn
Sêwihkasikan	Desserts
Wâwa	Eggs
Kinosêw	Fish
Kâkâspihkatêkwâwaskipwawa	French fries
Mînisâ	Fruits
Sômin mînisihkân	Grapes
Kôhkôsopwâm	Ham
Cahkâs	Ice cream
Wiyâs	Meat
Tôhtôsâpoy	Milk
Osâwâs	Orange
Osâwâsâpoy	Orange juice
Mistahimimis	Peach
Ayicimin/Mîcîmin	Peas
Kâhkominikâk/Askîwiîsiwihtâkan	Pepper
Askipwâwa/Lapatâkwa	Potato
Sîwihtâkan	Salt
Otakîsihkân	Sausage
Kwayâci sikwatahikatêk	Steak



<b>Mîciwina</b> (continued)	<b>Food</b> (continued)
Otêhimin	Strawberry
Maskihkiwâpoy	Tea
Kihci okiniy	Tomato
Kistikâna/Kiscikânis	Vegetables
<b>Wîkiwin</b>	<b>Home</b>
Nihcâyihk	Basement
Wayawîstamâsowikamik/Apiwikamik	Bathroom
Kisêpikinastêwimahkahk	Bathtub
Nipêwin	Bed
Nipâwikamik	Bedroom
Mîcisôwikamik	Dining room
Tahkascikan	Fridge
Sâpostawân	Hall
Sâpohtawân	Hallway
Piminawasiwikamik	Kitchen
Kâsiyâkanêwiyâkan	Kitchen sink
Wâsaskotênikan	Lamp
Kisêpikinikêwikamik	Laundry room
Apiwikamik	Living room
Kêsiskawihkasikan	Microwave
Sêkowêpinâpisk	Oven
Pîhtawiskwâhtêm	Porch/Entryway
Ascikêwikamikos	Shed/Garage
Kânîpâwikisîpêkinastêhk	Shower
Kâsihwêwiyâkan	Sink (bathroom)
Kisîpêkinikan	Soap
Yôskitêhtapiwin	Sofa
Tahkohtaciwêtah/Âmaciwîwin	Stairways
Kotawânâpisk	Stove

<b>Wikiwin</b> (continued)	<b>Home</b> (continued)
Nahapêwikamik/Mîsîwikamik	Toilet
Tahkoskêwin	Yard/Patio/Backyard/Courtyard
<b>Atoskêwina</b>	<b>People around Me (Jobs)</b>
Tâpasinahikêw	Artist/Performer
Mistiko nâpêwi	Carpenter
Atâwêwikamik soniyâwikimâw	Cashier/Store
Mipitamaskihkiwiiniw	Dentist
Maskihkîwiiniw	Doctor
Opimihcikêw	Driver
Awâsokiskinohwamâkêw	Elementary teacher
Astawêkêw	Firefighter
Opîkiskwêstamâkêw	Lawyer
Masinahikaniwiiniw	Letter carrier
Maskihkêwiskwêw	Nurse
Sêmâkanis	Police officer
Atatâwâkêw	Sales person
Atâwêwikamik masinahikêsis	Store owner/keeper
Kiskinohamâkêw	Teacher
Pisiskowimaskihkiwiiniw	Veterinarian
<b>Mêtawêwina</b>	<b>Leisure Activities</b>
Kakwaskwetahoht kwaskwenitowan	Baseball
Mâmâwisikon pakîsânak	Collecting cards
Kwaskwepayihowin	Jump rope
Pakîsânak kâmêtawîhk	Playing cards
Pimipahtâ	Run
Pâkâhtowê	Soccer
Pakâsimowin	Swimming
Mêtawâkana	Toys

<b>kiskinwahamâtowikamik</b>	<b>School</b>
Ayamihcikêwikamik	Library
Kitohticikêwikamik	Music room
Wiyasiwêwin	Office
Mîcisowinâhtik	Table
Wayawêwikamik	Washroom/Bathroom
<b>Tipahikan</b>	<b>Time of Day</b>
Kîkisêpâ	Morning
Âpihtâkîsikâw	Noon
Otâkosin	Afternoon/Evening
Tipiskâw	Night/Nighttime
<b>Isîwêpan</b>	<b>Weather</b>
Kisin	It is cold.
Kisitêw	It is hot.
Kimowan	It is raining.
Mispon	It is snowing
Wasêskwan	It is sunny.
Kwayakikisin	It is very cold.
Kisâstêw	It is very hot.
Yôtin	It is windy.
Piyêsiwak	It is thundering.
Îkwaskwan	It is cloudy/foggy.
Miyokîsikâw	The weather is nice.
Mayikîsikâw	The weather is not nice.
<b>Itotamowina</b>	<b>Verbs</b>
Kwêcihkêmo	to ask (for something)
Kâwêspayik	to be
Atâwê	to buy

<b>Itotamowina</b> (continued)	<b>Verbs</b> (continued)
Têpwâs	to call/to beckon
Nawasônîkî	to choose
Kipaha	to close something
Akihçikê	to count/to tell
Mâto	to cry
Manisa	to cut
Nîmihto	to dance
Osihtâ	to do, to make
Tâpasinaha	to draw
Minihkwê	to drink
Mîciso	to eat
Pîhtokwê	to enter (i.e., a room)
Pahkisini/pahkisikâso	to fall
Miska	to find
Pasiko	to get up/to arise
Mêki	to give
Itohtê	to go
Nîhtaciwê	to go down (i.e., stairs)
Wayawê	to go out (i.e., of a room)
Âmiwacî	to go up (i.e., stairs)
Ohpî	to jump
Kiskinohamakosi	to learn
Mîwêyim	to like, love someone, something
Nitohta	to listen to
Kitâpahta	to look at
Kanâwâpahta	to look at, watch (i.e., TV)
Nitona	to look for
Sâkîtowin	to love
Ohtîna	to open something
Mêtawê	to play

<b>Itotamowina</b> (continued)	<b>Verbs</b> (continued)
Mêtawê	to play, to touch
Sêsâwê	to practise
Tihtastâ	to put or place something (book on a shelf, paper on a desk)
Astâ	to put, to lay
Postayiwînisa	to put on clothes
Ayimihcikê	to read
Pimipahtâ	to run
Nikamo	to sing
Api	to sit
Nipâ	to sleep
Pakâsimo	to swim
Pikiskwê	to talk, to speak
Mâmitonihta	to think
Pimohtê	to walk
Pimohtê	to walk
Atoskê	to work
Masinahikê	to write

## Classroom Commands

Cree Singular/peyak	English Singular	Cree Plural/kahkiyaw	English Plural
Āstam	Come here.	Āstamik	Come here.
Kanawāpahta masinahikēwin	Look at the blackboard.	Kanawāpahtamok masinahikēwin	Look at the blackboard (writing)
Ohpina kicihiy	Raise your hand.	Ohpinamok kicihciyiwāwa	Raise your hands.
Nēhtina kicihciy	Lower your hand.	Nēhtinamok kicihkiyiwāwa	Lower your hands.
Ohtīna kimasinahikan	Open your book.	Ohtīnamok kimasinahikanwāwa	Open your books.
Masinaha kiwēhowin	Write your name.	Masinahamok kiwēhowinawāwa	Write your names.
Tāpasinahikē	Make a drawing.	Tāpasinahikēk	Make a drawing.
Kipaha kimasinahikan	Close your book.	Kipahamok kimasinahikiwāwa	Close your books.
Kwayakona kimasinahikan	Take your book out.	Kwayakonamok kimasinahikaniwāwa.	Take out your books.
Nīpawi	Stand up.	Nīpawik	Stand up.
Api	Sit down.	Apik	Sit down.
Nitohta	Listen.	Nitohtamok	Listen.
Askōkē	Line up.	Askōtok	Line up.
Kanācihta kimicisowināhtik	Clean up your desk.	Kanācihtāhk kimicisonāhtikiwāwa	Clean up your desk.
Kisēpihtakinikē	Clean the floor.	kisēpihtakinikē	Clean the floor.
Nakē	Stop.	Nakēk	Stop.

## Classroom Expressions

Itwewina	Phrases
Nikaki nitawayân ci?	May I go to the bathroom?
Nikaki nitawi minihkwân nipiŷ?	May I go get a drink of water?
Nikaki nitawi kînikopotân/môhkocikâtân nimasinahikanâhcikos?	May I sharpen my pencil?
Nitona ita ihtâyahk?	Look for the page number _____.
Tânsîhitwiĥk tanêhiyawêyan?/Tânsî kâhitwân ta nêhiyawêyan?	How do you say _____ in Cree?
Tânsîsîmasinahamihk _____?	How do you write _____?
Nimihtâtên.	I am sorry.
Namoya nikiskihten.	I don't know (it).
Namoya nikiskisin.	I don't remember.
Namoya nisitohtên.	I don't understand.
Namoya nikaskihtân.	I have a problem.
Namoya nikaskihtân _____./ (kaki nêsohkamâwin ci)	I need _____. (e.g., help, something)
Nikaki pêkiskwân?	May I interrupt?
Mahtësa mēna itwē.	Repeat that, please.
Mahtësa papêyâhtik.	Slow down, please.
Kêkway nitawîhtaman?	What do you need?
Kêkwây mâka ôma itwêmakahk?	What does _____ mean?
Nikaki nitawi wâyawêstamâson ci?	Can I go to the bathroom?
Niwanikiskisin.	I forgot.

## Proverbs

Kâya âyisinawin, nitohtawin.	(Do what I say and not what I do.) Do as I say, not as I do.
Âsay ikwa.	What's done is done.
Pêyakwan ohtâwiya/naspitawât.	(From such wood, such splinters.) Like father, like son.
Môhkâc kiponi kiskinwahamâkâwisin.	(It's never too late to learn.) You're never too old to learn.
Wâhyaw kitohtâyikon kiskinwahamâkosiwin?	(Knowledge does not occupy space.) Knowledge is power.
Tastakiskwêyihhtë.	(To bad weather, good face.) Keep your chin up.
Namoya pêyakwanohk têtapiyan.	(Where one door closes, another one opens.) When one door shuts, another opens.
Ispihci kâyiwihkâc.	(Later is more valuable than never.) Better late than never.
Kâya kwanita pikiskwê/Wihcasin tapêkiskwihk mēna têtotamihk.	(From said to done there is a long way.) Easier said than done.
Imiyosik asahkihk. Imiyosik anima ta pâhpihk.	(The best medicine is good food.) An apple a day keeps the doctor away. (Laughter heals the heart.)
Kâkikiy miyotêhi.	Clean slate.
Wâhpâsi.	(God helps the one who gets up early.) The early bird catches the worm.



## Appendix C: Planning Tools

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## Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

### ⊙ Outcomes

**Determine the outcomes that students can reasonably accomplish.**

- Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

**Determine what the students will be able to demonstrate as a result of this learning activity.**

- Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

### ⊙ Learning Activities

**Select appropriate instructional strategies and learning activities that will create opportunities for students to achieve the target outcomes successfully.**

- Decide how students will apply their learning.
- Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- Break down assignments or tasks into smaller, more manageable parts.
- Give clear, concrete instructions and:
  - \_\_\_ provide a visual reference of the sequence of key steps in completing the assignment
  - \_\_\_ provide a checklist of assignment parts for students to mark as tasks are completed
  - \_\_\_ support written instructions with picture prompts or highlight directions using a colour-coding system
  - \_\_\_ record directions or lectures for playback
  - \_\_\_ repeat instructions
  - \_\_\_ have students recall instructions in sequence.
- Model and demonstrate to promote understanding of directions.
- Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- Highlight key points of the lesson orally and visually.
- Select extension activities that will reinforce and extend learning.
- Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- Help students stay on task by employing a cueing strategy.

