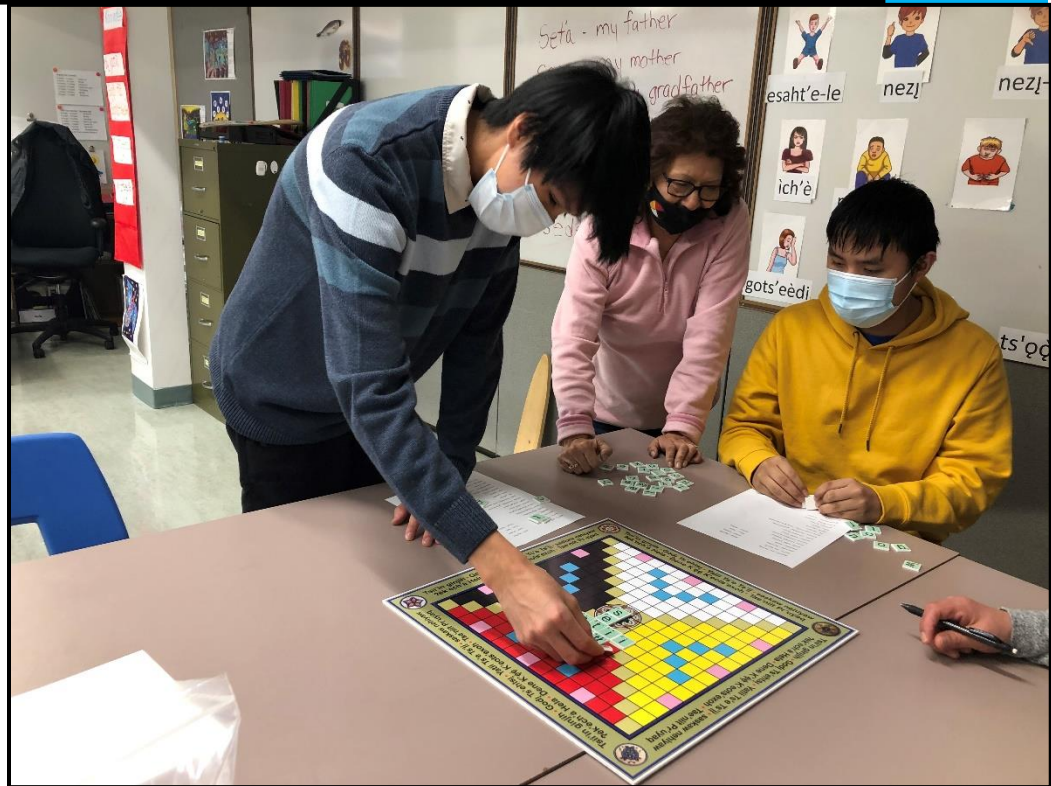


DRAFT - Our Languages (OLC) 10 Teacher Guide Teacher Guide



ECE

2021-2022

Table of Contents

OLC 10 Course Outline.....	2
Unit 1: Who Am I?.....	4
Activity Ideas	6
Project Ideas	14
Self-Evaluation and Reflection	16
Teacher Assessment	16
Unit 2: Making Fire.....	17
Activity Ideas	19
Project Ideas	26
Self-Evaluation and Reflection	29
Unit 3: Sharing a Book or Story.....	31
Activity Ideas	33
Project Ideas	36
Self-Evaluation and Reflection	39
Unit 4a: My Favourite Animal.....	40
Activity Ideas	42
Project Ideas	48
Self-Evaluation and Reflection	51
Unit 4b: My Favourite Plant	52
Activity Ideas.....	55
Project Ideas	60
Self-Evaluation and Reflection	63
Appendix A: Intermediate Learners – Curricular Outcomes Checklist	64
Appendix B: Intermediate Learners – Portfolio Pieces	67

Cover Photo Credit: Students at École Sir John Franklin High School play *Scramble* as their teacher, MJ Lafferty, monitors their ability to spell words in the language. Photo by MJ Lafferty.

OLC 10 Course Outline

NOTE: Units can be done in any order. For example, select the appropriate season for your Making Fire unit and do one of the other units first instead if that's the best order for your local context.

Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
Unit 1: Who Am I? BE 1.1, 1.2, 3.1, 7.2 IN 1.1, 1.2, 1.4, 1.5, 2.2, 2.5, 3.1, 3.2, 4.1, 4.3, 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 7.1, 6.1, 7.1, 7.2, 7.3, 7.4, 7.5, 7.7	Students will be participating in language activities including Simon Says, Mystery Box game, On-The-Land, Guess Who, speaking with puppets, hosting an Elders tea, and reading to children. At the end of the module, students will have a final oral and written presentation to demonstrate the language they have learned. Within the product they need to incorporate at least one sentence in both the past and future tense. The biography needs to include one slang/pun or idiom.	20%
Unit 2: Making Fire BE 2.1, 2.2, 2.3, 3.1, 4.1, 6.1, 7.1 IN 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9, 5.11, 6.1, 7.1, 7.2, 7.3, 7.4, 7.6 <i>(For high arctic communities, perhaps the lighting of quliq or Coleman stove).</i>	Students will apply their community's traditions and worldview through learning the practice of fire making and using the phrases for each of the steps in the process. For their assessment students will go on-the-land and demonstrate their language proficiency by making a fire in the language. Students will use the verbs, to walk, to see to eat in context. They will play, 'what do you see?'. They will play <i>Guess Who</i> to learn the questions (Does it fly? Do you wear it? Is it large?) to be able to play game with a language speaker.	20%
Unit 3: Sharing a Book or Story BE 3.3, 5.8, 7.4, 7.5 IN 1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1, 3.3, 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.9, 6.1, 7.1, 7.2, 7.3, 7.6, 7.7	Students will practice their reading and speech by reading simple books to the children of a younger grade. They will be able to select from a variety of books and practice with each other and then read to the children. During this time, they will learn a traditional story and be able to retell the story in their own words using visual aids to an authentic audience such as their peers.	20%
Unit 4: My Favorite Plant or Animal BE 5.7, 7.2, 7.5 IN 1.1, 1.2, 1.5, 1.6, 3.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 7.1, 7.2, 7.3, 7.6, 7.7	Students will design and create a written product that may include a song, story, letter, blog, or book on their favorite plant or animal. It will then be presented orally to an authentic audience. The final project needs to describe the plant, or animal with at least 15 sentences meeting the outcomes.	20%

Summative Assessments using Oral, Reading, and Writing Proficiency Scales	At the beginning and end of the semester (or year) students will be assessed using the Oral, Reading and Writing Proficiency Scales. To get into OLC 20, they will need to obtain a 14 on the Oral Proficiency Scale.	20%
Total		/100%

The *Our Languages* curriculum (OLC) is to be used when teaching the languages at the high school level. Most students entering OLC 10 would have had several years of language classes; however, they may still be at an Emergent level or Beginner level. The goal is that, by the end of the semester (or year) of OLC 10, students will be at an Intermediate level. To get into OLC 20, students need to obtain a level 14 or higher on the Oral Proficiency Scale (OPA).

The above units and weighting of assessment are suggestions for teachers to use as to help plan their year. Each unit could have several assignments within. For example, within the Who Am I? unit students could be expected to do both oral and written tasks to show their skills formatively rather than just one summative oral presentation.

Unit 1: Who Am I?

Emergent – Students should have met these outcomes in previous grades

- EM 1.1 Be aware of how my behaviour affects others (recognize the importance of being a listener in storytelling)
- EM 1.3 Set simple language learning goals with support
- EM 4.3 Participate in activities that promote socialization (games, plays, skits)
- EM 5.1 Listen and try to distinguish critical sound distinctions
- EM 5.2 Use and reuse known words accurately with support
- EM 5.7 Respond appropriately to familiar social interactions (greetings, introductions, farewells, questions, commands, warnings) in school, home, or community
- EM 6.1 Begin to construct vocabulary connected to familiar themes
- EM 7.1 Speak with enough accuracy to express meaning through simple memorized sentences

Beginner

- BE 1.5 Recognize the strategies of a successful language learner (take risks as learner, stay in the language, set goals)
- BE 5.2 Pronounce known words accurately with attention given to unique features of the alphabet (diacritics)
- BE 5.9 Read simple patterned text on familiar topics
- BE 7.2 Use key phrases, and scripted questions and answers to converse with others
- BE 7.5 Write simple messages and stories using patterned text (daily journals, shared writing experience, autobiography)
- BE 7.6 Participate in writing activities that promote socialization (paired writing, plays and skits, pen pal, games, social media)

Intermediate

- IN 1.1 Use language to make myself understood (needs, desires, and emotions)
- IN 1.2 Initiate and engage in multi-sentence conversations through authentic experiences (band office, store, on-the-land)
- IN 1.3 Seek out opportunities to build links with youth outside the community who speak the language (social media)
- IN 1.4 Model the strategies of a successful language learner (take risks, stay in the language, perseverance)
- IN 2.3 Identify and participate in community activities that add to my language and identity (legends, sayings, stories)
- IN 3.2 Initiate playful activities and interactions for my enjoyment
- IN 3.3 Use slang, puns, idioms, rhymes, and 'kid' talk
- IN 4.1 Seek greater opportunity to speak my language in public settings and support listeners in their response if required (taxi rides, band office, store, Elders around town)
- IN 5.5 Connect ideas using time markers (before, during, after, when the world was new, yesterday)
- IN 5.7 Use vocabulary which describe extended kinship or relationships (namesakes, descendants)
- IN 5.9 Ask questions to expand understanding (why)
- IN 5.10 Use a variety of cues to decode new words (context, affixes, pictures)
- IN 6.1 Use varied vocabulary to describe and interpret my community and my experiences

IN 7.1 Speak with sufficient accuracy to express meaning to a new listener through conversation

IN 7.2 Seek to embellish conversation by adding familiar vocabulary to create new sentences, questions, and answers

IN 7.5 Experiment with different text forms to write about personal experiences (journal entries, posters, signs, letter, story, recipe, news article)

Things to Remember

1. Try and teach all words and phrases using images, gestures, and activities. **Stay in the language!** Try not to tell or translate instead show and be active or the students will not make the language part of themselves.
2. Students learn best when they are actively engaged in the learning activity and can take a lead role in the class.
3. As you begin to plan your unit, start by creating a list of obvious sentences, questions, answers, nouns, verbs, and descriptive phrases that you plan to introduce or reinforce throughout the unit. Integrate these with known vocabulary. For instance, if the students know words that describe size (big, little), challenge them to create new sentences that use these words (I live in a big, brown house)
4. Make a purposeful effort to integrate new vocabulary into routines throughout the day. Students need to hear and experience the language in different contexts throughout the day.

Materials (Most have been provided or are on the website):

- Family picture cards (large)
- Family pictures cards (small) – deck of cards (52 cards in a deck)
- Language blocks (use with small family pictures)
- Pronoun picture cards
- Family puppets/plastic kinship dolls
- Elder puppets
- Song about family members - website (<https://www.ourlanguagesnwt.com/>)
- Postcards or First Nations App for writing
- Indigenous language books with a family theme
- Technology – include apps such as “My Talking Avatar”, movie maker, “Comic Strip Creator”

Criteria for Success

Even at the grade 10 level, students may be at different ranges of fluency. In any class, there may be students working on Emergent and Beginner OLC outcomes. Teachers should refer to the curricular outcomes to tailor instruction, activities, and projects to their needs.

At the Intermediate level, students should strive to meet the following criteria in their work, assignments, and final project:

- Students can introduce themselves and describe details about their life, history, preferences, family, home, and community as well as ask questions of others.
- Students can comfortably engage in multi-sentence conversations with others. These conversations are a back-and-forth dialogue that are at least 20 sentences in length. In this unit, the conversation should be more complex as it is a theme they have been working on for many years.
- Student can incorporate dialogue using different verb tenses (past and future) of familiar verbs into these conversations.
- Student can incorporate some slang (community idioms or kid-talk) and humor into their conversations.

Duration of Unit: (2-4 weeks)

Duration depends upon the prior learning experiences of the students and the new sentence scripts being introduced. Make sure you tell the students how long you will be working on this unit and the due dates of the assignments and final project. The unit should end with a project through which the students can showcase their growing skills, confidence, and new language. There are many options for end-of-unit projects but encourage a public presentation so that students can present (or showcase their work) to a live audience (classmates, other class, Elders, parents, etc.). Several possible project ideas are provided in this unit resource.

Pre-Activity

Take some time at the very beginning of the unit to describe important unit details. Information should include:

1. Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in your language.
2. The language goals for the unit including some of the new vocabulary and sentences that will be introduced. Ideally, at the Intermediate level, the students will comfortably describe themselves in 20 or more sentences, include some slang or idiom in their introduction and provide biographical details using past or future tenses. This should be in a back-and-forth conversation which includes questions – and is not just a monologue.
3. Students should be given the opportunity to think about how they can contribute to their own learning. See *Traits of a Strong Language Learner* in the student portfolio (www.ourlanguagesnwt.com).

