

### **Ideas for *Fish for You & Fish for Me!*:**

The book *Fish for You & Fish for Me!*, is an opportunity for students and teachers to grow in their Indigenous language vocabulary together through creative and fun activities. Although the book has been translated there are still many activities that teachers at all different levels of language skills are able to use.

1. Have students look through the images in the book. You may choose to cover the words to the story. Have them begin by sharing nouns that they know in the language. For example, 'fish', 'water', 'grandma', 'boat', 'bush', 'fish net'.
  - a. You may break the class into small groups and challenge the groups to see who can build the longest list of words.
  - b. Do not focus on spelling but rather on the excitement of sharing language and trying to build vocabulary. Use creative-based spelling to begin and then build into proper spelling.
  - c. Break the class into small groups or partners. Give each small group a page from the book. Have them list as many words as they can in 1 minute. Have each group pass or rotate their page clockwise to another group. Then have the groups take 1 more minute to add any more words they know. Continue until all groups have tried adding to the pages.
  - d. Keep the words created by the students to add to a word wall in your class for the remainder of the fishing theme. Review and add additional words or phrases daily.
2. Reinforce the verb 'to see' with your class. Such as, 'I see a fish', 'I see water', 'I see a trout'.
  - a. Have students begin to ask the question to other classmates, 'what do you see?'
  - b. For increased language difficulty have students use connector words or negatives such as, 'I see a girl AND her grandma'. 'There are clouds AND water BUT no snow'.
3. For more advanced language speakers add in adjectives. You may try, 'I see a GREEN hat', 'there are MANY fish', or 'there is a BIG fishing net'.
4. Add in more verbs to make phrases such as, 'I am walking', 'we are fishing', 'grandma is cooking'.
  - a. Have the students create actions for each verb and play the game *Simon Says*. Simon says 'walk', Simon says 'fish', Simon says 'pull nets'. As they become stronger in the language, have the students take the lead in saying the verbs to the class.
5. Before reading the story to the students have them identify main words from the story such as, 'fish', 'grandma', 'and', 'net'. Give each student a word to listen for. As you read the story out loud, have the students raise their hands when they hear their 'special word'. This will help them be active listeners.
  - a. You may choose to do small picture prompts on cards so when the students hear 'net' for example, they would hold up their picture card.

6. Have students be the storyteller. Have them tell the story at their language level to their classmates. This may be simply in nouns (Grandma), small phrases (Grandma and me), or bigger sentences (Grandma and me are going fishing) to challenge their language level.
  - a. Break the story into small parts and have groups each tell a portion of the story.
  - b. Using stuffed fish (these can be found in your Indigenous language and culture class) have the students do a play to tell the story using words and phrases they know.
7. Using a blank sheet of paper, divide the paper into four, five or six blocks (much like a comic strip). Have the students do a story or sequence board. The students can draw images that tell the same story or a similar story about fishing.
  - a. Have students use real pictures from their own fishing life to share with the class.
8. Have students compare a picture of fishing in the summertime to fishing in the wintertime or net fishing to line fishing. Have them talk about what is the same and what is different.