**Identify the key concepts of the learning activity.**

- Consider how the activity has been designed to motivate and engage student interest.
- Determine how to present an overview of the learning activity.
- Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- Build in opportunities to make connections between what the students know and what they are learning.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).

**Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).**

- Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

## ⊙ Learning Environment

**Consider the classroom environment and individual student work spaces.**

- Provide a quiet work station like a study carrel in a corner of the classroom.
- Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- Partner students with a peer for support and guidance.

## ⊙ Resources

**Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.**

- Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- Consider using graphic organizers to present information.

**Prepare resources to assist students with learning difficulties.**

- Rewrite materials at a lower reading level.
- Provide a graphic organizer for note taking; e.g., cloze style.
- Highlight passages of text.
- Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- Identify Web-based supports; e.g., simulations.

**Ensure that students have the assistive tools and devices to support their learning styles or needs, for example:**

- \_\_\_ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
- \_\_\_ a copy of the lecture notes
- \_\_\_ enlarged or reduced text
- \_\_\_ scribe
- \_\_\_ audio recordings
- \_\_\_ picture prompts
- \_\_\_ manipulatives
- \_\_\_ overlays
- \_\_\_ computers

## ⊙ Assessment

**Decide what evidence will show whether the students have achieved the outcomes.**

**Determine the best way for students to demonstrate their learning.**

- Provide assessment options for students to “show what they know.”

**Make necessary preparations for alternative testing procedures, resources and materials.**

- Does the student need:
  - \_\_\_ an audio recording of the test
  - \_\_\_ a scribe to write down his or her ideas or answers
  - \_\_\_ the test questions read aloud
  - \_\_\_ a time extension
  - \_\_\_ fewer questions?

**Determine the focus of the assessment for evaluation purposes.**

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

**Select or develop rubrics, exemplars and checklists to support student evaluation.**

**Provide immediate, specific and constructive feedback.**

- Emphasize the quality of work and perseverance rather than quantity.

**Provide opportunities for student self-reflection and self-evaluation.**

- Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ **Time line**

**Record important assignments and test due dates on a master calendar and have students write these dates in their agendas.**

- Show students how to plan for longer assignments by using a calendar.
- Show students how to study for an upcoming test.
- Provide students with a study guide of important skills and concepts.

**Consider the pace of the learning activity and the needs of the students.**

- Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- Prepare an assignment summary with task increments and time line to guide students' completion of the assignment. Provide time warnings for task completion.
- Extend deadlines for those students who require more time to complete assignments.

## Year Plan

Grade(s): \_\_\_\_\_ School Year: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

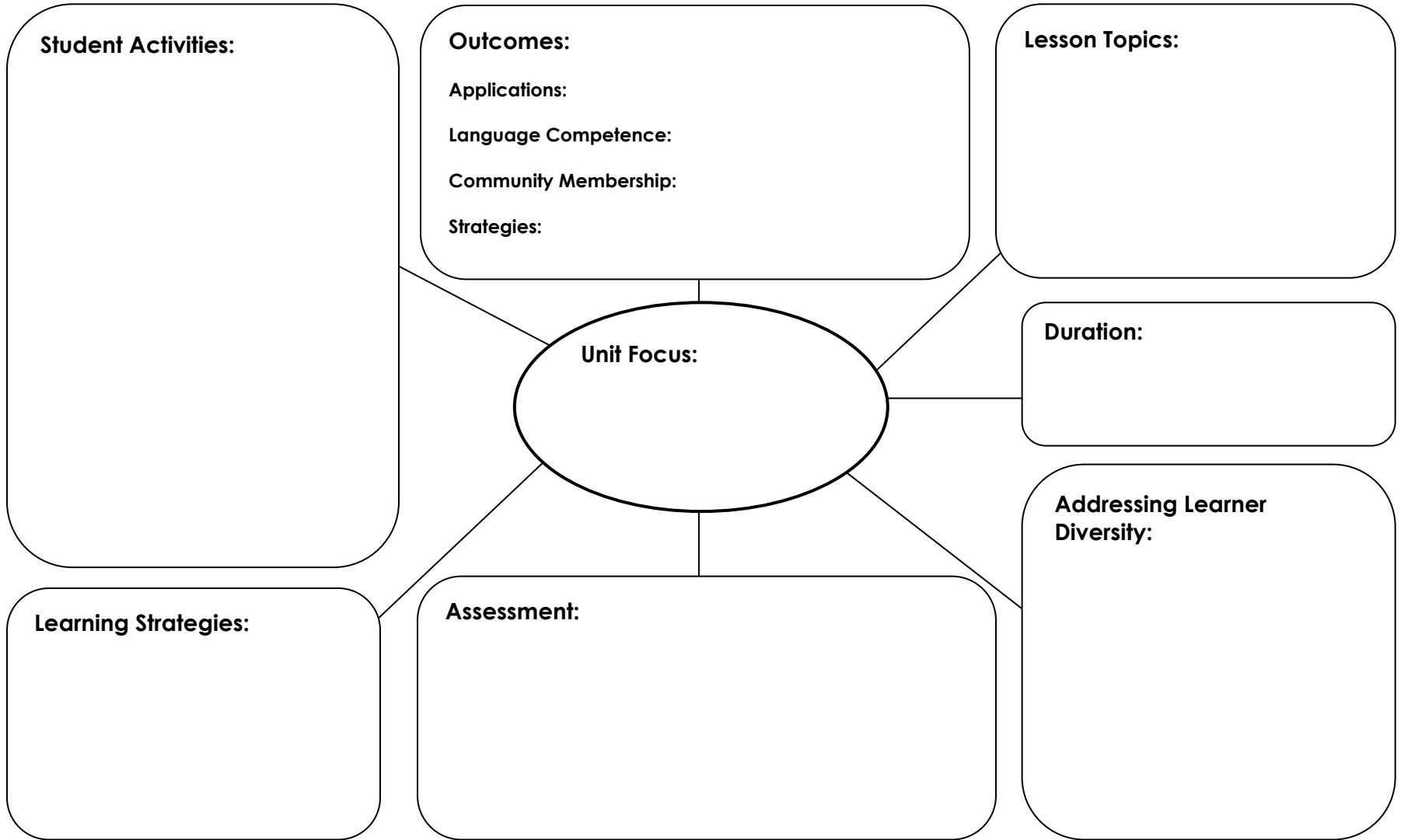
	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

## Year Plan

Grade(s): \_\_\_\_\_ School Year: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

## Unit Plan Overview



## Unit Plan A

Grade(s): \_\_\_\_\_ Unit Focus: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

### Outcomes:

- ✦ Applications
- ✦ Language Competence
- ✦ Community Membership
- ✦ Strategies

Possible Student Learning Strategies:

### Teaching and Learning Activities:

**Resources:**

**Planning for Diversity:**

**Assessment  
and Evaluation:**



## Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

## Unit Plan C

<b>Title:</b>		<b>Time line:</b>	
<b>General outcome:</b>			
<b>Specific outcomes</b>		<b>Learning strategies and activities</b>	
<b>Getting-ready activities</b> (Strategies for activating and assessing prior knowledge and creating interest in new unit)			
<b>Assessment strategies and activities</b>		<b>Enrichment strategies</b>	
<b>Resources</b>			
<b>Home/school/community connections</b>		<b>Cross-curricular connections</b>	

## Lesson Plan A

---

**Lesson Title:**

---

Date and Class:

**Outcomes Addressed:**

---

Applications:

Language Competence:

Community Membership:

Strategies:

Possible Student Learning Strategies:

**Materials Required:**

---

**Teaching and Learning Activities:**

---

**Differentiation of Instruction:**

---

**Opportunity for Assessment:**

---

## Lesson Plan B

Lesson Title: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

### Outcomes

- ✦ Applications
- ✦ Language Competence
- ✦ Community Membership
- ✦ Strategies

**Possible Student Learning Strategies:**

### Lesson Description

### Differentiation of Instruction

yes  not necessary

If yes, description:

### Assessment

### Materials

## How “Listener-friendly” Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	<input type="radio"/>	<input type="radio"/>
• I communicate clearly what my expectations of the students are during the class.	<input type="radio"/>	<input type="radio"/>
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	<input type="radio"/>	<input type="radio"/>
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	<input type="radio"/>	<input type="radio"/>
• I use cue words and phrases to signal important information; e.g., In summary ..., Note the following ..., Pay attention to ..., Record this important fact ..., This is important ..., Listen carefully.	<input type="radio"/>	<input type="radio"/>
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	<input type="radio"/>	<input type="radio"/>
• I highlight important information by using bold, italics and different-coloured text.	<input type="radio"/>	<input type="radio"/>
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	<input type="radio"/>	<input type="radio"/>
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	<input type="radio"/>	<input type="radio"/>
• I repeat important ideas and concepts by rephrasing and using multiple examples.	<input type="radio"/>	<input type="radio"/>
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	<input type="radio"/>	<input type="radio"/>
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	<input type="radio"/>	<input type="radio"/>
• I provide examples and nonexamples of concepts.	<input type="radio"/>	<input type="radio"/>
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to discuss concepts with a partner or small group.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to work with and/or practise new skills and concepts.	<input type="radio"/>	<input type="radio"/>
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	<input type="radio"/>	<input type="radio"/>
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	<input type="radio"/>	<input type="radio"/>

Adapted from Anne Price, “Listen Up” handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

## Examples of General Accommodations

### Methods of Instruction

- Vary amount of material to be learned.
- Vary amount of material to be practised.
- Vary time for practice activities.
- Use advance organizers.
- Cue student to stay on task; e.g., private signal.
- Facilitate student cueing (student providing cues to the teacher).
- Repeat directions or have student repeat directions.
- Shorten directions.
- Pair written instructions with oral instructions.
- Use computer-assisted instruction.
- Use visual aids in lesson presentation.

Other \_\_\_\_\_

### Task/Response

- Reduce or substitute required assignments.
- Adjust level of in-class assignments to academic level.
- Break long-term assignments into shorter tasks.
- Adjust amount of copying.
- Use strategies to enhance recall; e.g., cues, cloze.

### Task/Response (cont'd)

- Provide student with a copy of notes.
- Accept dictated or parent-assisted homework assignments.
- Provide extra assignment time.
- Permit student to print.
- Provide a student buddy for reading.

Other \_\_\_\_\_

### Materials

- Modify text materials (add, adapt or substitute).
- Make materials self-correcting.
- Highlight important concepts and information and/or passages.
- Use a desktop easel or slantboard to raise reading materials.
- Prepare recordings of reading/textbook materials.
- Provide an extra textbook for home use.
- Allow use of personal word lists, cue cards.
- Increase use of pictures, diagrams, concrete manipulators.
- Break materials into smaller task units.