Activity Ideas

The following activity ideas can help teach and reinforce all the vocabulary and sentences that are taught through this unit. They are in no particular order so feel free to choose from them and arrange them in a lesson sequence that will be most effective within your unit plan. Some suggestions are quick and easy to incorporate into a lesson as a game or activity and others may become lessons themselves. All the activities can be adjusted to the age and language level of your students.

Activity 1: Who Am I?

OLC Links - IN 1.1, 1.2, 1.4, 5.7, 5.9, 6.1, 7.1, 7.2

Start by asking students to find a partner and challenge them to introduce themselves in the language and to see how much language they remember from previous years. Have them count and record how many actual phrases or sentences they can use within that conversation. Encourage the students to ask questions to have their partner share more information or pull in extra details. Have the students set goals to at least double what they were able to do (should be around 20 sentences).

This can become a three-minute warm up activity with the students choosing a different partner each day and recording the number of statements they used to describe themselves.

Example: My name is _____. I am ____ years old. How old are you? My mother's name is _____. My father's name is _____. What is your sister's name? I have ____ older brothers and ____ younger sisters. What about you? I have a pet _____. His name is _____. I live in _____. Where do you live? The colour of my house is _____. What colour is your house? My favourite food is _____. I like to _____. And you, what is your favorite thing to do? What does your Dad do? My Dad likes to hunt and fish.

Activity 2: Family Members

OLC Links - IN 1.1, 1.2, 1.4, 5.5, 5.7, 5.8, 5.9, 7.1, 7.2

Note: The resource kit provides both large and small Family Picture cards. Some schools have purchased plastic figurines of family members. Use what you have.

Using the Family Picture cards, or plastic dolls model the dialogue using your own personal family. Stretch students beyond the basic family ties. "This is my mother. My mother's name is _____." Then point to a couple of students who have mothers and say, "Your mother's name is _____." until they know what you mean. Repeat this for father, uncles, aunties, grandfather, etc.

Model the dialogue and repeat this frequently as a one-minute full class activity but eventually challenge the students to take the lead in this activity. By both asking the question, "What is your mother's name?" and by making statements such as, "My mother's name is _____. His mother's name is _____. Her father's name is _____." see how many students can name relations of others in the class. This helps to practice the different pronouns (mine, his, yours, etc.)

ALTERNATIVE: Barrier Game (family member resources)

Using two sets of the Family Picture cards (large or small) and perhaps plastic dolls use them to play a Barrier Game to practice the kinship terms that might need more reinforcement.

Activity 3: Lives on the Land, Lives in the Water, Lives in Inuvik, Lives in _____

OLC Links - IN 1.1, 1.2, 1.4, 5.5, 5.7, 5.9, 5.10, 6.1, 7.1, 7.2

Use a large image of a lake (could be frozen) with land in the background. Then say, "I live in Dettah, fox lives on the land, fish lives in the water". Then using the plastic animal figurines move the fox and fish to the different places that were identified. You may also use the fish figurine to

extend the sentence to the *negative* as well (fish do NOT live on the land). This helps to reinforce the negative and introduces an important phrase. This activity should help students learn the phrases, “I live in (community name), Where do you live? Where does a fish live?” etc.

Use different animals they know and ask them, “Where does the bear live?”. The students can then say phrases such as, “Bear lives on the land, wolf lives in the bush, fish lives in the lake”. You can extend this by adding animals that can do both such as, “Beaver lives on the land and in the water”, etc. You can bring out the same image of the lake and use this quick activity as a refresher or exit routine as the students leave the class.

ALTERNATIVE: NWT Map

Using the map of the NWT, have the students share information about communities they have lived in or visited. Model the dialogue by pointing to your home community, say “I live in (community name)”. Pointing to other communities say, “I lived in, or I grew up in ____ (community name)”. Make note that the students will be using the past tense. Try other sentences such as, “I have visited (community names)”. Ask, “What community do you live in? What communities have you visited”. Challenge the students to eventually take the lead on the activity asking the questions or sharing information and describing the community they live in, grew up in or have visited.

Activity 4: Language Blocks (review of kinship and pronouns)

OLC Links - IN 1.1, 1.2, 1.4, 5.5, 5.7, 5.8, 5.10, 7.1, 7.2

Select images representing the vocabulary from the Family Picture cards or other pictures of family that you might have. The language blocks are found in a pack of three in yellow, blue, and green with a small plastic slot to add images. Starting with one block, place six images into the block to practice known vocabulary: mom, dad, grandpa, grandma, sister, brother.

When students have reviewed the vocabulary and they know at least four of them add a second and third block with the pronoun picture cards and the activity picture cards. You can then roll three blocks together. Students would practice saying, “My mom is _____. Her dad is _____. Your mom is _____”. The sentences would be based on what pictures came up when you roll the three blocks together. This activity helps the students practice pronouns and develop new and creative sentences describing family activities.

Activity 5: Family Picture Cards

OLC Links - IN 1.1, 1.2, 1.5, 5.6, 5.7, 5.8, 5.10, 7.1, 7.2

There are Family Picture cards (large and small deck) that have pictures representing kinship. The deck includes images of whole family, grandfather, grandmother, mother, father, two boys (one younger and older – both with braids), two girls and one baby.

Remind students of the vocabulary the cards represent along with dolls, so they know what the pictures represent.

Have all students stand in a circle. Shuffle the large Family Picture cards, place them all face down and then turn one over randomly. The first student to name who is shown on the flipped Family Picture card gets to sit down. Repeat this process for the next card and have the person that identifies the family member sit down. Continue until most of the children are sitting down. Shuffle, and then repeat. Play a few rounds until the students get used to it.

Another option is to put the class into a couple of smaller groups with strong speakers taking the lead for each group. Give each group some of the cards. You have enough Family Picture cards from the small deck and the large deck to have several teams playing at once.

ALTERNATIVE: Obstacle Course

Review several sets of picture cards (family relations, favourite activities, food). Place the cards face down on the floor at the end of an obstacle course. The obstacle course might consist of a chair they step over, a pole they hold and twirl around three times, a piece of rope that they tie into a knot, a desk they crawl under etc.

Divide the class in two or three teams with each team lined up behind their obstacle course. Say a word, phrase or sentence that refers to one of the pictures. Two or three students must then quickly race through the obstacle course and turn over the cards until they find the picture you had described. To complete the course, they have to say the correct word, phrase, or sentence. Play repeats with the next group of students and a new word, phrase, or sentence.

Activity 6: Go Fish (family picture cards – verb to have)

OLC Links - IN 1.2, 1.5, 3.1, 5.6, 5.7, 5.8, 5.10, 7.1, 7.2

Introduce or review the verb **have** by saying, “I have a _____. Do you have _____? I don’t have _____”.

Groups of up to five children can play this game. If you have a support assistant have them help other students play the game described above or they may introduce another activity while you are teaching smaller groups, this game.

1. Shuffle all the small Family Picture cards.
2. Give each student three cards (in your language count these cards out loud...eventually have the students take the lead in counting out the cards to their classmates).
3. Go first so you can model. Ask one student, “Do you have a _____?” naming an image from the Family Picture deck in your hands such as, “Do you have a baby?”
4. If that child has the matching picture of the baby in their hand, they either say, “Yes, I have a baby or no I do not have a baby” and hand the card to the student who asked the question.
5. If they gave you a matching card, you place the pair down and you get to go again.
6. If they didn’t have a matching card and said, “No, I do not have a baby”, then they also have to say, “Go fish.” This is also a phrase you should teach them.

7. Continue playing until all the matching pairs are found.

****Remember to have the students using the verb phrases, “Do you have a ____?” and answering with, “No”, or “Yes, I have a ____” or “I do not have a ____.”**

ALTERNATIVE:

Use different theme picture cards to introduce or review different verbs. This may include activity cards or food cards which show different activities or foods. These cards could then be used to introduce new verbs such as, “Do you like to eat ____? Do you like to ____?”

Activity 7: What’s Missing?

OLC Links - IN 1.2, 1.5, 3.1, 5.6, 5.7, 5.8, 5.10, 7.1, 7.2

1. You’ll need the large or small deck of Family Picture cards.
2. This is a small group activity so place students in groups of four or five.
3. Give each group four or five of the Family Picture cards.
4. Lay all the cards face up. Give the students time to practice saying the names of each of the family picture cards they have before starting the game.
5. All students are asked to close their eyes. One student (leader) will be asked to remove one card from the cards that are laid out.
6. When that leader says go, the rest of the students open their eyes and try to guess which card has gone missing in the language.
7. Give all students the opportunity to hide a card.
8. Ask the groups to exchange family picture cards to practice the new set of family words.

Activity 8: Question Cards (who am I?)

OLC Links - IN 1.1, 1.2, 1.5, 3.1, 3.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 6.1, 7.1, 7.2, 7.5

Working in small groups, have the students write up a list of questions that can be asked at a “Who-Am-I” interview. At this point, allow students to spell words phonetically; correct spelling will be expected at higher fluency levels. Depending on the fluency and skill level of the students, ask them to create questions that elicit biographical information such as, “Where do you live? What’s your mother’s name?”, or preferences such as, “What’s your favourite food or colour?”, and personal history, “Did you ever live in Yellowknife? Did you ever kill a moose?” Encourage questions that use the past or future tenses. Have the students write the questions on strips of

chart paper. Share and review the questions and post them on the wall for all to see. Continue to add new questions to the display throughout the unit.

Question Cards Games and Activities:

- 1) **The Hot Seat:** Place a chair at the front of the classroom (Hot Seat). Select one student to be in the hot seat. The Hot Seat student must answer all the questions that are asked by the other students (Be sure that appropriate questions are asked). See how many questions they can answer without faltering. Teachers may want to model this by being the first in the Hot Seat.
- 2) **Truth or Fib:** Like the Hot Seat activity, select one student to answer questions from the group but in this game the student can tell the truth or tell a fib. After each response, ask the students to decide if the answer was truthful or a fib. Students can display their answers by raising a card that says, 'True' on one side and, 'Fib' on the other (in your language of course!). You could also have the students sit for 'True' and sit for 'Fib'.
- 3) **To Tell the Truth:** Select three students to sit at the front of the class. Shuffle and pass out one card to each of the three students. Two cards say 'Truth' (in your language) and one card says, 'Fib or Not true'. The other students take turns asking questions of all three students. The two students with the 'Truth' card must always tell the truth to all questions whereas the one holding the 'Fib' card must always say something that is not true. At the end of the series of questions, the full group must guess who was not telling the truth.
- 4) **Give Me More:** Divide the class into three groups. Each group selects a question to ask one of the other groups. The group selected rolls the dice and one student from the group must answer the question with as many details as the number on the dice. For example, if the roll of the dice was five and the question was, "Where do you live?", the student answering the question would have to provide five details. "I live in _____ (community name). My house is brown. Five people live in my house. There are three bedrooms in my house. My house has a big kitchen". The groups receive points for correctly providing details.
- 5) **Speed Dating:** Divide the class into two groups. Group A asks the questions and Group B answers the questions. Group A and Group B should sit facing each other in a one-to-one arrangement. Using a timer, members from Group A must ask questions of the person sitting across from them. All questions must be asked in a two-minute time frame after which the members from Group B change chairs. Group A does not move. Group B is then interviewed by a new member of Group A. Quiz the group to see how many questions they were able to ask and have answered in each two-minute sequence. After the first round, switch groups so that Group B students get to ask the questions.

- a. Another option is to have each student create a profile using five standard preference questions (i.e., favourite food, favourite activity, favourite colour etc.). The Speed Dating activity continues as described above but only preference questions are asked (i.e., what is your favourite food). At the end of the round of speed dating, students from Group A try to identify any students from Group B that share similar interests and preferences.
- 6) **Find Your Twin:** To help with reading the phrases in the language, create pairs of matching profiles cards (same interests and preferences). Pass out the profile cards randomly to the students. Ask the students to study their profile card and then walk around the classroom questioning others as to their likes and preferences (without showing their cards). Through these questions, they are to find their twin which will be the person who fully matches their interests and preferences.
- 7) **The Introduction:** Pair up your students. Challenge the pairs of students to spend five minutes talking to each other. They should share biographical details, preferences, and stories about their life. After five to ten minutes ask one student from each pair to introduce their partner to the rest of the class. Model this with a student before asking your students to participate.
- 8) **Catch:** Using a soft ball or bean bag, select one student to start the game. They must ask a random question and then toss the ball to a second student. The student who catches the ball must answer the question and then ask a different question before tossing the ball to a third student. Game play continues until everyone has had a chance to answer and ask a question. This can be played in four teams.
 - a. Another option is to divide the class into four teams with each team seated in a different corner. The ball is tossed between players on the four teams and scores are kept for each correct answer. This option motivates the student groups to strategize and ask challenging questions.