### Materials (cont'd)

- Increase print size in photocopying.
  - Use daily homework assignment book.
- Other \_\_\_\_\_

### Organization for Instruction

The student works best:

- in large group instruction
- in small group instruction
- when placed beside an independent learner
- with individual instruction
- with peer tutoring
- with cross-aged tutoring
- using independent self-instructional materials
- in learning centres
- with preferential seating
- with allowances for mobility
- in a quiet space within the classroom.

Other \_\_\_\_\_

### Reinforcement Systems

- Provide immediate reinforcement.
- Give verbal praise for positive behaviour.
- Use tangible reinforcers.
- Send notes home.
- Complete progress charts.

### Reinforcement Systems

(cont'd)

- Allow special activities.
- Instruct student in self-monitoring; e.g., following directions, raising hand to talk.

Other \_\_\_\_\_

### Assessment and Testing

- Adjust the test appearance; e.g., margins, spacing.
- Adjust the test design (T/F, multiple choice, matching).
- Adjust to recall with cues, cloze, word lists.
- Vary test administration (group/individual, open book, make-up tests).
- Audio record test questions.
- Select items specific to ability levels.
- Vary amount to be tested.
- Give extra test time.
- Adjust readability of test.
- Allow recorded reports for essays and/or long answers.
- Read test questions.
- Allow use of a scribe or a reader.
- Allow oral examinations.

Other \_\_\_\_\_

## Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
<ul style="list-style-type: none"> <li>○ Use less difficult/alternative reading material.</li> <li>○ Reduce amount of reading required.</li> <li>○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).</li> <li>○ Set time limits for specific task completion.</li> <li>○ Enlarge text of worksheets and reading material.</li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Use large print editions of tests.</li> <li>○ Read test items aloud to student.</li> <li>○ Read standard directions several times at start of exam.</li> <li>○ Audio record directions.</li> <li>○ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).</li> </ul>	<ul style="list-style-type: none"> <li>○ Reduce volume of work.</li> <li>○ Break long-term assignments into manageable tasks.</li> <li>○ Extend time for completing assignments.</li> <li>○ Offer alternative assignments.</li> <li>○ Allow student to work on homework while at school.</li> <li>○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).</li> <li>○ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing).</li> <li>○ Waive spelling, punctuation and paragraphing requirements.</li> <li>○ Accept keyword responses instead of complete sentences.</li> <li>○ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide alternative seating:                             <ul style="list-style-type: none"> <li>— near teacher</li> <li>— facing teacher</li> <li>— at front of class, between well-focused students, away from distractions.</li> </ul> </li> <li>○ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels).</li> <li>○ Permit movement during class activities and testing sessions.</li> <li>○ Provide directions in written form:                             <ul style="list-style-type: none"> <li>— on board</li> <li>— on worksheets</li> <li>— copied in assignment book by student.</li> </ul> </li> <li>○ Set time limits for specific task completion.</li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Allow student to take breaks during tests.</li> <li>○ Use multiple testing sessions for longer tests.</li> <li>○ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better.</li> <li>○ Provide cues; e.g., arrows, stop signs on worksheets and tests.</li> <li>○ Provide a quiet, distraction-free area for testing.</li> <li>○ Allow student to wear noise buffer device such as head phones to screen out distracting sounds.</li> <li>○ Provide checklists for long, detailed assignments.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide a written outline.</li> <li>○ Provide directions in written form (on board, on worksheets, copied in assignment book by student).</li> <li>○ Provide a specific process for turning in completed assignments.</li> <li>○ Provide checklists for long, detailed assignments.</li> <li>○ Read and discuss standard directions several times at start of examination.</li> <li>○ Provide cues, e.g., arrows, stop signs, on worksheets and tests.</li> <li>○ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).</li> </ul>	<ul style="list-style-type: none"> <li>○ Use assistive and adaptive devices:                             <ul style="list-style-type: none"> <li>— pencil or pen adapted in size or grip diameter</li> <li>— alternative keyboards</li> <li>— portable word processor.</li> </ul> </li> <li>○ Set realistic and mutually agreed-upon expectations for neatness.</li> <li>○ Reduce or eliminate the need to copy from a text or board; e.g.,                             <ul style="list-style-type: none"> <li>— provide copies of notes</li> <li>— permit student to photocopy a peer's notes</li> <li>— provide carbon/NCR paper to a peer to copy notes.</li> </ul> </li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Alter the size, shape or location of the space provided for answers.</li> <li>○ Accept keyword responses instead of complete sentences.</li> <li>○ Allow student to type answers or to answer orally instead of in writing.</li> </ul>

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

## Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- allowing extended time
- allowing breaks during the test
- reducing the number of questions
- breaking a test into parts and administering them at separate times
- providing an audio-recorded test and making students aware that they may listen to part or all of the recording more than once
- providing a reader or a scribe
- providing an opportunity to record answers
- providing more detailed instructions and confirming the student's understanding of the test process
- administering the test in a small-group setting or to an individual student
- administering the test in a separate room, free from distractions
- providing noise buffers; e.g., headphones
- adjusting the test appearance; e.g., margins, spacing
- adjusting the test design (true/false, multiple choice, matching)
- adjusting the readability of the test
- allowing alternative formats such as webs or key points in place of essays or long answers
- reading test questions
- allowing use of a scribe or a reader
- allowing oral examinations
- allowing students to practise taking similar test questions.



## Sample Text Forms

### Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other “how-to” texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

### Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

### Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD-ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

## Alternative Learning Activities Menu

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials \_\_\_\_\_

I agree to complete all three activities by \_\_\_\_\_ (date)

<b>DEMONSTRATE</b>	<b>PLAN</b>	<b>INTERVIEW</b>
<b>RESEARCH</b>	<b>YOUR IDEA</b>	<b>SURVEY</b>
<b>DISPLAY</b>	<b>CREATE</b>	<b>EVALUATE</b>

## Sample Independent Study Agreement

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

### Learning Conditions

\_\_\_\_\_ I will complete all alternative learning activities in my Independent Study Agreement by \_\_\_\_\_ (date).

\_\_\_\_\_ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

\_\_\_\_\_ I will participate in whole-class activities as the teacher assigns them.

\_\_\_\_\_ I will keep a daily log of my progress in my Learning Log.

\_\_\_\_\_ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

### Working Conditions

\_\_\_\_\_ I will check in with the teacher at the beginning and end of each class period.

\_\_\_\_\_ I will work on my chosen topic for the entire class period on the days my teacher assigns.

\_\_\_\_\_ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

**Student's Signature:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

## Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

<b>Checker:</b>	<b>Timekeeper:</b>	<b>Questioner:</b>
<b>Recorder:</b>	<b>Reporter:</b>	<b>Encourager:</b>
<b>Materials Manager:</b>	<b>Observer:</b>	<b>Other:</b>

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<b>Materials Manager:</b>	<b>Observer:</b>	<b>Other:</b>

## Sample List of Learning Strategies

### Language Learning Strategies

#### Cognitive Language Learning Strategies

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Cree and your own language(s)
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Cree or in your own language(s)
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids to support language learning
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

#### Metacognitive Language Learning Strategies

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log

- ❑ experience various methods of language acquisition and identify one or more considered to be particularly useful personally
- ❑ be aware of the potential of learning through direct exposure to the language
- ❑ know how strategies may enable coping with texts containing unknown elements
- ❑ identify problems that might hinder successful completion of a task and seek solutions
- ❑ monitor your speech and writing to check for persistent errors
- ❑ be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

### **Social/Affective Language Learning Strategies**

- ❑ initiate or maintain interaction with others
- ❑ participate in shared reading experiences
- ❑ seek the assistance of a friend to interpret a text
- ❑ reread familiar self-chosen texts to enhance understanding and enjoyment
- ❑ work cooperatively with peers in small groups
- ❑ understand that making mistakes is a natural part of language learning
- ❑ experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- ❑ participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks and to try unfamiliar tasks and approaches
- ❑ repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- ❑ reduce anxiety by using mental techniques such as positive self-talk or humour
- ❑ work with others to solve problems and get feedback on tasks
- ❑ provide personal motivation by arranging your own rewards when successful

## **Language Use Strategies**

### **Interactive Language Use Strategies**

- ❑ use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Cree
- ❑ acknowledge being spoken to
- ❑ interpret and use a variety of nonverbal cues to communicate
- ❑ indicate lack of understanding verbally or nonverbally
- ❑ ask for clarification or repetition when you do not understand
- ❑ use other speakers' words in subsequent conversations
- ❑ assess feedback from a conversation partner to recognize when a message has not been understood
- ❑ start again, using a different tactic, when communication breaks down
- ❑ use a simple word similar to the concept to convey and invite correction
- ❑ invite others into the discussion
- ❑ ask for confirmation that a form used is correct

- ❑ use a range of fillers, hesitation devices and gambits to sustain conversations
- ❑ use circumlocution to compensate for lack of vocabulary
- ❑ repeat part of what someone has said to confirm mutual understanding
- ❑ summarize the point reached in a discussion to help focus the talk
- ❑ ask follow-up questions to check for understanding
- ❑ use suitable phrases to intervene in a discussion
- ❑ self-correct if errors lead to misunderstandings

### **Interpretive Language Use Strategies**

- ❑ use gestures, intonation and visual supports to aid comprehension
- ❑ make connections between texts on the one hand and prior knowledge and personal experience on the other
- ❑ use illustrations to aid reading comprehension
- ❑ determine the purpose of listening
- ❑ listen or look for key words
- ❑ listen selectively based on purpose
- ❑ make predictions about what you expect to hear or read based on prior knowledge and personal experience
- ❑ use knowledge of the sound-symbol system to aid reading comprehension
- ❑ infer probable meanings of unknown words or expressions from contextual clues
- ❑ prepare questions or a guide to note information found in a text
- ❑ use key content words or discourse markers to follow an extended text
- ❑ reread several times to understand complex ideas
- ❑ summarize information gathered
- ❑ assess your information needs before listening, viewing or reading
- ❑ use skimming and scanning to locate key information in texts

### **Productive Language Use Strategies**

- ❑ mimic what the teacher says
- ❑ use nonverbal means to communicate
- ❑ copy what others say or write
- ❑ use words that are visible in the immediate environment
- ❑ use resources to increase vocabulary
- ❑ use familiar repetitive patterns from stories, songs, rhymes or media
- ❑ use illustrations to provide detail when producing your own texts
- ❑ use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- ❑ use knowledge of sentence patterns to form new sentences
- ❑ be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- ❑ use a variety of resources to correct texts
- ❑ take notes when reading or listening to assist in producing your own text
- ❑ proofread and edit the final version of a text

- ❑ use circumlocution and definition to compensate for gaps in vocabulary
- ❑ apply grammar rules to improve accuracy at the correction stage
- ❑ compensate for avoiding difficult structures by rephrasing

## General Learning Strategies

### Cognitive General Learning Strategies

- ❑ classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- ❑ use models
- ❑ connect what is already known with what is being learned
- ❑ experiment with, and concentrate on, one thing at a time
- ❑ focus on and complete learning tasks
- ❑ write down key words and concepts in abbreviated form
- ❑ use mental images to remember new information
- ❑ distinguish between fact and opinion when using a variety of sources of information
- ❑ formulate key questions to guide research
- ❑ make inferences, and identify and justify the evidence on which these inferences are based
- ❑ use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- ❑ seek information through a network of sources, including libraries, the Internet, individuals and agencies
- ❑ use previously acquired knowledge or skills to assist with a new learning task

### Metacognitive General Learning Strategies

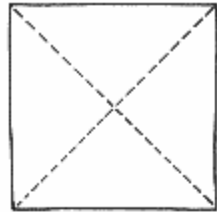
- ❑ reflect on learning tasks with the guidance of the teacher
- ❑ choose from among learning options
- ❑ discover how your efforts can affect learning
- ❑ reflect upon your thinking processes and how you learn
- ❑ decide in advance to attend to the learning task
- ❑ divide an overall learning task into a number of subtasks
- ❑ make a plan in advance about how to approach a task
- ❑ identify your needs and interests
- ❑ manage your physical working environment
- ❑ keep a learning journal, such as a diary or a log
- ❑ develop criteria for evaluating your work
- ❑ work with others to monitor your learning
- ❑ take responsibility for planning, monitoring and evaluating learning experiences



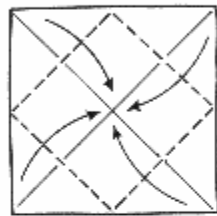
### **Social/Affective General Learning Strategies**

- ❑ watch others' actions and copy them
- ❑ seek help from others
- ❑ follow your natural curiosity and intrinsic motivation to learn
- ❑ participate in cooperative group learning tasks
- ❑ choose learning activities that enhance understanding and enjoyment
- ❑ be encouraged to try, even though mistakes might be made
- ❑ take part in group decision-making processes
- ❑ use support strategies to help peers persevere at learning tasks
- ❑ take part in group problem-solving processes
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks and to try unfamiliar tasks and approaches
- ❑ monitor your level of anxiety about learning tasks and take measures to lower it if necessary
- ❑ use social interaction skills to enhance group learning activities

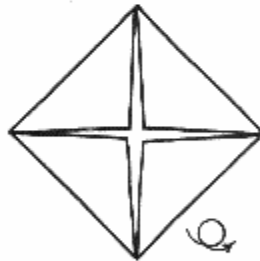
## Origami Finger Game Folding Directions



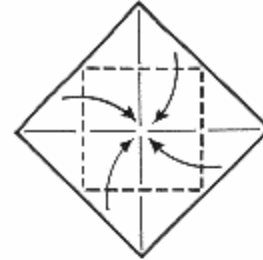
1. Fold color side down on both diagonals. Unfold



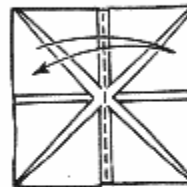
2. Fold all four corners to center



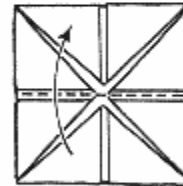
3. Turn paper over



4. Again, fold all corners to center



5. Fold paper in half and unfold



6. Fold in half from top to bottom. Do not unfold.



7. Slide thumbs and forefingers under the squares and move the Origami Finger Game back and forth to play.

Reproduced with permission from Yasutomo and Company, "Fortune Teller," *Yasutomo Projects & Ideas*, 2006, <http://www.yasutomo.com/project/fortuneteller.html> (Accessed December 11, 2008).

## Appendix D: Graphic Organizers

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# How I Contribute to Group Work



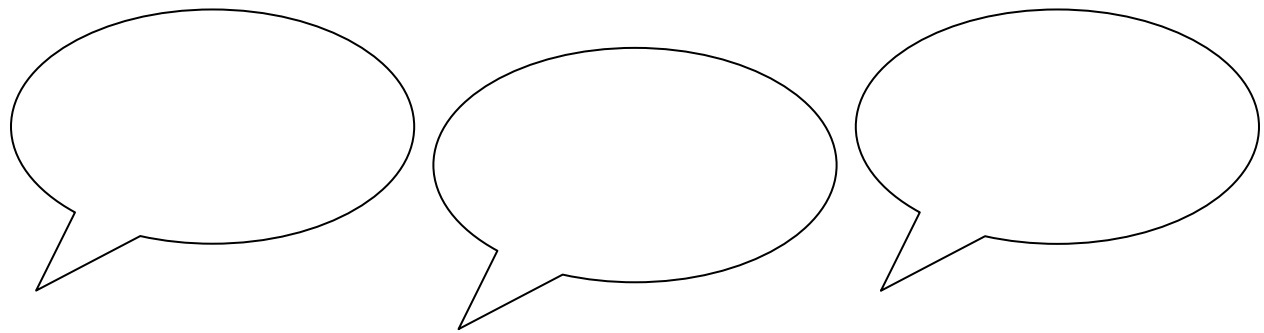
My role in this group is \_\_\_\_\_

\_\_\_\_\_

I do my job by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I say things like:



The most challenging part of this job is \_\_\_\_\_

The best part of this job is \_\_\_\_\_

I would rate my performance in the role of \_\_\_\_\_

as \_\_\_\_\_

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

# How I Can Help My Group



Name: \_\_\_\_\_ Date: \_\_\_\_\_

During group work, when someone:

☆ keeps interrupting, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ argues, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ puts down others, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ complains, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ fools around, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ bosses others around, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ doesn't listen to others, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ is off-topic, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ is very quiet, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

# Activity Reflection



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: \_\_\_\_\_

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this activity?	
How could I use the new information and skills from this activity in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

# Collecting My Thoughts



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here is everything I know about \_\_\_\_\_

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Here are some pictures of \_\_\_\_\_

--	--	--

Here are some questions I have: \_\_\_\_\_

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# How to Use KWL Charts



## Step 1

**Think about what you already KNOW about your topic. List those facts in the first column.**

For example, if your topic is “How I Talk to Others in a New Language,” you may come up with these ideas.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none"><li>• Can use hand gestures and facial expressions to help the other person understand.</li><li>• Don't be afraid to make mistakes!</li></ul>		

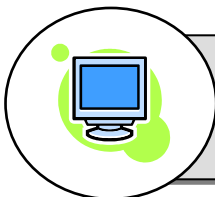
## Step 2

**Think of the kinds of information you WANT to find out. List specific questions in the second column.**

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none"><li>• Can use hand gestures and facial expressions to help the other person understand.</li><li>• Don't be afraid to make mistakes!</li></ul>	<ul style="list-style-type: none"><li>• What do I do if I don't know how to say a word?</li><li>• What do I do if I don't understand what the other person is saying?</li></ul>	

## Step 3

**LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.**



MS Word allows you to create your own chart electronically using the options in the **Table** menu.



# KWL Chart



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Step 1**

**What I know**

**Step 2**

**What I want to find out**

**Step 3**

**What I have learned**

# How to Use a Brainstorming Web



## Step 1

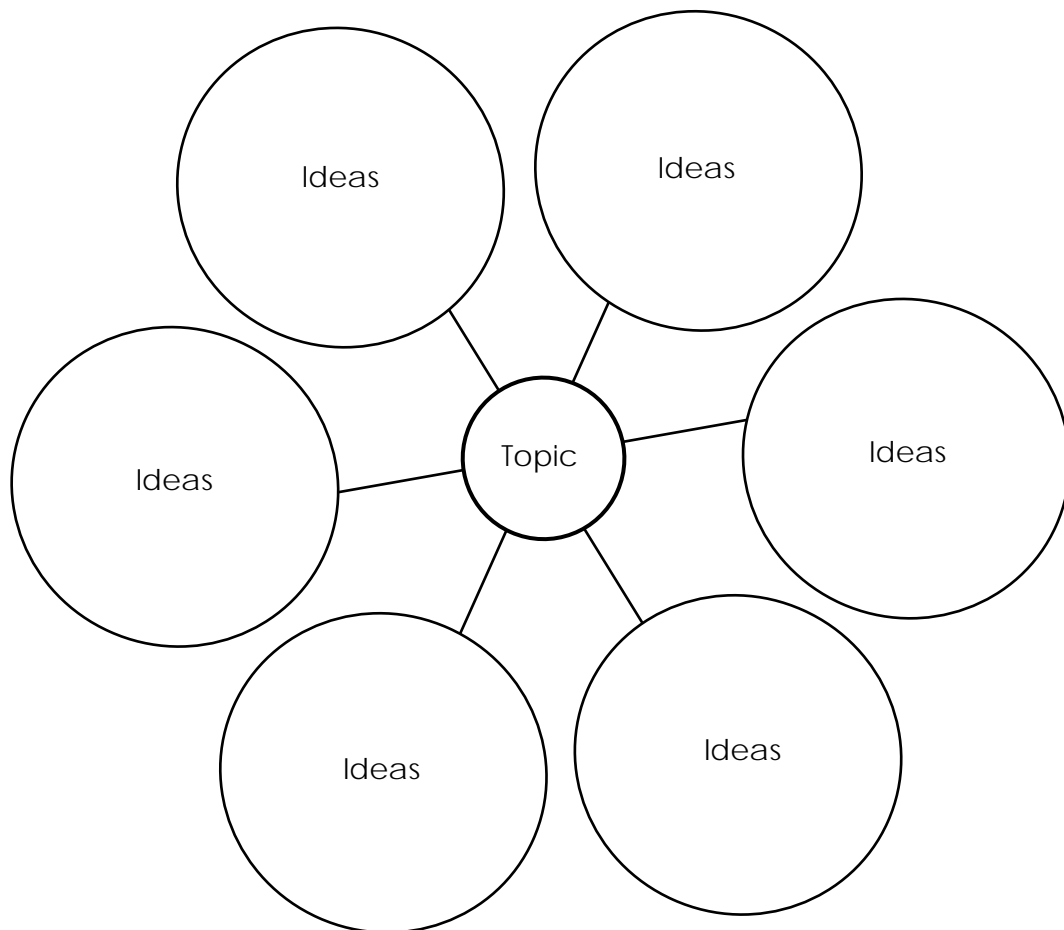
Identify your topic and use it as the title. Write it in the centre of your web.

## Step 2

Identify categories of information and label each of the outer bubbles.

## Step 3

Brainstorm and jot down ideas in each category.