Activity 9: I Love You Song

OLC Links - IN 4.3, 5.1, 5.6, 5.7, 6.1, 7.1

Singing is a very powerful learning strategy and can improve memory of words and phrases, but it is seldom used at the high school level. Even though high school students may be shy or self-conscious about singing, encourage them to explore singing as a strategy for learning their language. Model this by sharing a song and encouraging others to join in. Sometimes a sing-along can help break down the barriers.

It's nice for students to know the phrase, "I love you" for each family member. While singing, hold up each doll when the name comes up for that family member and then put your hands to your heart, so they know that is what you're saying.

If this is used as a mini project, reinforce the fact that this is a song learned so that it can be taught to others at the primary school. This will provide a purposeful reason for using a children's song. While using the songs the students will learn those phrases.

If you're not comfortable singing, this song is available in most of the languages on the *Our Languages* website.

Activity 10: Reading (practice diction and use words in context)

OLC Links - IN 2.2, 5.1, 5.7, 7.1, 7.3, 7.7

There are several books that you could use to practice reading with the early-reading students while using the vocabulary for the biography unit. The South Slave Divisional Education Council has published several books that touch on both the: Who Am I? and family relationships theme. This includes the book titles, *'Me Too'*, *'Are You My Mom?'*, *'My Big Brother Ted'*, *'Meet My Family'*, *'Me'*, and *'When I Was Little'*. There are also several Eagle Crest books about the family including *'Sets'i'* and *'Ehtsu'*. All these books have been translated into several Indigenous languages and are available as electronic books as well as hard copy. These books can be accessed in three Indigenous languages, through the First Nations Storybook app in iTunes and Google Play.

Students should be encouraged to read and reread these books through individual and shared reading experiences. As a class activity, challenge your students to select one book to practice and then read to the full group or perhaps reading buddies from another class.

Another possible project or activity suitable for high school students might be having them present the book as a PowerPoint or Google Slide presentation with pictures, Indigenous text, and audio. Pictures from the books can be copied and added as images to the PowerPoint or Google Slides. Text can be typed in the language and the students can record these stories as audio files into the PowerPoint or Google Slides as well.

At the Intermediate level, the students should work towards reading material rated at level 5.

Activity 11: Pen Pals and Postcards (writing)

OLC Links - IN 1.1, 1.3, 2.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 7.2, 7.4, 7.5

Connect with teachers from another school who share the same language. Organize the students into pen pals. Once the students have practiced the *'Who-Am-I?'* conversations orally and have seen this in written form (this may be from a previous activity called Question Cards or from class Word Walls), have them introduce themselves to a pen pal who may be a student from another school. Purchase or create some postcards where the students can write out the information they wish to share with others. The postcards may include information about their community as well as personal information. Bundle these up and send them to the cooperating school. Don't forget to make copies of these postcards so that they can be included in the student portfolios.

This activity may lead to student-student connections through social media.

Alternatively, have the students write to Elders in the community, their MLA or other community members who may be a speaker of their language.

Project Ideas

The end of unit project provides students with the opportunity to showcase their growing language skills and shared experiences, ideally in front of an authentic audience. It provides motivation for practicing one's language skills and offers opportunities for feedback, reflection, and inspiration.

Teachers should share details of the projects with the students at the very beginning of the unit and continually point out how their day-to-day language work will contribute to greater success in the projects. Encourage students to explore their creativity and develop dialogue within the projects that push the bounds of their language skills.

Assessment of the projects should fit the fluency levels of the students. In a multi-level class, this means that the language expectations of some students may differ from the abilities and language expectations of others. This may be very apparent in the projects. Teachers may need a variety of different assessment tools and rubrics to accurately capture and report on student growth at these varying levels.

At the Intermediate level of fluency, the students should strive to meet the following criteria in their presentations:

- Student creates dialogue or conversations of at least 20 sentences in length. Encourage the students to stretch their limits by generating unique, interesting questions and conversation using the full knowledge of the language.
- Student can successfully incorporate different tenses (past and future) into their conversations and presentations.
- Student has added slang (community idioms or kid-talk) and humor into their presentations.

Below is a list of possible projects. Each project provides a glimpse into the language capabilities of each student and can be matched to many learning outcomes at the Intermediate level of fluency. Choose from among the list below or create your own.

Project 1: Puppet Play

OLC Links - IN 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 6.1, 7.1, 7.2, 7.5, 7.7

The goal of this project is for the students to create and perform an interview style puppet play featuring the Elder puppets that are in your classroom. Assign students to groups of two or three. In groups of two, each student would be the voice of one of the Elders, asking and answering questions of each other. In groups of three, one student would serve as the interviewer, asking questions of both Elders.

The conversation should flow back and forth between the puppets. This project provides a great opportunity to add some slang and humor into the conversation. **As the teacher, you can participate by asking questions at random so that this is not just a memorized text but an actual conversation.**

Provide time for the students to practice conversations back and forth and encourage them to draw from the full knowledge of their language to generate some interesting questions and responses. Students may also need some in-class practice time.

Some students may prefer to film their puppet play and share it with others through video. The video provides a valuable record of their project and accomplishments and can be shared on social media if permissions have been granted.

Project 2: The Interview

The goal of this project is to create and film an interview between two students. Assign students to groups of three and provide them with in-class time to develop a series of questions (biographical, preferences and personal history). Where possible, add slang (maybe a greeting response) and humor to the questions and responses.

Filming provides the opportunity for retakes and allows the students to feel comfortable with the final performance. When they are ready, one student should film the other two (one asking questions and the other responding) and then switch roles so that all three students get the chance to ask and answer questions.

The films can be shared in the class or at a community gathering. Posting on social media is another option if permission is granted. These films provide a great opportunity to document student growth and evaluate their progress using the learning outcomes of the OLC.

Project 3: My School Avatar

The goal of this project is to share one's biography through a presentation using the My School Avatar app. My School Avatar is an easy to use and engaging talking avatar app through which the student can create actions and add voice to share details of their life, history, and personal preferences.

Provide class time for the students to experiment with the app, learn to create multi-action sequences and add voice to the avatar. After they have mastered the mechanics of the avatar, then provide time for the students to script and practice their presentation before saving it on the app.

Project 4: Who Am I? (PowerPoint or Google Slides)

The goal of this project is to create and share their biography through a PowerPoint or Google Slides presentation. Challenge the students to create the presentation with many details of their life (biography, preferences, and history). Have them add pictures and photographs to match each segment of their written text. Lastly add voice to the presentation using the audio features.

If they had completed this project in earlier years, they should be building onto it by using more complex sentences.

Provide class time for the students to experiment with the PowerPoint or Google Slides program, writing in the text, adding images and audio. Encourage the students to expand on their ideas so that each segment of the presentation is filled with interesting details about their life.

Once saved, these video projects can be shared for authentic audiences through a secure YouTube channel, on the school Facebook, in a class celebration, at an Elders Tea, or at a parent or community gathering.

Again, this project allows you to preserve and document student growth at various stages in their development.

Self-Evaluation and Reflection

OLC Links - IN 1.2, 1.4, 1.5, 1.6

Pair the students for partner talk. Share copies of the student portfolio document, *Traits of a Strong Language Learner*. This document can be found on the *Our Languages* website. Discuss these traits considering the 'Who-Am-I?' unit they just completed. In an A-B partner grouping, have the students discuss the questions, "How did my behaviours and activities in this unit show that I am striving to be a strong language learner?" and "What do you plan on improving on in the next unit?"

Ask the students to provide concrete examples of behaviours that illustrate these traits. Select students to share their thoughts with the class and as teacher, provide your own insights and evidence of student growth that you have witnessed and documented during the unit.

As a final activity, have the students fill in the *Traits of a Strong Language Learner* chart and add this to their student portfolio.

Teacher Assessment

Students will have been doing biography units for many years. By this stage they should be able to have a conversation with you where they can ask questions and are prepared to answer questions that are asked of them randomly rather than in a memorized script. It's important to give them time to practice. This conversation will be utilized during the Oral Proficiency Scales assessment.

Unit 2: Making Fire

Emergent – Students should have met these outcomes below in previous grades.

Beginner

BE 2.1 Participate in community and cultural activities

BE 2.2 Follow the protocols and use appropriate language in various settings and activities

BE 3.1 Practice behavior that is consistent with spiritual teachings

BE 4.1 Speak my language to people I know in school and community settings (other teachers, store, bush camp, playground)

BE 6.1 Seek out new ways to describe and interpret my community, surroundings, and my experiences (personal dictionary)

BE 7.1 Apply rules of language to scripted conversations and simple stories (pronouns, noun-verb patterns)

Intermediate

IN 1.1 Use language to make myself understood (needs, desires, and emotions)

IN 1.4 Model the strategies of a successful language learner (take risks, stay in the language, perseverance)

IN 2.1 Understand the protocols associated with cultural practices and activities

IN 3.1 Model behaviors that are consistent with the spiritual teachings

IN 3.2 Initiate playful activities and interactions for my enjoyment

IN 4.2 Participate in language and cultural activities

IN 5.6 Use known vocabulary to describe surroundings and experiences (picture prompts)

IN 5.8 Vary volume, gestures and intonation to express emotion and clarify intent while communicating with others

IN 5.11 Read and interpret text for steps in a procedure or directions

IN 6.1 Use a varied vocabulary to describe and interpret my community and my experiences

IN 7.4 Produce message to convey my understanding of the Indigenous world view (drum song, prayer, statement of personal beliefs, poem)

Things to Remember

1. Try and teach all words and phrases using images, gestures, and activities. **Stay in the language!** Try not to translate instead show and be active so the students can make the language part of themselves.
2. Students learn best when they are actively engaged in the learning activity itself. Give students opportunities to take a lead role and teach others in the class and practice their language daily.
3. As you begin to plan your unit, start by creating a list of obvious sentences, questions and answers, nouns, verbs, and descriptive phrases that you plan to introduce or reinforce throughout the unit. Integrate these with known vocabulary. For instance, if the students know words that describe size (big, little), challenge them to create new sentences that use these words (The fire is very big).

4. Make a purposeful effort to integrate new vocabulary into routines throughout the day. Students need to hear and experience the language in different contexts throughout the day.

Materials (Most have been provided or are on the website):

- Making Fire card images
- Making Fire images are available on OLC website to print to fit the language blocks
- Making Fire PowerPoint book available on OLC website (you will need to translate into your language)
- 'Cruncher' (Fortune Tellers) templates available on OLC website
- Language Blocks
- Fire making tools and material
- *Three Feathers* movie (can be ordered from the South Slave Divisional Education Council)

Vocabulary

A campfire (Coleman stove, qulliq, etc.) is an opportunity for people to gather and come together. In each language there will be phrases that are used consistently. Make a list of whatever words, phrases and sentences make sense in your cultural context. For example:

- *fire, hot, birch bark, wood, oil, matches, lighter, smoke, bright, warm*, - key vocabulary
- *feeding the fire* – important ceremony
- *'go get fire-wood or gas'* or *'light the fire/stove or put wood on the fire'* or *'put out the fire'* – instructions
- *'don't touch, it's hot'* or *'be careful'* – safety warning
- *'come sit with me, it's nice and warm'* – invitation
- *'where are the matches?'* – question

Remember to introduce vocabulary in the context of full sentences and challenge the students to build descriptive new sentences combining new words and phrases introduced in this unit with known words, phrases, and sentence frames from other units.

Create a word wall or display with the vocabulary from this unit.

Criteria for Success

Even at the high school level, students may be at different levels of fluency. Teachers should refer to the OLC outcomes to tailor instruction, activities, and projects from this unit to their needs.

At the Intermediate level, students should strive to meet the following criteria in their work, assignments, and final project:

- Students can comfortably engage in multi-sentence conversations with others using vocabulary, phrases and sentences introduced in this unit. Challenge the students to generate back and forth conversations that are at least 20 sentences in length.
- Students can incorporate dialogue using different verb tenses (past and future) of familiar verbs into these conversations.
- Students will convey their understanding of the importance of fire within the Indigenous worldview and follow community protocols associated with making fires participating in ceremonies involving fire.

Duration of Unit: 2-4 weeks

Duration depends upon the prior learning experiences of the students and the new sentence scripts being introduced. Make sure you tell the students how long you will be working on this unit and the due dates of assignments and final project. The unit should end with a project through which the students can showcase their growing skills, confidence, and the new language. There are many options for end-of-unit projects but encourage a public presentation so that students can present (or showcase their work) to a live audience (classmates, other class, Elders, parents). Several project ideas are provided in this unit resource.

Pre-Activity

Take some time at the very beginning of the unit to describe important unit details. Information should include:

1. Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in the language using a calendar.
2. The language goals for the unit and some of the new vocabulary and sentences that will be introduced. Ideally, at the Intermediate level, the students will comfortably understand and describe elements related to fire and fire-making in multi-sentence conversation with others.
3. Provide *Traits of a Strong Language Learner* portfolio document (found on the OLC website). As a class identify one or two traits that can become the focus of student improvement throughout the unit. Print off the trait icons and display prominently in the classroom. Comment regularly on students who display these traits in their day-to-day work (i.e., take risks with their language, stay in my language when talking with others).