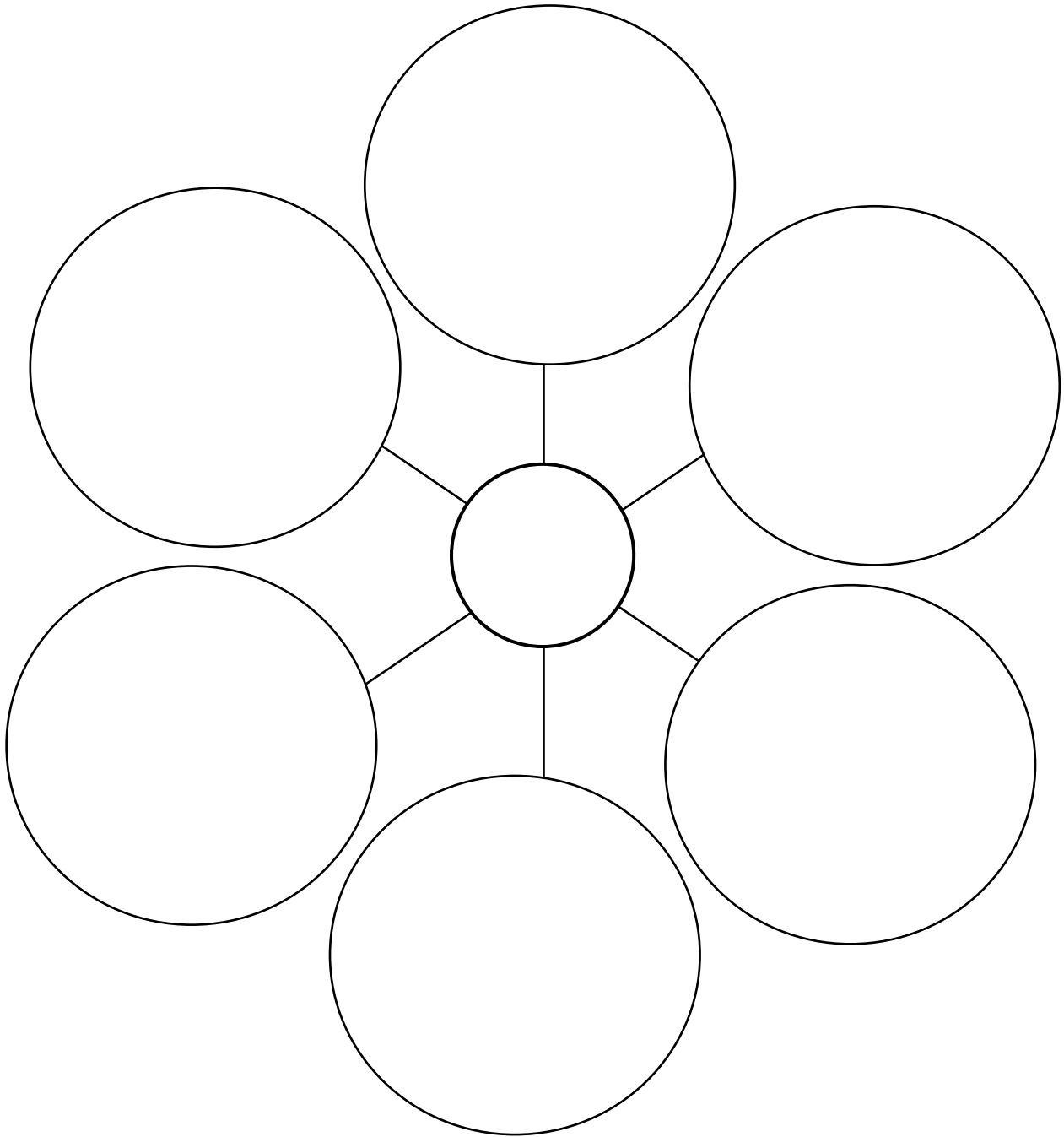


# Brainstorming Web



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Idea Builder



1. Key idea

---

2. Draw it

3. Facts

---

---

---

---

4. Sample sentence

---

---

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---

5. Examples

---

---

---

6. Non-examples

---

---

---

7. Definition

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Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

# How to Create a Mind Map

---



## What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

## How do I create a mind map?

### Step 1

Identify your topic and write it in the centre of the page. This is the centre of your mind map.

### Step 2

As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

### Step 3

Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

### Step 4

Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

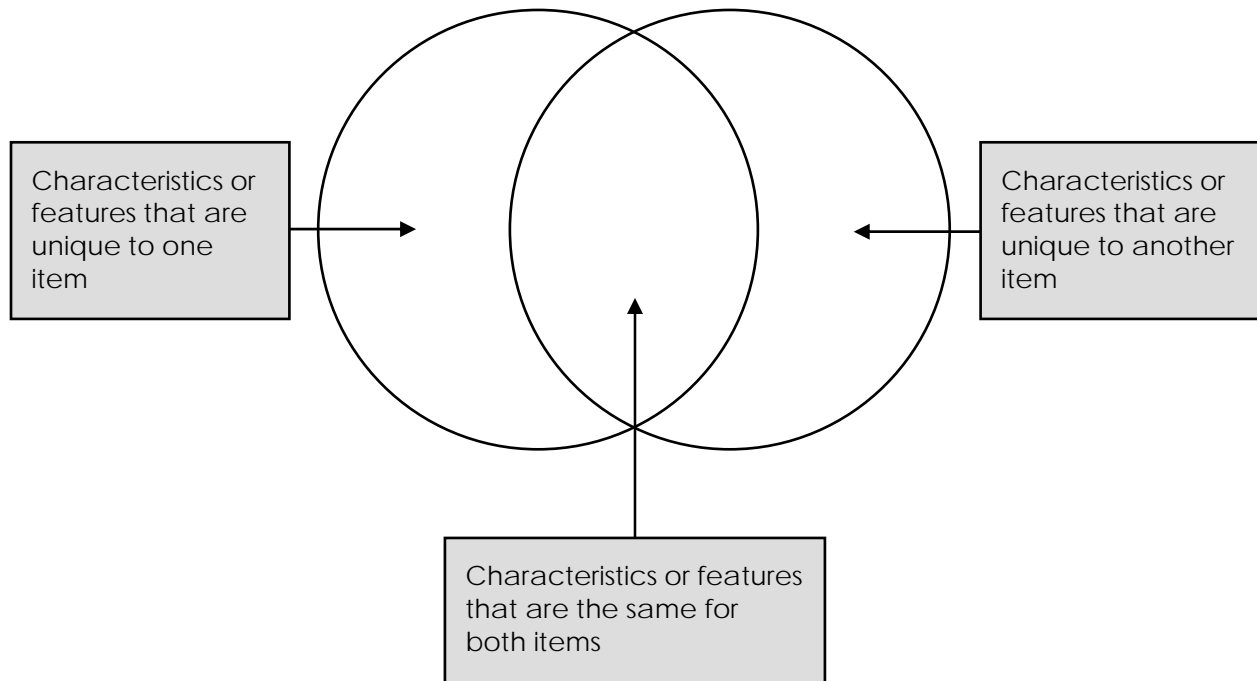
- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

# Sample Mind Map



In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I want to find out" in a KWL chart.

# How to Use Venn Diagrams



## Step 1

Label each side of the diagram with the name of each item you are comparing.

## Step 2

Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

## Step 3

Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

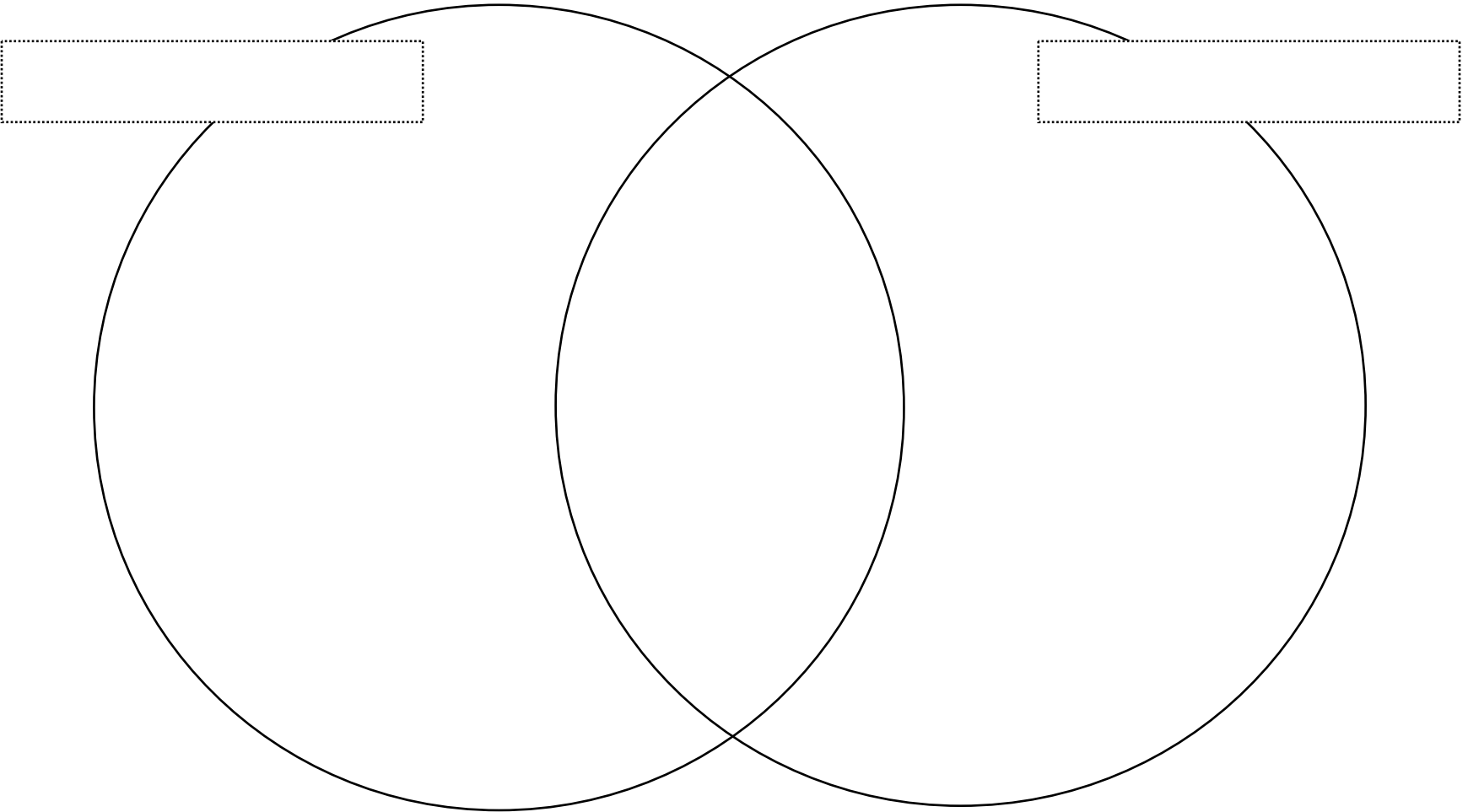
## Step 4

Think about all the features the items share and write your ideas in the middle of the diagram.



# Venn Diagram

Name: \_\_\_\_\_ Date: \_\_\_\_\_



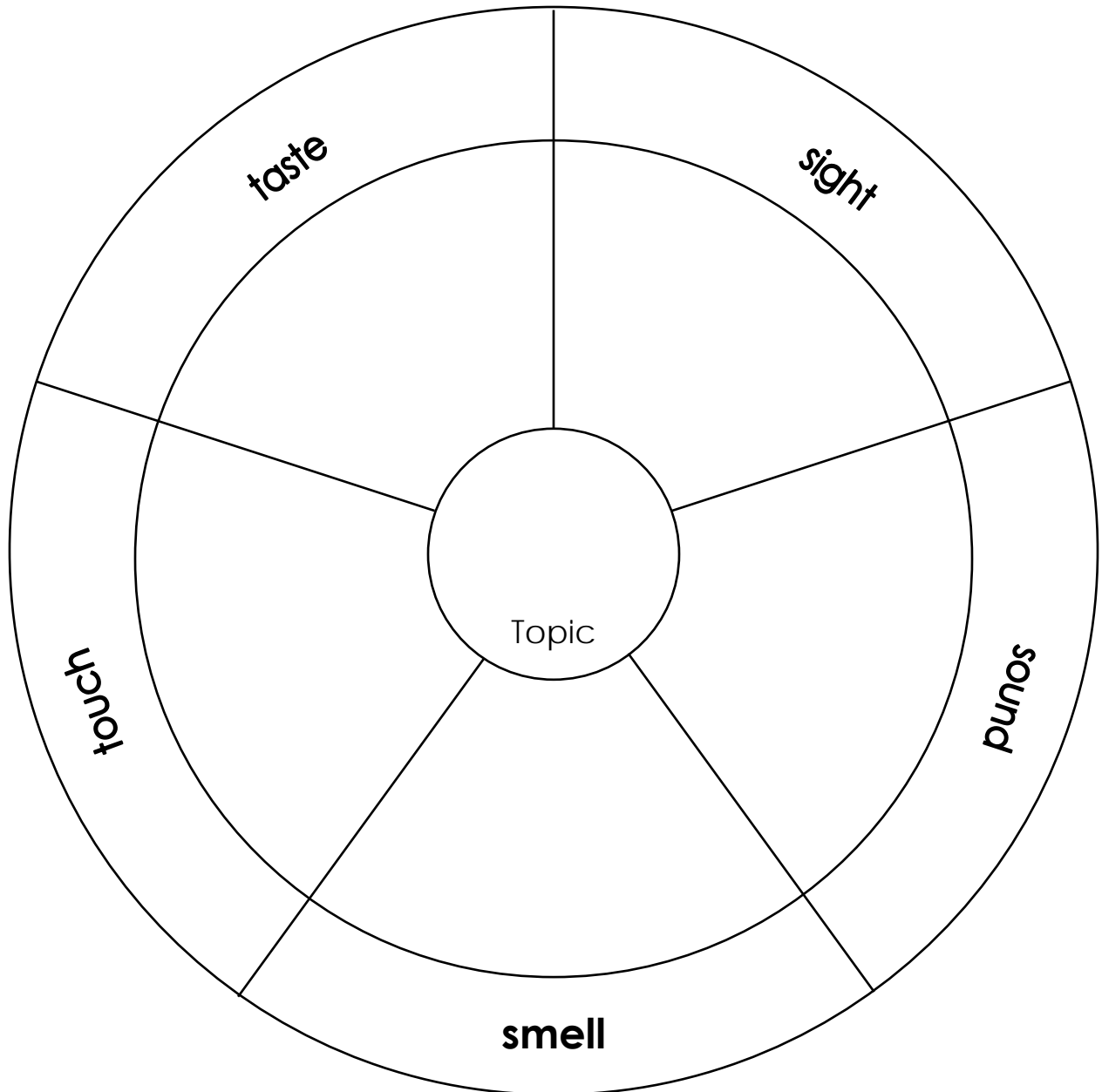


# Five Senses Wheel



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Triple T-chart



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title/Topic: \_\_\_\_\_

Looks like:	Sounds like:	Feels like:

# Y-chart



Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Feels Like</b>	
<b>Sounds Like</b>	<b>Looks Like</b>

# Five Ws and Hl

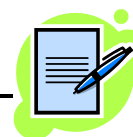


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fill in the chart with questions on your topic that you want to find answers to.

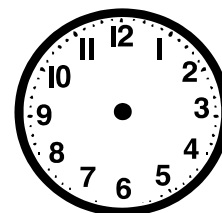
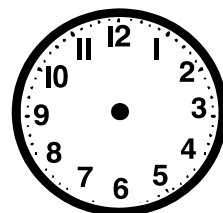
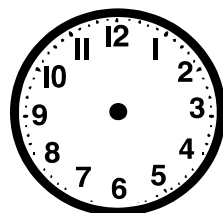
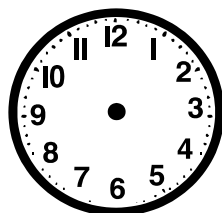
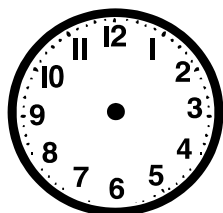
<b>Who?</b> List questions about <b>people</b> .	
<b>What?</b> List questions about <b>things</b> and <b>events</b> .	
<b>Where?</b> List questions about <b>places</b> .	
<b>When?</b> List questions about <b>times</b> and <b>dates</b> .	
<b>Why?</b> List questions about <b>reasons, causes</b> and <b>purposes</b> .	
<b>How?</b> List questions about <b>the way things happen</b> .	
<b>If?</b> List questions about <b>things that might happen</b> .	

# A Day in the Life



Name: \_\_\_\_\_

Date: \_\_\_\_\_



_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

# How to Use PMI Charts



## Step 1

**P**lus: Think about all the advantages and good reasons for making the choice.

## Step 2

**M**inus: Think about all the disadvantages and the down side of making the choice.

## Step 3

List any information that is neither positive nor negative as **I**nteresting.

*Example:* A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool

## Using the Internet as a Research Tool

Plus	Minus	Interesting Information
<ul style="list-style-type: none"><li>• There is a lot of information.</li><li>• You can look at a number of different sources in a short period of time.</li><li>• You can do your research in the comfort of your home or classroom.</li></ul>	<ul style="list-style-type: none"><li>• If you do not know how to search well, it can take a long time to find what you need.</li><li>• There is no guarantee that the information you find is accurate or of good quality.</li><li>• The reading level of factual and historical information may be high.</li></ul>	<ul style="list-style-type: none"><li>• Most teenagers know more about using the Internet than adults!</li><li>• Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.</li></ul>

# PMI Chart



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Plus	Minus	Interesting Information





# Making a Decision



Issue: \_\_\_\_\_

Option: \_\_\_\_\_

**PROS +**

**CONS -**

Facts:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Feelings:	_____	_____
	_____	_____
	_____	_____
	_____	_____

My new ideas:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

My decision:	_____
	_____
	_____

My reasons for this decision:	_____
	_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

# IDEA Decision Maker



**I**dentify the problem

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**D**escribe possible solutions

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**E**valuate the potential consequences of each solution

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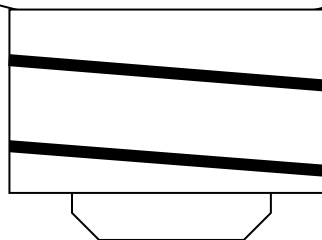
**A**ct on the best solution

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How did your IDEA work?  
(Evaluate your results.)



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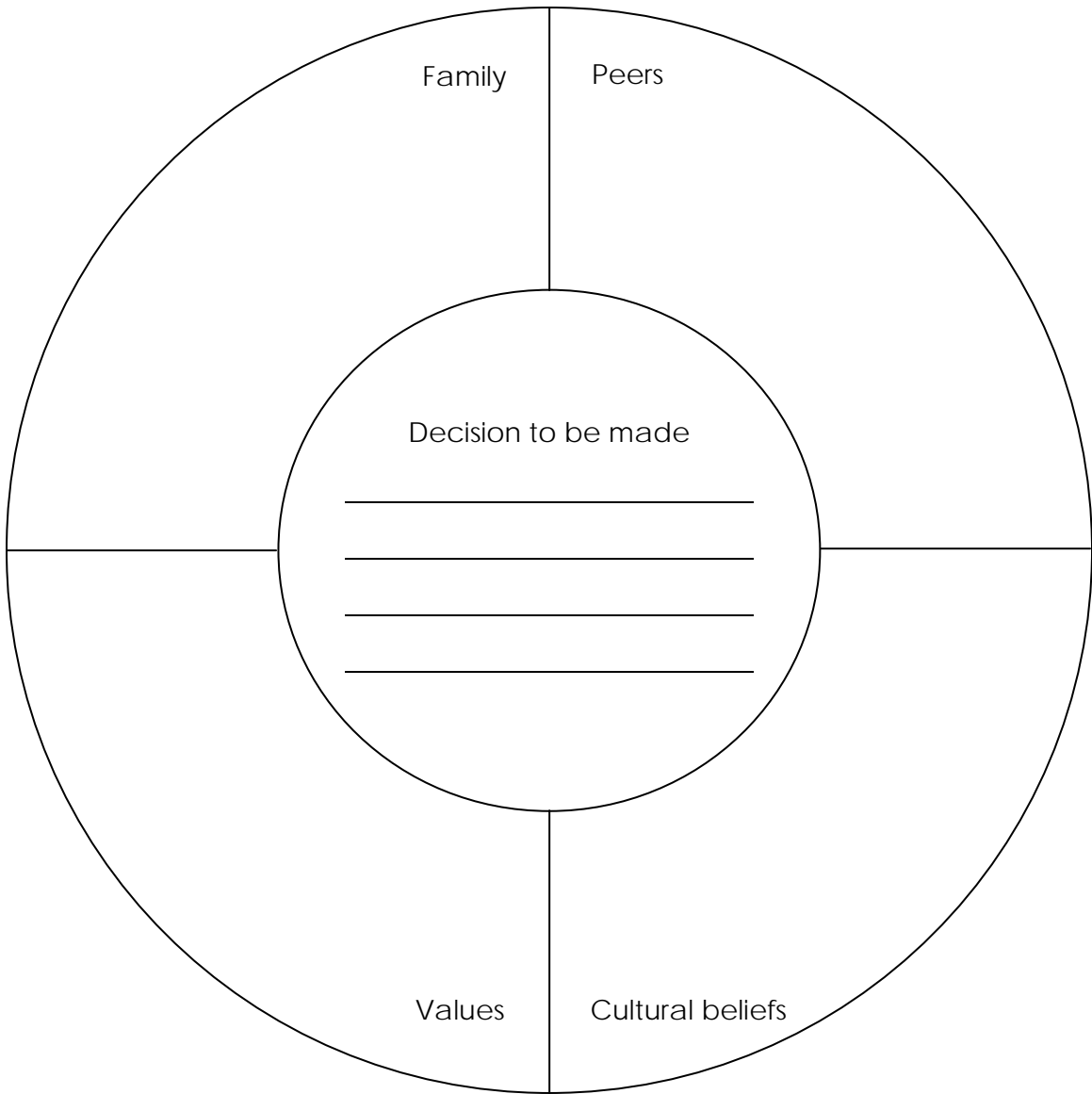
# Consider the Alternatives



Decision-making situation or conflict to be resolved: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>1</b> Option: _____ _____ _____		Possible consequences: _____ _____ _____
<b>2</b> Option: _____ _____ _____		Possible consequences: _____ _____ _____
<b>3</b> Option: _____ _____ _____		Possible consequences: _____ _____ _____
<b>4</b> Option: _____ _____ _____		Possible consequences: _____ _____ _____

# Influences on Decision Making



Questions you need to ask to help you make this decision

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# Goal-setting Organizer 1



Name: \_\_\_\_\_ Date: \_\_\_\_\_

My goal is \_\_\_\_\_

---

---

I am choosing this goal because

---

---

To reach this goal, I will:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

It will take me \_\_\_\_\_ days to reach my goal.

Why or why not? \_\_\_\_\_

Did I reach my goal?

yes

almost

no

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# Goal-setting Organizer 2



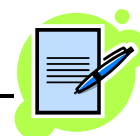
Date: \_\_\_\_\_

Name: \_\_\_\_\_

- Is your goal:
- specific?
  - measurable?
  - achievable?
  - realistic?
  - time-based?