Activity Ideas

Here are some activities that can help teach and reinforce all the vocabulary taught throughout this unit. The activities are in no order so feel free to choose from them and arrange them in a lesson sequence that will be most effective within your unit plan or design your own activities.

Some suggestions are quick and easy to incorporate into a lesson as a game or activity and others may become full lessons themselves. All the activities can be adjusted to the age and language level of your students.

Activity 1: Fire Starter

OLC Links - IN 2.1, 2.3, 5.7, 6.1, 7.2

This is a good activity to do at the start of the unit. It introduces the students to the vocabulary, phrases, sentences, and commands associated with this unit through an authentic hands-on outdoor activity. The fire-starting experience itself, the protocols and materials used will differ between regions and communities.

At an outdoor camp, assemble the class and introduce all the items needed to make a fire such as birch bark or tinder, kindling, sticks, wood, and matches. Try saying each item in your language as you hold the item for all to see. Play the game, “What’s This?” or “Where is the _____?” so that the students learn this important vocabulary.

Introduce the sentence script, “Give me the _____”, or “Pass me the _____”, with the response, “Here’s the _____”. Repeat this several times with different students so that they learn the phrases.

Arrange the items as you prepare to light a fire. Continue to describe the items and your actions as you prepare to start a fire say, “I get sticks”, “I find a good spot”, “Light a match”. Light the fire, following any community protocols that exist and issue commands to ensure safety, “Move back”, “Don’t touch”. Continue to use gestures, expressions or point to key items as you speak so that the students can associate your actions with the new vocabulary.

If time permits, have a student repeat your actions and build their own fire, all the time saying the phrases and sentences associated with the actions. As an extended activity you may gather the students around the open fire and read or tell a story or legend to them so that they can experience an authentic, traditional storytelling session around an open fire.

As the lesson ends, review the vocabulary, commands and sentences associated with putting out the fire.

As a post activity, bring the fire-starter items into class and use these real items or the images to engage the students in Question & Answer dialogue. This may include the following: “Where is the _____? Here is the _____? The _____ is beside the _____. What do I need? What do you need? Get or pass me the _____. Here is the _____”.

Activity 2: What do you see?

OLC Links - IN 1.1, 1.5, 3.1, 5.1, 5.4, 5.6, 5.7, 5.9, 6.1, 7.1, 7.2

Teach the sentence frame: *What do I see?*

- Use the book, *‘I Want to Learn’*. This book can be found on the OLC website (Grandmother and children on the cover). This book reinforces the phrase “What do you see?” and “I see”. You may want to use the book to introduce or reinforce the phrase and extend it to “What do you see?”, before going into the activity.

Walk around the room and point to items in the classroom such as the sun outside the window and say, “I see the sun, what do you see?”. Ask one student to point to an item in the room and say, “I see a book”, and then ask their classmate, “What do you see?”

Continue going around the room until the students have stated the items that they know. When they get stuck, you may take a turn and say, “I see a _____”, and point to the item they may not know and use the word such as, “I see shoes.” Play continues as more and more students join in.

Remind students to ask the questions from the ‘*I Want to Learn*’ book such as, “How do you say _____?”, to build language if they do not know a word.

Pair students up and have them walk around the room playing the game together. As a second option, pair up students and take the whole class through a walk in the school hallway. As they walk the pairs of students interact with each other using the phrases, “I see a _____. What do you see?” Movement is known to increase blood flow to the brain which increases learning. This activity gives students an opportunity to strengthen the trait of *staying in the language*. It also allows students to use the language outside of the language classroom.

ALTERNATIVE:

Play the game where they don’t point or use gestures. One student can say, “I see a book”, and another student who knows what has been said goes to point to it saying, “Here is the book.” Then that student can say, “I see shoes.” Another student who knows the answer says, “Here are the shoes.”

When students are confident in the question and response of, “What do you see?” and, “I see a _____,” they are ready to head outdoors and try this activity. Think of all the things they can see (trees, birds, houses, clouds, people etc.). This is a great game to play around a campfire.

Activity 3: Making Fire Images (reading and writing instructions)

OLC Links - IN 1.1, 2.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.11, 6.1, 7.2, 7.4

This unit provides several opportunities for students to read and interpret text for steps in a procedure or following directions. Here are a few reading and writing activities that support these skills.

Picture Match: Use the Making Fire card images provided (more can be printed or print from the *Our Languages* website. The Making Fire card images show the sequence for making a fire such as getting kindling, getting an axe, chopping wood etc. Each picture corresponds to dialogue and text that students should explore through this unit including flash card phrases.

Pass out Making Fire card images and the flash card phrases randomly to students. Challenge the students to work together as a full group to sequence the steps to building a fire with the pictures and the corresponding text. Pair up the students to review the order and make sure that the picture and text match.

Once the pictures and text has been sequenced correctly, review the text with the full class (choral read) and then select individual students to read the text.

ALTERNATIVE:

If the language of instruction uses time marker phrases such as, ‘first, then, after that’, at the beginning or end of a sentence, display these time marker words in your classroom. As a group activity, insert these time marker phrases into the fire-making sentences.

Display the large Making Fire images on your classroom board in sequence. Insert the phrases into the Language Blocks and toss the blocks around to the students. Students who catch the block, read the text aloud and match it to the corresponding picture.

As a center activity, create a package that contains the Making Fire photos (found on OLC website under Resources: Language Blocks) and text and have the students match pictures to text. This can be an individual activity.

Following Instruction – Reading and Writing



Provide the students with access to the PowerPoint book provided on the OLC website (found under Resources: Powerpoint Books) where the Making Fire images have been uploaded. Either put the phrases in yourself and the students need to read OR, work with the students to have them add the phrases in the language.

ALTERNATIVE: Power Point or Google Slide

Ask students to use the Making Fire images and make their own PowerPoint or Google slide in the order they choose with the level of language and description that they are capable of. This is a way to differentiate as each student will be able to use the same photos but put different number of descriptions and phrases to go along with that photo.

For added challenge, have the students add more description into the sentences. For example, the sentence, “Get the axe.” could become “Get a small, brown axe.”

To extend the language learning, ask the students to use a dictionary and create new and unique sentences using the sentence frames they have practiced. Challenge them to generate funny and

outlandish sentences using the making fire sentences. For example, the sentence “The fire is hot”, might become “The fire is hot. It has purple flames and red and blue smoke”.

Activity 4: Making Fire Images (Language Blocks)

OLC Links - IN 1.1, 3.1, 5.1, 5.3, 6.1, 7.1

A series of making fire images were created for this unit. The *Our Languages* website has the series of making fire images to correspond with this unit. If you need more than one set or want them in a different size, you can print out these images and insert them into the Language Blocks. Select a student to lead the activity by having them toss the blocks around to random students around the room. The lead student asks a series of questions about the girl in the making fire images such as, “What is she doing?”. The student holding the block responds appropriately with, “She is gathering birch bark.” or “She is lighting the match.”

ALTERNATIVE:

Instruct the lead student to personalize the activity and ask, “What are you doing?” or “What is (student name) doing?” This provides the students with added practice in using pronouns (I, you, he, she, it, we) and changing the verb.

Activity 5: Cruncher (common phrases or idioms)

OLC Links - IN 1.1, 3.1, 5.1, 5.2, 6.1, 7.4

The *Our Languages* website has a word ‘cruncher’ template created with making fire pictures that can be used that is found at the end of this unit. You may choose to print one and write the phrases your students create in pen. Students can use this electronic template online or develop their own word cruncher using phrases or idioms they select from the word wall. Once they have folded the ‘cruncher’ and added images and phrases, students use their fingers to move the ‘cruncher’ both in and out based on the number of words in the phrase they have chosen.

Ask students to select eight phrases from the word wall to put on the ‘cruncher’. Students can either make a cruncher online by typing the phrases to match the pictures or print one without the images. Students can make their own personal ‘cruncher’ using pictures and phrases they choose.

Give students the opportunity to play with each other using their cruncher until they get comfortable with the phrases.

Reinforce the fact that these phrases should be used when they are on the land working with a parent or Elder to make a fire and in the final project.

Activity 6: Fire Making Images

OLC Links - IN 1.1, 1.2, 1.5, 3.1, 5.1, 5.4, 5.9, 5.10, 6.1, 7.1, 7.2, 7.3, 7.5

The following are other ideas you can do with the provided making fire images.

Working in small groups, have the students use the set of images of making a fire that were created for this unit. Do not put words or phrases on the cards as the students should not be reading the cards but be able to recall from memory.

Games and Activities with Fire Flash Cards

Concentration – The object of the game is to find matching pairs between picture and text. As a class, create sets of phrases that can go with the making fire pictures. Do not put the text on the pictures but have the phrases separately. The students need to match the text with the pictures. Shuffle and arrange both the picture and phrase cards face down on a table in a grid pattern. Taking turns, the students must turn over two cards trying to match a picture to a phrase card to score a point. Challenge the students to read the phrase aloud to get an additional point.

Find Your Match – The object of the game is to assemble a set of matching cards from other students. Combine the phrases and the pictures. Shuffle these and pass out a random draw of four cards to each student. Students must decide what set they are trying to collect and then walk around the room greeting other students and asking the question, “Do you have a___? Do you have a match? Do you have birch bark?” The object is to try to collect a full set of matching cards. If they get asked for a card they are holding, either picture or text, they must pass it over. The first person to collect all four matching cards (two picture and two text cards of the same word/phrase) wins.

Sentence Builder: The object of the game is to build a descriptive phrase or sentence starting with just a single vocabulary word. Assemble a deck of making fire vocabulary words such as, ‘fire, match, quilliq, birch bark’, etc. Arrange the students in four groups. Group 1 starts play by selecting a making fire image and saying the word or phrase. Group 2 can then steal that card if they can add to it with more description. The following groups can also steal the card by adding on even more description. The round ends when the next group can add nothing more to the phrase so the last group holding the card gets a point. Play continues with Group 2 now selecting a card saying a new word.

- For example: the single word match might evoke the following:
 - Smoke... black smoke... big, black smoke... big black smoke rising from the fire... big black smoke rising from the fire and hiding the moon.

Encourage the groups to work together to create unique and descriptive words or phrases to add to each vocab word.

Heads up: The object of the game is to guess a hidden word by asking questions of others (This is like the game ‘*Head Bandz*’). Write out making fire vocabulary words on post-it note paper. Stick one note to the forehead of each student. The students do not know what word or phrase is on their forehead, but they must ask questions of others to try to guess their word.

- For example: the students might ask, “Is it hot?” or “Can I light it?”

- Give the students three or four rounds of question-asking before assembling the students and asking them to guess their word.

Another option might be to select one student to sit at the front of the class with the deck of making fire images on their lap. The student then selects one card and holds it up for others to see but they cannot see the image themselves. The student holding the card must ask three or four questions to the class before guessing the card they are holding.

Activity 7: Giving Thanks (protocol)

OLC Links – IN 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 4.2, 5.1, 5.4, 5.6, 5.7, 6.1, 7.1, 7.2, 7.3, 7.4, 7.6

Investigate the protocols related to fire-making and the ceremonies associated with fire in your community. Start by reading the *Fire* theme in *Dene Kede* (pg. 18) for greater insight into the significance and importance of fire to the Indigenous perspective. Share this information with students in a way that expands their worldview and appreciation of traditional knowledge and beliefs. Depending on your community, this may include protocols associated with *Feeding the Fire* or *Lighting the Quilliq* and the use of prayer (thanking the ancestors) at a fire making event.

Invite an Elder into the class to share this information and perhaps, if appropriate, have the students participate in a fire ceremony. The Elders may also have traditional stories or legends to share around a fire about its origins such as *Lightening that Touched the Earth* found in *Dene Kede*. This would greatly expand the learning opportunities in this unit.

ALTERNATIVE: Three Feathers

View the movie *Three Feathers*. In *Dene Kede* the theme, *Fire as a Living Force*, plays a significant role in the film *Three Feathers*. The story follows three youth who, after an assault on an Elder, are sentenced to live nine months on the land. Two Elders are tasked with helping the youth reconnect with their language, culture, and traditional values. Fire acts as a symbol in the film, illustrating their spiritual and emotional journey towards wholeness. The film can provide a backdrop to discussions on the sacred elements of fire, feeding the fire, the links between fire and prayer, and the influence of fire in traditional storytelling.

The film can be viewed in English, Dene Yatíé, Dëne Dédlíne, Dene Sułíné, and nehiyawewin. The film can be successfully used to as a rich and stimulating language lesson within the Indigenous language class. Here are a few suggestions for promoting the language:

- **Call Out:** Prepare your students for the film by providing them with a list of vocabulary, phrases, and sentences that they have practiced in the making fire unit. Challenge the students to notice those phrases and sentences they know as they view the film. Encourage the students to call out the words, phrases, and sentences they understand as they hear them during the movie.