<b>Goal</b>	My goal is to ...
<b>Rationale</b>	I chose this goal because ...
<b>Action plan</b>	To reach this goal, I will ...
<b>Measurement</b>	How will I know if I am successful?
<b>Self-reflection</b>	What would I do differently?

# Goal-setting Organizer 3



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Goal Planning: Start Small

My long-term goal is \_\_\_\_\_  
\_\_\_\_\_ by \_\_\_\_\_

The smaller steps that will help me reach this goal are:

Short-term  
Goal A

Short-term  
Goal B

Short-term  
Goal C

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

To reach this goal, I will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_

To reach this goal, I will:

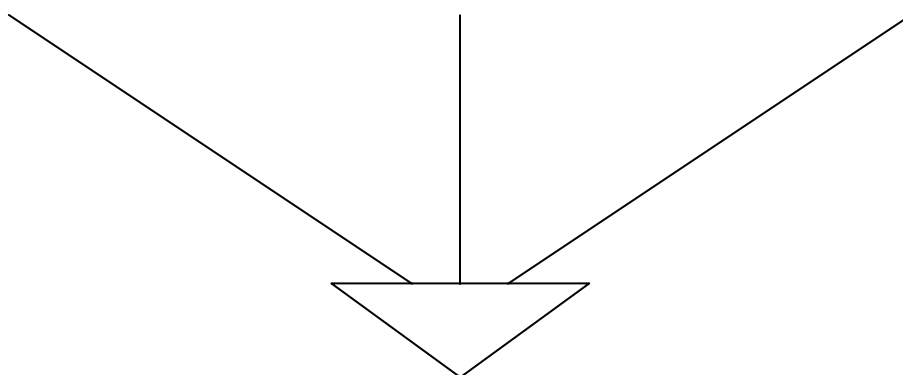
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_

To reach this goal, I will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_



I will know I have reached my long-term goal when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

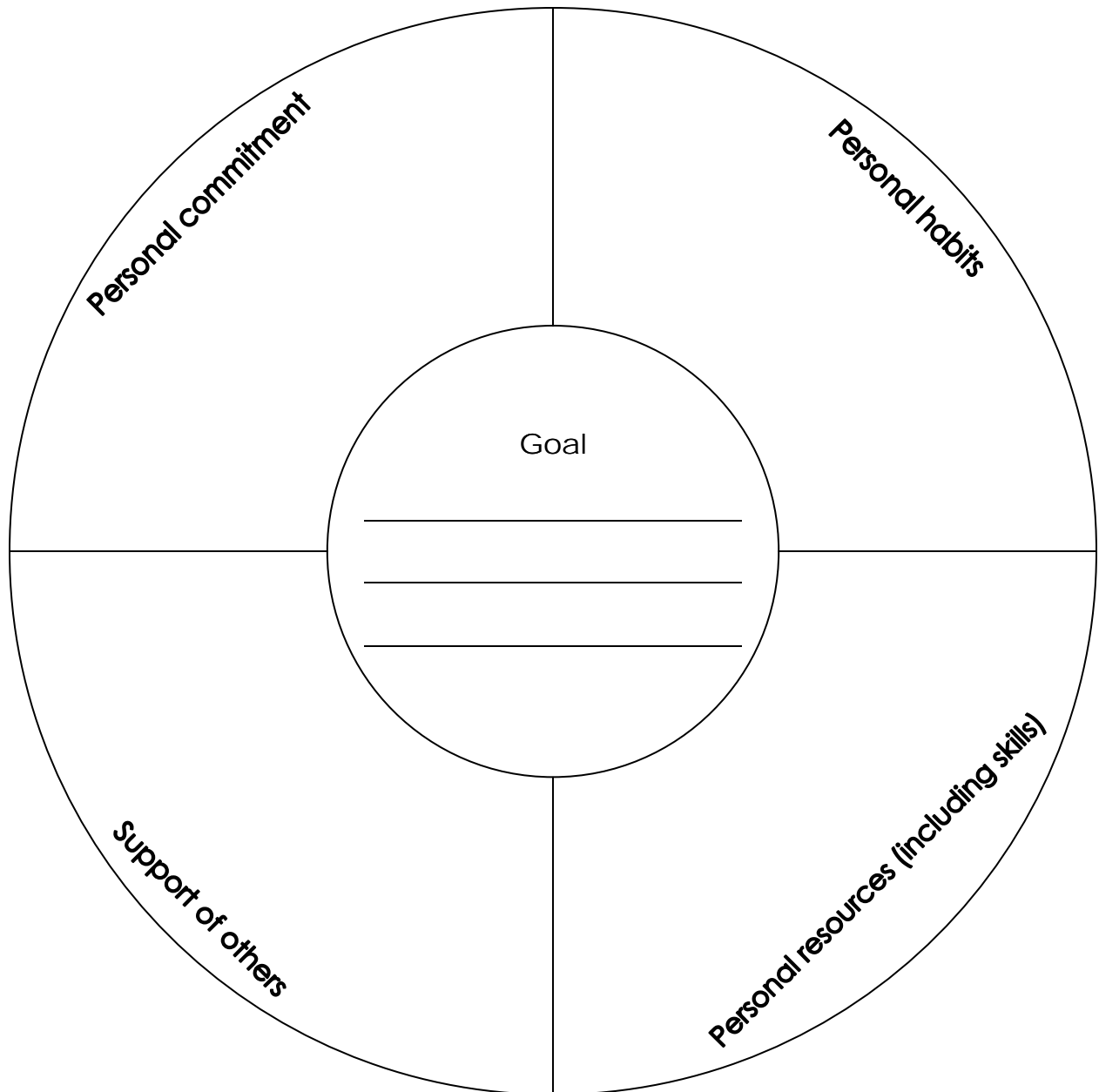
# Goal-setting Organizer 4



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What Can Affect Your Goals?





## Appendix E: Assessment Blackline Masters

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Self-assessment Checklist .....	E-2
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## Self-assessment Checklist

<b>Niwihowin:</b> Skye	<b>Nitakihtâson:</b> 6	<b>Akinkêsihkwân:</b> Nêso akimâw ayikipîsim
------------------------	------------------------	--

<i>Okiskinwahamâwâkan kaskihtâw ...</i>	<i>Îhî</i>	<i>Namoya</i>
talk about how Cree and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Cree and not get discouraged		✓
check my work over to fix mistakes		✓

**Note:** This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

# Self-assessment Checklist

<i>Niwihowin:</i>	<i>Nitakihtâson:</i>	<i>Akinkêsihkwân:</i>
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<i>Okiskinwahamâwâkan kaskihtâw ...</i>	<i>Îhi</i>	<i>Namoya</i>

## Self-assessment Rating Scale

<b>Niwihowin:</b> Sophie	<b>Nitakihtâson:</b> 5	<b>Akinkêsihwân:</b> Nistanawnêsosâp ayikipîsim
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<i>Nikaskihtân ...</i>	<i>Mêskwa</i>	<i>Kakâc</i>	<i>Nikaskihtân</i>	<i>Mitoni kwayask</i>
• tell someone I'm happy	●	●	●	●
• tell someone I'm sad	●	●	●	●
• tell someone I'm angry	●	●	●	●
• tell someone I'm tired	●	●	●	●
• show someone I'm surprised	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

**Note:** All criteria in this sample address outcome A-2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

# Self-assessment Rating Scale

*Niwihowin:*

*Nitakihtâson:*

*Akinkêsihkwân:*

<i>Nikaskihtân ...</i>	<i>Mêskwa</i>	<i>Kakâc</i>	<i>Nikaskihtân</i>	<i>Mitoni kwayask</i>
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____

## Peer-assessment Checklist

<b>Niwîhowin:</b>	Nikki	<b>Nitakihtâson:</b>	6	<b>Akinkêsihwân:</b>	<i>Nêwosâp akimaw mikisiwpsim</i>
<b>Niwêtatoskêmâkan:</b>	Janet	<b>Itotamowin:</b>	<i>Nikaskihtân masinahamân</i>		

<b>Nikaskihtân ta nêhiyâwasinahamân ...</b>	<b>Îhî</b>	<b>Namoya</b>
write a descriptive word in Cree for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

**Kwayask itôtaman:** you picked really good Cree words to describe yourself—some of them were from our new vocabulary list.

**Kêkwaya takî tôtaman:** check your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

**Note:** This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

## Peer-assessment Checklist

<i>Niwihowin:</i>	<i>Nitakihtāson:</i>	<i>Akinkēsihkwân:</i>
<i>Niwêatoskêmâkan:</i>	<i>Itotamowin:</i>	

<i>Nikaskihtân ta nêhiyâwasinahamân ...</i>	<i>Îhî</i>	<i>Namoya</i>

*Kwayask itôtaman:* \_\_\_\_\_

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*Kêkwaya takî tôtaman:* \_\_\_\_\_

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## Self-assessment Checklist and Goal Setting

<b>Niwihowin:</b> Tanis	<b>Nitakihtâson:</b> 4	<b>Akinkêsihwân:</b> Mâtakimâw Mikisiwpišim
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<i>Nikaskihtân ...</i>	<i>Îhî</i>	<i>Namoya</i>	What I am going to do next ...
say hello and goodbye	✓		Say hello and goodbye in Cree to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my learning log.
sing "Nimiskâw Pakân"		✓	Sing "Nimiskâw Pakân" to my grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

**Note:** This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.



## Self-assessment Checklist and Goal Setting

<i>Niwihowin:</i>	<i>Nitakihtâson:</i>	<i>Akinkêsihkân:</i>
-------------------	----------------------	----------------------

<i>Nikaskihtân ...</i>	<i>Îhî</i>	<i>Namoya</i>	What I am going to do next ...

## Long-term Goal Setting

<b>Niwihowin:</b> Cheyenne	<b>Nitakihtâson:</b> 4	<b>Akinkêsihkwân:</b> Mâtakimâw Mikisiwpsim
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### Goal #1:

**By the end of this term, I would like to:** know what to say to ask for directions in Cree.

**To achieve this goal, I will:** look up the words I need to know and write a role-play to perform with a friend.

**My teacher can help me:** with my pronunciation and by making sure I am saying things properly. Maybe there's a video I can watch.

**My parents can help me by:** practising my role-play with me at home.

### Goal #2:

**By the end of this term, I would like to:** learn more about what it's like to live in Edmonton.

**To achieve this goal, I will:** research Edmonton on the Internet and ask my neighbour, Mrs. Twin, what it's like to live there.