- **Stop and Talk:** Watch the film but pause it at important scenes. Ask the students to describe what they see. Encourage students to use all their language knowledge to describe elements of the scenes. This may evoke comments about fire but may also include descriptions of relationships, clothing, food, scenery, colours, etc. As a class, try to collect 10 or more statements about each scene.

Activities such as *Call Out* and *Stop and Talk* or any activity in which the students are asked to describe what they are seeing or doing, help train the students to think critically in their language. These activities provide students with the skills and ability to stop and look at their world and experience it through the lens of their language and culture.

Project Ideas

The end of unit project provides students with the opportunity to showcase their growing language skills and to participate in an authentic, shared experience, ideally in front of an audience. It provides motivation for practicing and improving their language skills and offers opportunities for feedback, reflection, and inspiration.

Teachers should share details of the projects with the students at the very beginning of the unit and continually point out how their day-to-day language work will contribute to greater success in the projects. Encourage students to explore their creativity and develop dialogue within the projects that push the bounds of their language skills.

Assessment of the projects should fit the fluency levels of the students. In a multi-level class, this means that the language expectations of some students may differ from the abilities and language expectations of others. These differences may be very apparent in the projects. Teachers may need a variety of different assessment tools and rubrics to accurately capture and report on student growth at these varying levels.

At the Intermediate level of fluency, the students should strive to meet the following criteria in their presentations:

- Students can comfortably engage in multi-sentence conversations with others using vocabulary, phrases and sentences introduced in this unit. Challenge the students to generate conversations that are at least 20 sentences in back-and-forth dialogue.
- Student can use different verb tenses (past and future) of familiar verbs in their conversations.
- Students will convey their understanding of the importance of fire within the Indigenous worldview, the community protocols associated with making fires and ceremonies associated with fire.

Below is a list of possible projects. Each project provides a glimpse into the language capabilities of each student and can be matched to many learning outcomes at the Intermediate level of fluency. Choose from among the list below, or create your own that better suit the needs, interests, and capabilities of your students.

OLC Links - IN 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 6.1, 7.1, 7.2, 7.5, 7.7

Have the students create a living poster with small samples or pictures of the fire starter items glued onto poster board, with key words and sentences printed underneath in the language.

Have students create a comic strip. The characters should go through the steps and have a conversation related to starting and putting out a fire. Students may wish to glue small samples of the fire starter items into the comic strip for authenticity and added realism.

Making a Fire (hands-on)

OLC Links - IN 1.1, 1.2, 1.3, 1.4, 5.1, 5.4, 5.6, 5.7, 5.9, 5.11, 6.1, 7.1, 7.2

The purpose of this activity is to have the students make a fire following the steps they have discussed, the language they have learned, including all safety rules. Before heading out to the fire site, remind students to stay in their language as they describe the steps, talk and interact with their partners. Also, it is wise to go over the safety rules in the language they will understand. In this case, you might have to use English.

As the students get involved in the activity, monitor the group ensuring that they are working safely and staying in their language. Ask questions such as, “What are you doing?” to ensure that the students can explain the steps they are engaged in. Some of the phrases might include:

- Get the kindling (birch bark, spruce twigs, grass etc.).
- I’m getting twigs.
- Get the axe. I’m getting an axe.
- Chop the wood. I’m chopping wood.
- Find a good place.
- Make a circle of rocks.
- Light the match.
- Light the fire.
- Tend the fire.
- Put the fire out.

As this is a marked assignment ensure they know ahead of time what they will be assessed on. This should include their effort, ability to stay in the language, following the steps, and explaining as they complete this hands-on activity.

Making a Fire Film

The goal of this project is to create and film the fire-making process. Assign students to groups and provide them with in-class time to practice the steps and conversation related to making a fire.

Filming provides the opportunity for retakes and allows the students to improve their performance. When they are ready, one student should film as the others demonstrate the process. In the language students can share important details about making fire and also demonstrate and talk about community protocols, prayer and ceremony associated with fire. The students would be assessed on their knowledge of the protocols, use of language (words, phrases, and sentences) associated with this unit and their ability to engage in multi-sentence conversation within the topic.

The films can be shared at a class, community gathering or posted on social media (with permissions). These films also provide a great opportunity to document student growth and evaluate their progress using the learning outcomes of the OLC curriculum.

ALTERNATIVE: Documentary

Instead of filming the fire-making experience, have the students take pictures and document the process using a camera or phone at different times during the unit. These pictures can be sequenced and shared in a book, PowerPoint presentation, Google slide or posted on social media as a photo display. The photos should include text with each picture (using learned sentences to describe the fire-making process). Students may include a personal comment on protocols or the significance of fire to the Indigenous cultures of their community or region. If the photos are used in a PowerPoint or Google Slide, the students can also add narration by attaching audio files to each slide.

Storytelling (sharing around a fire)

The goal of this project is to work together to build a fire as a shared task. The students then use the atmosphere of a roaring fire to have the students tell stories or legends in their language. These stories or legends might have been created or used in other units. The students may have heard these from others or from books they have read and can also retell.

Students should be encouraged to learn and practice their story. They must be prepared to share it with the group with all the dramatic flair of a master storyteller that they can muster. In this case, the students would be assessed on both the conversations they use, the protocols they follow, as well as their ability to recall and retell other stories and legends.

The Fire Book (book making)

The goal of this project is to create a book that illustrates the story of fire from traditional legends. If you are lucky enough to have an Elder share a story about the origins of fire, challenge the class to make a book based on the story. Make sure you ask the Elder permission to share their story in a book.

As a class project, sequence the main events of the story (first, then, after that). Discuss picture ideas that can be used to illustrate these events and write the text as a shared writing experience. Try to include as much of the making fire unit vocabulary as possible.

Assign roles with some students illustrating the different pages and others working on typing and editing the text. Bring it all together as a PowerPoint presentation, Google slides, electronic book or even a hard-copy reproducible book. Make copies for all to read and encourage the students to share the story with their family or perhaps students in another class.

Remember though, that the point of the project is to focus on language and not to spend too much of your class time on book making skills. The book making is to keep the students engaged but they are to be assessed on the language growth.

Self-Evaluation and Reflection

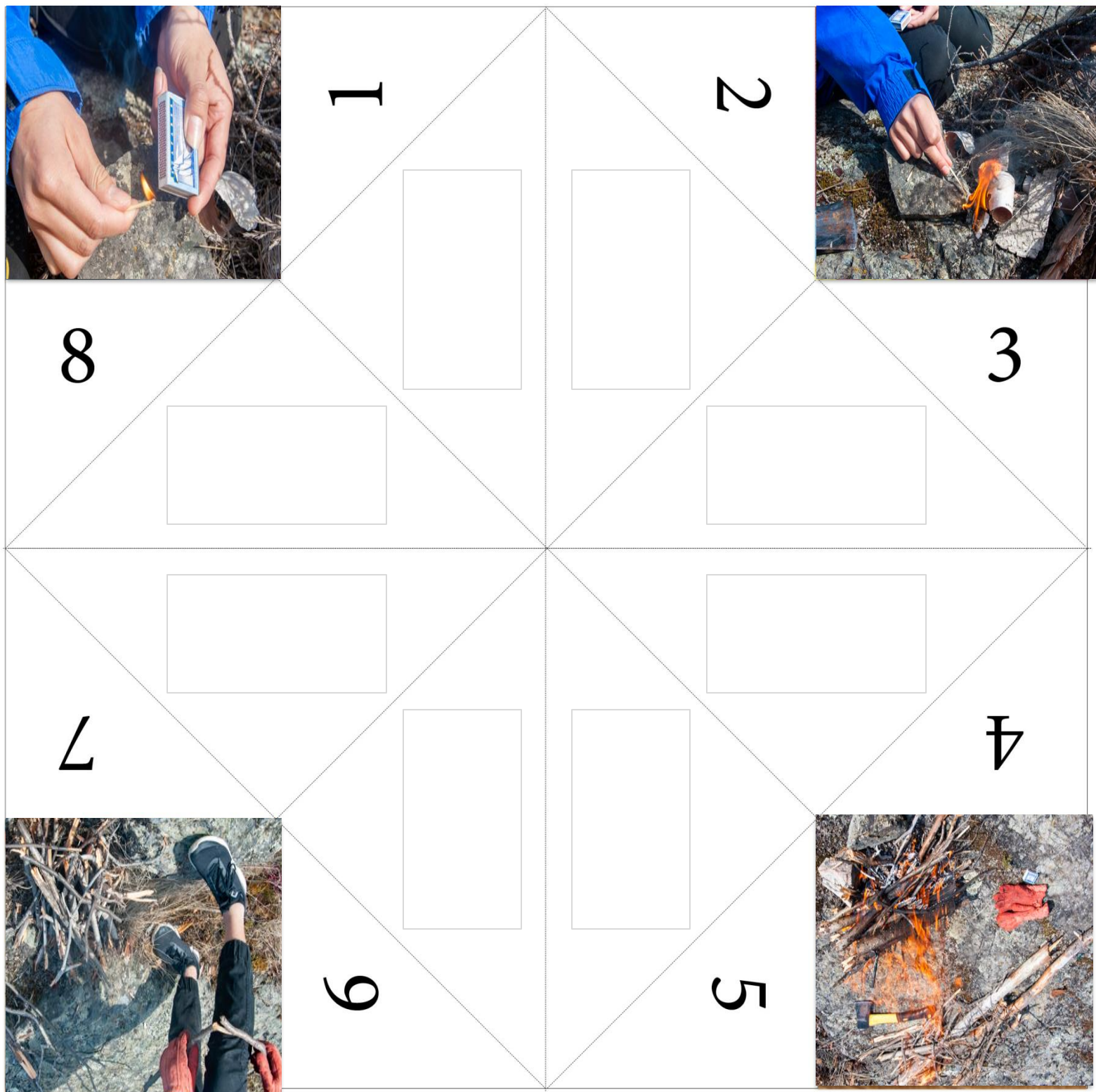
OLC Links - IN 1.2, 1.4, 1.5

Pair the students for partner talk. Share copies of the student portfolio document *Traits of a Strong Language Learner*. This can be found on the OLC website under Assessment tools: Self-Assessment Tools. Discuss these traits considering the *Making Fire* unit they just completed. In their partner groupings, have the students share their learning goal(s) in this unit. (See Pre-Activity) Pose the question, “Did you accomplish your goal?” Ask the students to provide concrete examples of behaviours and work that illustrate they were focused on these goals.

Select students to share their thoughts with the class. Provide your own insights and evidence of student growth that you have witnessed and documented during the unit.

As a final activity, have the students fill in the *Traits of a Strong Language Learner* chart and add this to their student portfolio.

Activity 5: Cruncher



Unit 3: Sharing a Book or Story

Emergent – Students should have met the Emergent outcomes below from previous grades

Beginner

BE 3.3 Interact with books and other media for my own enjoyment (videos, radio, phone Apps, podcasts)

BE 5.8 Use supports to build a bank of sight words from familiar topics and common vocabulary (word wall, dictionary)

BE 7.4 Make personal connections to the teachings of the stories either told or read to me

BE 7.5 Write simple messages and stories using patterned text (daily journals, shared writing experience, autobiography)

Intermediate

IN 2.2 Use resources that are in my language when available (videos, games, books phone Apps)

IN 3.3 Use slang, puns, idioms, rhymes, and 'kid' talk

IN 5.1 Accurately pronounce and spell familiar words while attending to critical sound distinctions

IN 5.2 Use a dictionary (if available) to confirm meaning and spelling of new words both heard and read

IN 5.4 Read and understand complex sentences, stories and passages on familiar topics

IN 5.5 Connect ideas using time markers (before, during, after, when the world was new, yesterday)

IN 7.3 Apply rules of word order when speaking and writing

IN 7.6 Confirm the specific teachings of the stories presented in various media (dramatization, play, movie, TV, radio)

IN 7.7 Convey meaning and emotion by retelling a legend or story shared by others using appropriate tone, expression, and volume

Things to Remember

1. Try and teach all words and phrases using images, gestures, and activities. **Stay in the language!**
2. Students learn best when they are actively engaged in the learning activity itself. Consider offering students a lead role in teaching others in the class.
3. As you begin to plan your unit, start by creating a list of obvious sentences, questions and answers, nouns, verbs and descriptive phrases that you plan to introduce or reinforce throughout the unit. Integrate these with known vocabulary.
4. Make a purposeful effort to integrate new vocabulary into routines and common language throughout the day. Students need to hear and experience the language in different contexts throughout the day.

Materials

- 15 wordless books (lesson plans for each set of books can be found in the *JK-9 Activity Guide* or on the *OLC website*) www.ourlanguagesnwt.com.

- *Full of Feelings* book (can be found on the OLC website).
- 6 language books (i.e., berry books) developed by ECE that can be found on OLC website
- A selection of books that exist in your language. Ideally these are picture books written for younger students with lots of picture support.
- Elder recordings.
- Pictures to support the storytelling available on *Our Languages* website.
- Storytelling tab on *Our Languages* website (includes ideas on how to incorporate and use stories & legends such as *How Female Moose lost her antlers*, and seasonal activity story telling including rabbit snaring, ice fishing)

Vocabulary

This unit provides a good opportunity to introduce vocabulary, phrases and sentence frames related to reading, writing and storytelling. Make a list of whatever words, phrases and sentences make sense in your cultural context. For example:

- “Tell me a story.”, “Read me a story.” – requests
- “Come and I will tell you a story.”, “Come and I will read you a story.” – invitation
- “Where’s my book?” – question
- “Talk louder.”, “Talk slower.”, “Show the pictures.” – commands
- “I like___”, “The book is (funny/scary).” – affirmations
- “Write your story.”, “Open your book.”, “Pick a story.” – instructions
- books, pages, read, write, tell, story etc. – key vocabulary

Remember to introduce vocabulary in the context of full sentences and challenge the students to build new descriptive sentences by combining new words and phrases introduced in this unit with known phrases and sentence frames from other units.

Create a word wall or display with the vocabulary from this unit.

Criteria for Success

Students may be at different levels of fluency. Teachers should refer to the OLC curricular outcomes to tailor instruction, activities, and projects from this unit to their needs.

At the Intermediate level, students should strive to meet the following criteria in their work, assignments, and final project:

- Students can share details about stories they have heard or read, offering comments on the characters, sequence of events and lessons learned.
- Students can comfortably tell or retell a story or legend with appropriate tone, gestures and volume.
- Student can incorporate dialogue using different verb tenses (past and future) of familiar verbs into these stories.

Duration of Unit: 2-3 weeks

Duration depends upon the prior learning experiences of the students and the new sentences/verbs/tenses being introduced. Make sure you tell the students how long you will be working on this unit and the due dates of assignments and final project. The unit should end with a project through which the students can showcase their growing skills, fluency, and confidence in the language. There are many options for end-of-unit projects but encourage a public presentation so that students could present or showcase their work to a live audience (classmates, other class, Elders, parents). Several project ideas are provided in this unit resource.

Pre-Activity

Take some time at the very beginning of the unit to describe important unit details. Information should include:

1. Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in the language on a calendar.
2. The language goals for the unit introduce the new vocabulary and sentences that will be introduced.
3. Use the *Traits of a Strong Language Learner* portfolio worksheet (available on OLC website under Assessment Tools: Self-Assessment Tools). As a class identify one or two traits that can become the focus of student improvement throughout the unit. Print off the trait icons poster and display prominently in the classroom. While using the poster, take time to comment regularly on students who display these traits in their day-to-day work. The traits of, 'I make an effort to think in my language.', and 'I seek out Elders and others to talk with.' both fit well with this unit.

Activity Ideas

Here are some activities that can help reinforce all the vocabulary that is taught through this unit. They are in no particular order so arrange them in a lesson sequence that will be most effective within your unit plan or design your own activities. Some suggested activities are simple to incorporate into a lesson as a game or quick activity while others may become full lessons themselves. All the activities can be adjusted to the language level of your students.

Activity 1: Reading a Picture

OLC Links: IN 1.1, 1.5, 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 6.1, 7.1, 7.2

Collect pictures from Indigenous books, or magazines that you have in your school or class library. Pair up the students and pass out one picture to each group. Ask the students to closely study the picture and come up with sentences in the language that describe aspects of the picture. They may describe:

- weather (outdoor pictures),
- items in the picture,
- setting of the picture (in the bush, in a house),
- numbers within the picture (number of people, animals, trees, cups),
- colours in the picture (clothing items, fur, sky),

- relationships (Mom with two children); and
- actions (what people or animals are doing) etc.

Encourage the students to come up with at least ten descriptive sentences about the picture using sentence frames they have learned in previous units.

Select students to share some of the more interesting sentences they created from the activity.

Consider making this activity part of your regular weekly routine. Perhaps taking five minutes of class time to 'read a picture'. New pictures can be added to the collection. As a homework assignment, students might even be encouraged to bring in pictures they find in books or magazines from home that offer a rich source of descriptive detail. This pushes the students to think in the language at home.

- Expanding the Activity: After students have gained some experience 'reading a picture' in the language, challenge them to speculate on what happened 10 minutes before the picture was taken (past tense) or 10 minutes after the picture was taken (future tense). This provides them with skills in making inferences and predictions in the language while using alternate verb forms. Be prepared to teach sentence frames that allow for this discussion such as, "I think that____", "Before this____", "I predict that in 10 minutes____", "After that____."
- These 'read a picture' activities are also part of the *Oral Proficiency Scales* testing where students will be given a picture they have not seen. It is important that they practice this skill.

Activity 2: Painting with Words

OLC Links: IN 1.1, 1.5, 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 6.1, 7.1, 7.2

Pair up your students and have them position themselves so that they are facing each other. Pass out a picture to one student and a blank piece of paper to their partner. You might also want to put a barrier up between the students so that neither can see what the other is holding or doing. The goal of this activity is for the student holding the picture to describe details of the picture they are holding while the second student attempts to make a drawing of it based only on the words from their partner.

For example, the student holding a picture of several moose might describe it this way: "I see three moose standing beside a large lake. One is a mother moose and there are two baby moose. The mother moose is drinking water from the lake. The baby moose are beside the mother moose. The moose are brown. The three moose are standing in tall grass. There are big trees behind the moose. The trees are pine and birch. The birch trees have yellow leaves. Some of the leaves are falling. It is fall. It is a sunny day." With these details, the second student should be able to draw a picture that somewhat matches the real picture.

With permission, show the pictures drawn and have the other students comment on the pictures with affirming statements such as, “I like ____”.

- Expanding the Activity: have the students write out their descriptive statements and display these along with the two pictures (book picture and student drawing) on a bulletin board for the entire school to see.

Both the activities described above, *Reading a Picture* and *Painting with Words*, are designed to train the mind to think in the language which allows students to interact with their environment through the lens of language. They provide students with the ability to put words to images and the world around them. These are critical skills in storytelling as they provide the storyteller with the power to add rich descriptive details to their stories (*Paint with Words*) and from a listener perspective, the ability to visualize through the spoken word.

Activity 3: Practicing with books

OLC Links: IN 1.1, 1.4, 3.1, 4.2, 5.1, 5.3, 5.4, 5.6, 5.7, 5.9, 5.11, 7.3, 7.6

Start this activity by organizing a shared reading activity with the full class. Select a story, talk about the pictures, point out items in the pictures using vocabulary and sentence frames that are familiar to the students, connect the picture prompts with the text looking for familiar words and phrases. Next, read the story to the group with expression and dramatic flair.

It’s important that the students see modelling of effective story reading prior to attempting this skill on their own.

Consider making storytelling part of your weekly routine and eventually having the students take the lead as the storyteller.

When you are ready to have the students engage in this activity, display a collection of books that have been published in the language and arrange these on a display table. Invite the students to check through the collection and select a few books that are of interest to them. They may have seen these books before and that is okay.

- Ask the students to do a ‘picture walk’ through the books. A picture walk has students look at the pictures, visualize what is happening in the story, identify words, phrases and sentences that might be part of the text.
- Based on this scan of books have the students narrow their choice to one book that interests them and will challenge them at their reading level. At the intermediate level, they should eventually be able to read books at level 5 in difficulty. This means the books are in full sentences and include more than one tense.
- Encourage the students to use a dictionary or seek teacher support to decode unknown words and phrases. It is important that students try to guess, using all available clues first.
- Once the students are familiar with the story, have them practice their reading with a focus on intonation and pacing. Pair up the students and have them read to each other.

- Encourage the students to provide critical feedback using simple phrases they have learned such as, “Talk louder”, “Talk slower”, “Show the pictures”, “I like___”.
- Teach the students affirming statements that can be used to provide additional feedback to their classmates. These may include phrases such as “I like the book”, “The book was funny/scary”, or “___is a good reader”.

Activity 4: Listening to a Storyteller (active listening)

OLC Links: IN 1.1, 1.4, 1.5, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 6.1, 7.1, 7.2, 7.3, 7.6, 7.5, 7.7

Storytelling and listening are very important. Often, Elders and other storytellers are invited into classrooms to share their knowledge. However, sometimes the students do not have the language proficiency to fully understand what the storytellers are saying. This sometimes leads to the storyteller translating into English or sometimes the students just disengage. This section provides ideas on how to help students learn to be active listeners in a storytelling experience.

- Meet with the storyteller prior to them coming to class.
- Depending on the season, ask the speaker to share a story that matches an appropriate seasonal activity such as berry picking, duck, seal, moose hunting, or setting fish nets etc.
- When you know what story they are going to tell, pre-teach your students some of the phrases that they expect to hear. For example, if you’re going to be hearing about rabbit snaring go to the *Our Languages* website / resources / **storytelling** and print a copy of the images and the chart with some of the suggested vocabulary. Hand out several images to each student. Pre-teach the words, phrases and sentences that match the pictures. Practice by telling stories to the students and having them clap or raise their hand when they hear a familiar key word or phrase.
- When the storyteller comes to class, challenge your students to listen attentively for these phrases and sentences as the storyteller shares the story and to try to visualize the story events (*Painting with Words*).
- Consider asking the Elder if you can record the story as this provides opportunity for the students to listen to it more than once and engage again with the language used.

The *Our Languages* website has a collection of drawings and photographs of different seasonal activities such as rabbit snaring and setting a fish net that might be helpful in this activity. There are also decks of cards for berry picking as well as books on berry picking. All these resources, and many more, can be found under the resource section of the website.

Project Ideas

The end of unit project provides students with the opportunity to showcase their growing language skills and to participate in an authentic, shared experience, ideally in front of an audience. This may include younger students. It provides motivation for practicing and building language skills and offers opportunities for feedback, reflection, and inspiration.

Teachers should share details of the projects with the students at the very beginning of the unit and continually point out how their day-to-day language work will contribute to greater success in the projects.

In this *‘Sharing a Book or Story in My Language’* unit, the two activities related to reading a story and storytelling both can lead to end of unit projects. Both projects allow for a steady building of skills leading up to a public display of their work, which may include retelling a story or reading a book to others.

Project 1: Reading a Book (to a younger student)

OLC Links: IN 1.1, 1.4, 1.5, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 6.1, 7.1, 7.2, 7.3, 7.5, 7.7

The goal of this project is to select an appropriate book, practice reading it among one’s peers and then buddy-up with a younger student for a story reading experience. This end of unit project builds from Activity 3, *Practicing with Books*. It may become a full class project where the entire class of senior students visit a classroom of younger students for a buddy-reading experience. If the buddy-reading is an ongoing activity between the two classes, then consider deepening the language experience for both your student and their younger ‘reading-buddies’.

Here are some ideas:

- 1) Review vocabulary that your students can use with younger students such as, “I see___”, as they engage in a picture walk of the book. The game may include, “I see a _____. What do you see?”
- 2) Encourage your students to teach the younger ones affirming statements that can be used to provide feedback about the book and the storytelling experience. Phrases and sentences such as, “I like the book!”, “The book was funny”, or “_____is a good reader!” Using positive phrases can help both the younger and older student engage more in the reading and language building experience.

This project is an authentic activity that provides immediate feedback and helps reinforce the importance of language. This shows the importance of language for both the older and younger students. It helps show that great joy can be experienced by experiencing language rich activities.

Project 2: Retelling the Story

The goal of this project is to have the students retell a story as told to them by an Elder (Activity 4 – *Listening to a Storyteller*) or another story they have heard, read, experienced or been told. Through this project, students will practice committing story details to memory, finding effective ways to express these details in the language and sharing the story with others.

Review the story shared by the Elder (if recorded) or have the students choose a different one. Divide the class into small groups with the task of summarizing the story and creating a script that they will use to retell the story.

The following process and examples can be used to support the students as they work towards developing the ability to retell a story well. The example is a story about setting rabbit snares.

Step 1:

Ask the groups to come up with a five or six sentence summary of the main events of the story using sentence patterns and vocabulary they are familiar with. Encourage them to use the word walls or dictionary to look up words they may need to summarize the story. This is the lower level of retelling a story as it is memorizing.

Example:

I saw rabbit tracks in the willows. I set a snare. I got a rabbit. I made rabbit soup. I like rabbit soup. Do you?

Step 2:

Ask the students to embellish the story by adding a few more sentences to fill in additional story details. Make sure the events are in the proper order and that the details help make the story flow and help listeners better visualize the story.

Example:

Today I'm going to set a snare. I pack my sled. I ski-do to the trail. I see rabbit tracks by the willows. I set a snare. I trapped one rabbit in the snare. I paid the land to say thanks for the rabbit. I used a knife to cut the hide. My Grannie will make mitts with the fur. I had a cup of tea and enjoyed the land. My Mom will make rabbit soup. Rabbit soup is my favourite food. It's delicious.