**My teacher can help me by:** bringing in books and pictures of Edmonton and, maybe, showing a movie.

**My parents can help me by:** buying me a book on Edmonton for my birthday and taking me to Edmonton for a weekend!

**Note:** This Long-term Goal Setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

## Long-term Goal Setting

*Niwihowin:*

*Nitakihtâson:*

*Akinkêsihwân:*

---

### Goal #1:

By the end of this term, I would like to: \_\_\_\_\_

\_\_\_\_\_

To achieve this goal, I will: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My teacher can help me: \_\_\_\_\_

\_\_\_\_\_

My parents can help me by: \_\_\_\_\_

\_\_\_\_\_

### Goal #2:

By the end of this term, I would like to: \_\_\_\_\_

\_\_\_\_\_

To achieve this goal, I will: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My teacher can help me by: \_\_\_\_\_

\_\_\_\_\_

My parents can help me by: \_\_\_\_\_

\_\_\_\_\_

## Anecdotal Notes

Student	Date	Activity	Outcome (Grade 4)	Yes	Not Yet	Comments
Michael	Jan. 8	Simon Says	LC-2.1a understand simple spoken sentences in guided situations		✓	Seemed to understand the directions but mixed up the sequence.
Sherice	Jan. 8	Simon Says	LC-2.1a understand simple spoken sentences in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Amanda	Jan. 15	Go Fish card game	A-3.3a engage in turn taking	✓		Consistently and accurately used turn-taking vocabulary.
Claudio	Jan. 15	Small-group discussion	A-3.3a engage in turn taking		✓	Sometimes acted out of turn and spoke when others were talking.
Mary	Jan. 17	Small-group discussion	A-3.3a engage in turn taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Mary	Jan. 25	Small-group discussion	A-3.3a engage in turn taking	✓		New group, much better today. More effort and focus.
Michael	Jan. 25	Body part vocabulary review	LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

**Note:** This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

# Anecdotal Notes

Student	Date	Activity	Outcome	Yes	Not Yet	Comments

## Observation Checklist

Student	Date	Activity	Outcome (Grade 4)	Student demonstrates that he or she has met the outcome.	
Nipin	Sep. 23	Singing traditional Cree songs	A-6.1a use the language for fun	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Mark	Sep. 23	Singing traditional Cree songs	A-6.1a use the language for fun	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Andrea	Sep. 23	Singing traditional Cree songs	A-6.1a use the language for fun	<input type="radio"/> Yes	<input checked="" type="radio"/> Not Yet
Summer	Oct. 1	Singing the alphabet song	LC-1.1a recognize and pronounce basic sounds	<input type="radio"/> Yes	<input checked="" type="radio"/> Not Yet
Carlos	Oct. 1	Singing the alphabet song	LC-1.1a recognize and pronounce basic sounds	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Amanda	Oct. 10	Playing the alphabet game	LC-1.1a recognize and pronounce basic sounds	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Marie	Oct. 10	Playing the alphabet game	LC-1.1a recognize and pronounce basic sounds	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Marcel	Oct. 10	Playing the alphabet game	LC-1.1a recognize and pronounce basic sounds	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Lamya	Oct. 25	Creating a personal dictionary organized by the alphabet	LC-1.1a recognize and pronounce basic sounds	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Neil	Oct. 27	Creating a personal dictionary organized by the alphabet	LC-1.1a recognize and pronounce basic sounds	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet

**Note:** In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

# Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.	
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet

## Checklist and Comments 1

<b>Grade:</b> 4	<b>Date:</b> May 3	<b>Activity:</b> Individual Q and A
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**Specific Outcome:** S-2.1a use simple strategies, with guidance, to enhance language use

Student Names:	Has met the outcome	
	Yes	Not Yet
• <u>Janice</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Ian</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Fatima</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Nipin</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Melissa</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Marika</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Zino</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Eliza</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Neil</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Akiko</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Lydia</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Sherice</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Notes for future planning:** do a role-play activity in which we talk about productive strategies students can use when speaking Cree; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

**Note:** This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one outcome. The teacher can also use this information to plan for future instruction.



# Checklist and Comments 1

Grade:	Date:	Activity:
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Specific Outcome: \_\_\_\_\_

Student Names:	Has met the outcome	
	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Checklist and Comments 2

<b>Grade:</b> 4	<b>Date:</b> October 5	<b>Activity:</b> Telephone conversations (invitations)
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**Specific Outcome(s):** A-3.2a respond to offers, invitations and instructions;  
 LC-1.1b pronounce common words and phrases correctly;  
 LC-1.1c recognize intonation common to Cree; LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

<u>Lance</u> _____ <b>can:</b> (Student name)		
	<b>Yes</b>	<b>Not Yet</b>
• invite a friend to do something	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• accept and decline an invitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• pronounce words comprehensibly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• use intonation to express inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• use appropriate vocabulary related to hobbies and invitations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

**Done well:** Seems to have a good understanding of the vocabulary.

**Could improve:** Seems not to understand intonation and how it can affect meaning.

**Note:** This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

## Checklist and Comments 2

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

_____ can: (Student name)	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
Done well: _____		
_____		
_____		
_____		
Could improve: _____		
_____		
_____		

# Rating Scale 1

<b>Grade:</b> 4	<b>Date:</b> March 10	<b>Activity:</b> Group classroom scavenger hunt
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**Specific Outcome:** A-3.3b encourage other group members to act appropriately

Student meets the outcome:				
Student Names:	Never	Sometimes	Usually	Always
• <u>Sherice</u>	●	●	●	●
• <u>David</u>	●	●	●	●
• <u>Carlos</u>	●	●	●	●
• <u>Sonia</u>	●	●	●	●
• <u>Lamya</u>	●	●	●	●
• <u>Kendra</u>	●	●	●	●
• <u>Taylor</u>	●	●	●	●
• <u>Nipin</u>	●	●	●	●
• <u>Dennis</u>	●	●	●	●
• <u>Zina</u>	●	●	●	●
• <u>Trevor</u>	●	●	●	●
• <u>Allison</u>	●	●	●	●
• <u>Akiko</u>	●	●	●	●
• <u>Tanis</u>	●	●	●	●
• <u>George</u>	●	●	●	●
• <u>Marcel</u>	●	●	●	●
• <u>Hannah</u>	●	●	●	●
• <u>Wesley</u>	●	●	●	●

**Note:** This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.



## Rating Scale 2

<b>Grade:</b> 4	<b>Date:</b> November 12	<b>Activity:</b> Unit: My Family
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**Specific Outcome(s):** A-1.1a share basic information; A-1.1b identify familiar people, places and things; LC-1.2a recognize and name some elements of the writing systems; LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; LC-3.2a produce simple written words and phrases in guided situations; S-2.1a use simple strategies, with guidance, to enhance language use

**Student Name:** Tanis

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her family	●	○	●	●
• identified the people in his or her family correctly	●	●	○	●
• used words relevant to the family correctly	●	○	●	●
• wrote words and phrases clearly and correctly	●	○	●	●
• used a dictionary to find new words related to the family	○	●	●	●
• used illustrations to provide relevant details about his or her family	●	●	○	●
• _____	●	●	●	●
• _____	●	●	●	●

**Note:** This sample Rating Scale demonstrates how a teacher could record information about the quality of a student’s performance as it relates to learning outcomes.

## Rating Scale 2

Grade:	Date:	Activity:
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Specific Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Name: \_\_\_\_\_

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•

## Rating Scale 3

<b>Grade:</b> 5	<b>Date:</b> March 10	<b>Activity:</b> Reading out some familiar words
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**Specific Outcome(s):** LC-1.1c use proper pronunciation and intonation with familiar words, phrases and expressions

**Levels of performance and corresponding criteria:**

- ★★★★ Demonstrated **excellent** pronunciation of all words—**no** errors
- ★★★ Demonstrated **good** pronunciation of almost all words—a **few** errors
- ★★ Demonstrated **acceptable** pronunciation of most words—**several** errors but still comprehensible
- ★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Louis	★ ★ ★ ★		★ ★ ★ ★
Fatima	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Marcel	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Liliya	★ ★ ★ ★		★ ★ ★ ★
Akiko	★ ★ ★ ★		★ ★ ★ ★
Sally	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Mei	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Trevor	★ ★ ★ ★		★ ★ ★ ★
Megan	★ ★ ★ ★		★ ★ ★ ★

**Note:** This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.





## Rubric (Grade 4)

<b>Name:</b> Breanna	<b>Date:</b> October 17	<b>Activity:</b> Conversation—making plans with a friend
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Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	<b>Consistently</b> responds to offers, invitations and instructions.	<b>Frequently</b> responds to offers, invitations and instructions. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> responds to offers, invitations and instructions; however, the message is <b>unclear</b> .	<b>Rarely</b> responds to offers, invitations and instructions. The overall message is <b>difficult to understand</b> .
Content A-3.2b	<b>Consistently</b> asks or offers to do something.	<b>Frequently</b> asks or offers to do something. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> asks or offers to do something; however, the message is <b>unclear</b> .	<b>Rarely</b> asks or offers to do something. The overall message is <b>difficult to understand</b> .
Pronunciation LC-1.1b	<b>Consistently</b> pronounces common words and phrases correctly.	<b>Frequently</b> pronounces common words and phrases correctly. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> pronounces common words and phrases correctly. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> pronounces common words and phrases correctly. The overall message is <b>difficult to understand</b> .
Intonation LC-1.1c	<b>Consistently</b> recognizes intonation common to Cree.	<b>Frequently</b> recognizes intonation common to Cree. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> recognizes intonation common to Cree. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> recognizes intonation common to Cree. The overall message is <b>difficult to understand</b> .
Vocabulary LC-1.3a	<b>Consistently</b> uses words related to making plans with a friend.	<b>Frequently</b> uses words related to making plans with a friend. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses words related to making plans with a friend. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses words related to making plans with a friend. The overall message is <b>difficult to understand</b> due to errors.

**Note:** This Rubric demonstrates how a teacher can assess one student’s performance as it relates to different learning outcomes.

# Rubric

<b>Name:</b>	<b>Date:</b>	<b>Activity:</b>
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Outcome	Excellent	Very Good	Acceptable	Limited

## Rubric and Checklist (Grade 4)

<b>Name:</b> Ellen	<b>Date:</b> November 14	<b>Activity:</b> Telephone conversation
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Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	<b>Consistently</b> responds to offers, invitations and instructions.	<b>Frequently</b> responds to offers, invitations and instructions. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> responds to offers, invitations and instructions; however, the message is <b>unclear</b> .	<b>Rarely</b> responds to offers, invitations and instructions. The overall message is <b>difficult to understand</b> .
Content A-3.2b	<b>Consistently</b> asks or offers to do something.	<b>Frequently</b> asks or offers to do something. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> asks or offers to do something; however, the message is <b>unclear</b> .	<b>Rarely</b> asks or offers to do something. The overall message is <b>difficult to understand</b> .
Pronunciation LC-1.1b	<b>Consistently</b> pronounces common words and phrases correctly.	<b>Frequently</b> pronounces common words and phrases correctly. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> pronounces common words and phrases correctly. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> pronounces common words and phrases correctly. The overall message is <b>difficult to understand</b> .
Intonation LC-1.1c	<b>Consistently</b> recognizes intonation common to Cree.	<b>Frequently</b> recognizes intonation common to Cree. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> recognizes intonation common to Cree. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> recognizes intonation common to Cree. The overall message is <b>difficult to understand</b> .
Vocabulary LC-1.3a	<b>Consistently</b> uses words related to a telephone conversation.	<b>Frequently</b> uses words related to a telephone conversation. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses words related to a telephone conversation. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses words related to a telephone conversation. The overall message is <b>difficult to understand</b> due to errors.
<b>Work habits</b> <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance				

**Note:** This Rubric and Checklist demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

# Rubric and Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Activity: \_\_\_\_\_

Outcome	Excellent	Very Good	Acceptable	Limited

**Work habits**

worked independently
  worked with some assistance  
 worked with minimal assistance
  required constant supervision and assistance



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