Step 3:

A good storyteller pays attention to the group that is listening and can change, add details, embellish as needed to keep the listeners attention. Try to have the student ready to change it up as needed and not just retell through memory.

Example:

Today I'm going to set a snare. The sun was shining, and it will be a good day to snare a rabbit. I pack my sled. I ski-do to the trail. The snow is deep. I see rabbit tracks by the willows. I set a snare. I trapped one big rabbit in the snare. I paid the land to say thanks for the rabbit. I used a sharp knife to cut the hide. My Grannie will make beautiful mitts with the soft fur. I had a cup of hot tea and enjoyed the land. The land was peaceful. My Mom will make delicious rabbit soup. I like rabbit soup.

Once the students have scripted out their story, provide them with class time to practice using intonation, gestures, and expression to create a memorable performance. Have them practice with their peers to see what other things might come up. For example, if they ask the Elder, "Do you like rabbit soup?" A response might be, "Yes and my wife makes it with potatoes." From this,

a conversation might happen between Elder and the student. The student should be ready to respond.

Arrange for the student performances. This may be in front of their peers, invited Elders, parents, another class or students. Publicize the event so that it becomes highly anticipated, and the students work hard to prepare.

Consider, as an option, filming the entire storytelling event. The videos provide a snapshot of the students' skills, fluency and confidence in the language and can be used as a building block for even more language work in the future. With permission, these videos can be shared on social media and with other schools.

Self-Evaluation and Reflection

OLC Links: IN 1.4, 1.5, 1.6

Pair the students for partner talk. Share copies of the student portfolio document, *Traits of a Strong Language Learner* (found on OLC website). Discuss these traits considering the 'Sharing a Book or Story', unit they just completed. With a partner have the students share their learning goal(s) in this unit (See Pre-Activity). Have the students pose the question, "Did you (we) accomplish the goal?" Ask the students to provide concrete examples of behaviours that illustrate how they were focused on self-improvement and these goals.

Select students to share their thoughts with the class. As the teacher, provide your own insights and evidence of student growth that you have witnessed and documented during the unit.

As a final activity, have the students write an affirming statement about the unit, explaining what they liked about the reading and storytelling learning experience. They could use the sentence, "I liked____", This fits with the vocabulary learned in this unit. Consider making a display of all of the students' statements along with photos of the reading-buddies or storytelling experiences but be sure to add the statements to their student portfolios.

Unit 4a: My Favourite Animal

Emergent – Students should have met these outcomes in previous grades

Beginner

BE 5.5 Interact with others using a variety of responses to different greetings, introductions, farewells, questions, and commands

BE 7.2 Use key phrases, simple sentences and scripted questions and answers to converse with others

BE 7.5 Write simple messages and stories using patterned text (daily journals, shared writing experience, autobiography)

Intermediate

IN 1.4 Model the strategies of a successful language learner (take risks, stay in the language, perseverance)

IN 1.5 Discuss progress as a language learner and describe the skills that need to be further developed

IN 4.2 Participate in language and cultural performances (drum, songs, story and chants)

IN 5.2 Use a dictionary (if available) to confirm meaning and spelling of new words both heard and read

IN 5.3 Distinguish and acknowledge changes to word meanings

IN 5.5 Connect ideas using time markers (before, during after, when the world was new, yesterday, tomorrow)

IN 5.10 Use a variety of cues to decode new words (context, **affixes**, pictures)

IN 7.5 Experiment with different text forms to write about personal experiences (journal entries, posters, signs, letters, story, recipe, news article)

IN 7.71 Convey meaning and emotion by retelling a legend or story shared by others using appropriate tone, expression, and volume

Things to Remember

1. Try and teach all words and phrases using images, gestures, and activities. **Stay in the language!** Try not to tell or translate, rather show and be active, the students can make the language part of themselves.
2. Students learn best when they are actively engaged in the learning activity itself. Consider offering students a lead role in teaching others in the class. The higher your expectation of them, the better they will perform. Provide them with motivation and opportunity to actively participate in language activities and practice their language daily.
3. As you begin to plan your unit, start by creating a list of obvious sentences, questions and answers, nouns, verbs, and descriptive phrases that you plan to introduce or reinforce throughout the unit. Integrate these with known vocabulary.
4. Make a purposeful effort to integrate new vocabulary into routines and common language throughout the day. Students need to hear and experience the language in different contexts throughout the day.

Materials

- OLC website and books on animals (Bones, Who Lives in the Bush, 5 wordless books on land and animal theme)
- Plastic animal figurines
- Animal image cards provided in small black box (nouns and verbs)
- Barrier Games (On the land, Fall) OLC website found under Resources/games
- Animal puppets
- Guess Who? board game
- Magazines such as UpHere with northern images

Vocabulary

This unit provides a good opportunity to review familiar vocabulary introduced in earlier grades as well as introduce new sentence frames and descriptive vocabulary that can deepen the student's ability to talk about the wildlife around their community. Make a list of whatever words, phrases and sentences make sense in your community and cultural context. For example,

- Key vocabulary including animal names, descriptions (has four legs, sharp teeth, long fur)
- Open Ended Questions: What does ____ eat? Where does it live? What does it look like? Which animal is your favorite? Why? How do you cook ____?
- Closed Questions (yes/no answers): Does it eat meat? Does it live in the water? Does it climb trees?
- Descriptive words such as: dark, furry, tall, long, thin, mean, dangerous, wild

Remember to introduce vocabulary in the context of full sentences and challenge the students to build descriptive new sentences combining new words and phrases introduced in this unit with known phrases and sentence frames from other units. Create a word wall with the vocabulary from this unit.

Criteria for Success

Students may be at different levels of fluency. In any class, there may be students working on Emergent and Beginner OLC outcomes and others who are competent at the Intermediate or even Advanced levels. Teachers should refer to the OLC outcomes to tailor instruction, activities, and projects from this unit to their needs.

At the Intermediate level, students should strive to meet the following criteria in their work, assignments, and final project:

- Students can comfortably initiate and engage in multi-sentence conversations with others on the topic. Challenge the students to generate conversations (and/or written text) that is at least 15 sentences in back-and-forth dialogue.
- Student can embellish conversations with explanations and descriptions that add to a shared understanding of the topic.

- Students can convey their understanding of the significance of these animals within the Indigenous worldview.

Duration of Unit: 3 – 4 weeks

Duration depends upon the prior learning experiences of the students and the new sentence frames being introduced. Make sure you tell the students how long you will be working on this unit and the due dates of assignments and final project. The unit should end with a project through which the students can showcase their growing skills, fluency, and confidence in the new language. There are many options for end-of-unit projects, but students should be encouraged to present or showcase their work to a live audience (classmates, other class, Elders, parents ...). Several project ideas are provided in this unit resource.

Pre-Activity

Take some time at the very beginning of the unit to describe important unit details. Information should include:

1. Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in the language on your class calendar.
2. The language goals for the unit and some of the new vocabulary and sentences that will be introduced.
3. Learning expectations, (how students can contribute to their own learning – see *Traits of a Strong Language Learner* found on OLC website). As a class identify one or two traits that can become the focus of student improvement throughout the unit. Print off the trait icons and display prominently in the classroom. Comment regularly on students who display these traits in their day-to-day work. The trait, ‘I make connections in my language’, may be a good focus in this unit as students draw upon prior knowledge to make new connections in this unit.
4. Unit details including timeline, project due dates, goals and learning expectations can be written on a chart and posted in the classroom for regular review.

Activity Ideas

Here are some activities that can help teach and reinforce the vocabulary and sentences that are taught through this unit. They are in no particular order so feel free to choose and arrange them in a lesson sequence that will be most effective within your unit plan. Supplement these ideas with your own activities.

Some suggestions are quick and easy to incorporate into a lesson as a game or activity and others may become full lessons themselves. All the activities can be adjusted to the age and language level of your students.

Activity 1: Resource Kit Games

OLC links: IN 1.1, 1.2, 1.5, 3.1, 5.1, 5.4, 5.6, 5.7, 6.1, 7.1, 7.2

Several of the games included in the OLC Resource Kit can be adapted or modified for use in this unit. These games make great center activities for independent practice. They focus the students on language-rich activities that are challenging and suitable for any level of fluency and can be engaging.

Here are a few ideas but visit www.ourlanguagesnt.ca for more detailed information and instructional videos on these games found under Resources/games.

On the Land and Fall Barrier Games

Review the vocabulary and sentences associated with the items used in this game. Have a pair of students set up a space with a barrier or divider between them. This may be a board, book, or folder. Using the Barrier game background land image, ask one student to create a picture by placing the individual cut-out pictures on the image. The same student then describes the placement of these items to their partner who then places his/her items according to the directions given. For example, the first student may say, “The black bear is in front of the lake. A wolf is beside the bear”, as part of their description while their partner places their images to match.

After all directions have been given, the barrier between the two students is removed and the two compare their final images. If the instructions have been clear, the pictures should match.

Plastic Land Animals

A game like the Barrier game can be played with the collection of plastic animals included in the OLC Resource Kit. Add some land-based items to the collection of animals such as twigs, stones, blue paper to serve as trees, rocks, rivers, and lakes. Place a barrier between the two students and have one student design a scene placing the plastic animals beside, around, under, on and behind other items. As in the Barrier game described previously, have the students try to duplicate the scene through verbal directions alone.

Guess Who? (board game)

The Guess Who game has several sheets that are specific to animals of the North. Remind students of the questions they need to know to have success with this game including:

- Does it fly, swim, crawl, walk?
- Is it brown, grey, black, white?
- Does it have four legs, wings?
- Is it brown, white, gray?

The Guess Who? Game challenges each student to ask the other questions about their secret animal. Each player must choose an animal but not share which animal they choose. Students take turns asking a question to try and determine who the other player has chosen as their animal. Students cover up or close the pictures that do not answer the question asked. Play continues until only one picture remains. This last picture should match the animal secretly

selected by the other student. Have students play the Guess Who? Game several times until they are comfortable with their ability to ask and respond to questions. This is a critical skill in language learning.

Activity 2: Animals (flash cards)

OLC links: IN 1.1, 1.2, 1.5, 3.1, 5.1, 5.4, 5.9, 5.10, 6.1, 7.1, 7.2, 7.3, 7.5

Working in small groups, have the students create sets of flashcards with all the vocabulary, phrases and sentence frames that are part of the Animals Unit. Share and review the sets of flash cards and post them on the wall for viewing. Continue to add new cards to the display as the unit progresses. Some photos are available in the resource section of the *Our Languages* website.

Games and Activities with Animal Flash Cards

Concentration: The object of the game is to find matching pairs (picture and text) of cards.

- Create a set of cards with pictures of animals in action, such as the black bear eating or the moose swimming. Create corresponding text cards in the language.
- Shuffle and arrange the cards face down on a table in a grid pattern. Taking turns, the students must turn over two cards trying to match picture to text to score a point. Students must say the name of the animal in the language after each card is turned over. If a student matches a card with correct text, they remove those two cards from the game play.
- This game should be used only after the students are familiar with the sentence frames and vocabulary in oral exercises and reading text has been introduced as a skill.

Sentence Builder: The object of the game is to build a descriptive phrase or sentence starting with just a single vocabulary word.

- Assemble a deck of Animals vocabulary words.
- Arrange the students in four groups. Group 1 starts play by selecting an animal flash card and identifying the animal. Group 2 can then steal that card if they can add to it with more description. The following groups can also try to steal the card by adding on even more description until a full descriptive sentence has been created.
- The round ends when the next group can add nothing more to the phrase. The last group holding the card gets the point.
- Play continues with Group 2 now selecting a new card and identifying the animal.
- Here's an example of how gameplay might start with the card for bear - 'Bear... black bear... big, black bear... big black bear swimming ... big, black

bear swimming in a lake ... big, black bear swimming in a deep lake to see her cubs ... big, black bear swimming in a deep lake to see her baby cubs.'

- Encourage the groups to work together to create unique and descriptive sentences.

Heads up: The object of the game is to guess a hidden word by asking questions of others (Head Bandz game).

- Write out the animal vocabulary on post-it note paper and stick one note to the forehead or back of each student. Without looking at their word, challenge the students to go and ask questions of other students to try to discover their secret animal. For instance, the students might ask, "Does it have fur? Is it a mammal? Does it eat berries?" Give the students three or four rounds of questioning before bringing the students back together and asking them to guess their animal based on the answers they received.
- Alternate play: select one student to sit at the front of the class with the deck of animal flash cards on their lap. Have that student select one card and hold it up for others to see. The student must ask three or four questions to the class before guessing the animal card they are holding.

Go Fish: The object of the game is to collect a set (four cards) of the same animal.

- With a deck of 52 cards (13 sets of four identical animal cards). Students are dealt six cards and must work to build sets of four by asking for specific cards from their playmates or selecting from the deck. Remind students to use the sentence frame, "Do you have a ___?" And use the negative, "No, I don't have a ____." For an additional challenge, ask the students to add actions to the game play such as, "Do you have a black bear swimming?"

Activity 3: Animal (noun-verb cards)

The noun-verb cards are meant to help students build full sentences by focusing on the verbs. Print a copy of the noun-verb cards provided in this unit. Start with one noun such as the moose. Have the students build sentences with the one animal such as the moose sits, the moose drinks, the moose walks. Narrow the verbs you introduce to no more than five to begin. Select one or two that they should already be familiar with.

ALTERNATIVE: start with one verb such as 'swim' and go through the animals. The bear swims, the moose swims, the eagle does not swim.

Activity 4: Pictionary

OLC Links: IN 1.1, 1.4, 1.5, 3.1, 5.1, 5.4, 5.11, 6.1, 7.2

After they have used the Animal Noun-Verb cards they can move on to Pictionary. Pictionary is a fun team game in which players try to guess a word or phrase being drawn by a member of their team. For this unit, work with the students to create two stacks of colour-coded cards. One stack has the names of animals, and the other stack shows actions in phrases the students know and understand such as swimming across a lake, eating grass, or climbing a tree. Add some actions using vocabulary from past units for added fun such as eating pizza, lighting a match, or reading a book.

Divide the students into two or three teams and select one player from a team to come up to the drawing board. The drawer chooses an animal card and an action card then tries to draw pictures which suggest the phrase or sentence printed on the cards. The drawing student cannot use verbal clues or give hints about the subject they are drawing. The teammates try to guess the phrase or sentence the drawing is intended to represent. The entire activity is timed using a stopwatch or egg timer and points are awarded to the teams that correctly guess the image or sentence being drawn within the time limit.

This activity can generate some outlandish statements and some silly drawings such as a jackfish is climbing a tree, a black bear is lighting a match, and a moose is reading a book. The activity pushes the students to think creatively and play with and in their language.

Activity 5: 20 X 20

Research has shown that learners need to hear words and phrases and use words and phrases 20 times in 20 different situations to remember and use it correctly.

20 x 20 = 400!

To demonstrate what this would look like, use a cup, and say (in the language with gestures):

Here is a cup.
I drink coffee in a cup.
Here, you hold the cup.
Give me the cup.
The cup is small.
I like my green cup.

To practice this strategy, give each student an animal. Have students think up as many words and phrases as they can with their animal. They can use a picture of the animal to start and have them develop sentences such as:

Here is a bear.
The bear is brown.
Bears walk on four legs.
Bears swim.
My dad shot a bear.
I saw a bear.

Activity 6: Wild and Crazy Animals

OLC Links: IN 1.1, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.10, 6.1, 7.1, 7.2, 7.5

This is a fun activity that stimulates the students' imagination and challenges their ability to explain in the language and justify their decisions.

Ask the student to draw a wild and crazy imaginary animal. It could be any colour, have borrowed body parts from any animal and have any number of legs, arms, or other appendages. For example, the imaginary animal might have the body of a bear, the head of a moose, the tail of a jackfish and the wings of an eagle, all covered in purple and pink fur. Let the students be creative and play in the language!

Challenge the students to come up with a name for their animal. Working with a partner, write a description of their creature. Include what it looks like, where it lives, the food it eats and other interesting facts about the animal. These can be said orally but encourage the students to write their descriptions in a short paragraph using familiar sentence frames.

Post the drawings on the wall for all to see.

Here are a few more activities that can follow:

- Randomly pass out the descriptions to the students and challenge them to find the picture that matches the description.
- Read some of the descriptions aloud to the class and have the students identify the creature that matches the description.
- Challenge the students to justify and explain the strange features of their creatures by answering questions from others such as, "Why does your creature have pink fur? Why does it have five legs?"
- Make a bulletin board display of the pictures with their descriptions.

Activity 7: Reading Books about Animals

OLC Links: IN 1.1, 1.4, 3.1, 4.2, 5.1, 5.3, 5.4, 5.6, 5.7, 5.9, 5.11, 7.3, and 7.6

As a supplement to the My Favourite Animal Unit, collect some Indigenous language books that feature animals as the main theme or character of the books. These may be legends, factual books or easy to read picture books. Take some time each week to read a story or two to the class. Be sure to talk about the pictures by pointing out items in the pictures using vocabulary

and sentence frames that are familiar to the students. Connect the picture prompts with the text looking for familiar words and phrases and then read the story to the group with expression and dramatic flair.

After modeling reading aloud, when the students are ready have them participate in this activity on their own. Display the collection of books on animals that have been published in the language and arrange these on a display table. Invite the students to work through the collection and select a few books that are of interest to them.

The *Our Languages* website has some animal themed books (Resources/books) in the resource section of the website such as *Bones*. There are also several in the wordless book series such as, *How Many Animals Did We See?* and *Big, Bigger, Biggest*, and *On the Ice*.

There are also several books written by different northern Indigenous governments and education bodies that feature animals as a central theme. Some titles include: *Who Lives in the Bush?* *Ravens Fly High*, *A Trip to Town*, *How the Raven got Black Feathers*, *We Will Swim to the Heart of the Water*, *The Legend of the Caribou Boy*, *The Old Man with the Otter Medicine*, *How the Fox Got its Legs Crossed*, and *After the Flood*. There are many more from other regions and language groups. Reach out to your Regional Indigenous Language and Education coordinator (RILE) for assistance in collecting more books.

As in the Sharing a Book or Story unit, have the students practice the strategies of a successful reader. This should include doing a picture walk through the book, visualizing story events, using picture clues to help identify words and phrases in the text and practicing their reading of the story.

Encourage the students to read stories to a partner to practice their pronunciation, pacing and intonation. Keep a record of the books they can read (Reading Log) with clarity and fluency and include this information in their Student Portfolio.

Project Ideas

The end of unit project provides students with the opportunity to showcase their growing language skills and to participate in an authentic, shared experience, ideally in front of an audience. It provides motivation for practicing one's language skills.

Teachers should share details of the projects with the students at the very beginning of the unit and continually point out how their day-to-day language work will contribute to greater success in the end of unit projects.

Assessment of the projects should fit the fluency levels of the students. In a multi-level class, this means that the language expectations of some students may differ from the abilities and language expectations of others. This may be apparent in the projects. Teachers may need a variety of different assessment tools and rubrics to accurately capture and report on student growth at these varied levels.

At the Intermediate level of fluency, the students should strive to meet the following criteria in their presentations:

- Students can comfortably initiate and engage in multi-sentence conversations with others on the topic. Challenge the students to generate conversations that are at least 15 sentences in back-and-forth dialogue. In these projects, this dialogue may be presented as written text.
- Student can embellish conversations with explanations and descriptions that add to a shared understanding of the topic.
- Students can convey their understanding of the significance of these animals within the Indigenous worldview

Below is a list of possible projects. Each project provides a glimpse into the language capabilities of each student and can be matched to many learning outcomes at the Intermediate level of fluency. Choose from among the list below, or create your own that better suit the needs, interests, and capabilities of your students.

My Favourite Animal

OLC Links: IN 1.1, 1.2, 1.4, 1.5, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 6.1, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7

The goal of this project is to have the student's research their favourite northern animal and create a project that shares this information with others. The project design may be in many forms including a PowerPoint or Google Slides display with multiple slides of images, narration and text, a bristol board project with displays of pictures and text or even a film with animation, images, narration, and text.

Provide class time for the students to research and work on their project encouraging them to stay in the language throughout the process.

The project, whatever form it takes, should include the following:

- The name of the animal
- A short description of this animal including where it lives, what it looks like, its diet, its habitat, how it moves (flies, swims, walks)
- The animal connection or importance to the Indigenous worldview including legends, protocols associated with use, links to ceremony, etc.
- At least three reasons why they chose this animal such as it's beautiful, it's delicious, first hunt, etc.
- The writing should convey emotion if possible (It makes me happy when____.)
- The goal is about 15 sentences. Try to encourage use of connector words such as and, but, or not. It should also include at least two verbs (run, sit, walk) and two tenses (I walked, I walk, I will walk).

During the assignment, encourage the students to use the dictionary (if available). This promotes independence and relieves a burden on you as their teacher. This also helps develop the skills of an effective and powerful language learner.

Make sure that you organize an event to showcase the students' work. This may be in the form of a Traditional Knowledge Fair (like a Heritage or Science Fair) where the public is invited to come view the projects and ask questions of the students. A second option is to host a public speaking event where the students showcase their projects at a public gathering but also prepare and deliver a 2 or 3-minute talk on their favourite animal. Another option would be filming the presentation and posting on a school social media account if permission is given.

Don't forget to take pictures of the projects and have the students record their reflections of their learning and include these in their Student Portfolio.

Project 2: Puppet Play

The goal of this group or class project is to produce and perform a puppet play about animals of the land. Consider using a play that has already been developed (*How the Female Moose Lost Her Antlers* which can be found on the OLC website under Resources/Seasonal Activity Ideas) or use a regional story or traditional legend about animals that might lend itself to the dramatics of a puppet play.

Provide time for the students to create or review their script (ensure that everyone has a part) and make the props needed for the play. Students will also need some in-class practice time to perfect their presentation.

Arrange for the students' performances. This may be in front of their peers, Elders, parents or perhaps another class of students. Publicize the event so that it becomes highly anticipated, and the students work hard to prepare. Consider filming the entire storytelling event. The videos provide a snapshot of the student's skills, fluency and confidence in the language and can be used as a resource for language work in the future. With permission, these videos can be shared on social media and with other schools.

Project 3: Retelling of a Traditional Story or Legend

The goal of this project is to have the students retell a traditional story or legend that features animals of the land. Northern Indigenous cultures have a rich source of traditional stories and legends which detail the important role of animals in understanding the mysteries of the land before the coming of the two-legged.

Through this project, students will become more skillful at committing story details to memory, finding effective ways to express these details in their language and sharing the story with others.

If the students are not yet independent in producing a script to guide their retelling, follow the three-step process described in the *Sharing a Book* or *Storytelling* unit. This three-step process

includes summarizing the main ideas, adding supporting details, and finally adding descriptive words and phrases to deepen the visual appeal of the story.

Once the students have created a script out their story or legend, provide them with class time to commit it to memory and practice their intonation, pacing and expression to create a memorable performance.

Arrange for the students' performances. This may be in front of their peers, Elders, parents or perhaps another class of students. Publicize the event so that it becomes highly anticipated, and the students work hard to prepare. Consider filming the entire storytelling event. The videos provide a snapshot of the student's skills, fluency and confidence in the language and can be used as a resource for language work in the future. With permission, these videos can be shared on social media and with other schools.

Self-Evaluation and Reflection

OLC Links: IN 1.4, 1.5

Pair the students for partner talk. Share copies of the student portfolio document - *Traits of a Strong Language Learner*. Discuss these traits of the *My Favourite Animal* unit they just completed. In their partner groupings, have the students share their learning goal(s) in this unit. (See Pre-Activity) Pose the question, "Did you (we) accomplish the goal?" Ask the students to provide concrete examples of behaviours that illustrate how they were focused on self-improvement and their goals.

Ask students to share their thoughts with the class and as teacher, provide your own insights and evidence of student growth that you have witnessed and documented during the unit.

As a final activity, consider having the students complete one or more sections of the document *My Language Accomplishments* (OLC website under Assessment Tools/Student Portfolio). Part one of the document asks the students to rate their proficiency as language learners by responding to a series of 'I Can' statements. Part two gets them to review and track their progress within the OLC Intermediate learning outcomes and part three asks the students to identify new learning goals and come up with a plan for becoming a more powerful language learner.

The *My Language Accomplishments* document is designed to provide students with the skills, attitudes, and knowledge they need to become active partners in their own learning. The three-part task challenges students to identify their successes and challenges as language learners, understand their progress and to set goals for future learning. Students committed to their own learning, willing to take risks and work hard towards realistic and achievable language goals will help them become the champions we need to energize our Indigenous languages throughout the north.

Unit 4b: My Favourite Plant

Emergent – Students should have met the outcomes in previous grades

Beginner

BE 3.1 Practice behaviour that is consistent with spiritual teachings

BE 5.5 Interact with others using a variety of responses to different greetings, introductions, farewells, questions, and commands

BE 7.2 Use key phrases, simple sentences and scripted questions and answers to converse with others

BE 7.5 Write simple messages and stories using patterned text (daily journals, shared writing experience, autobiography)

Intermediate

IN 1.1 Use language to make myself understood (needs, desires, and emotions)

IN 1.2 Initiate and engage in multi-sentence conversations through authentic experiences (band office, store, on-the-land)

IN 1.4 Model the strategies of a successful language learner (take risks, stay in the language, perseverance)

IN 1.5 Discuss progress as a language learner and describe the skills that need to be further developed

IN 2.1 Understand the protocols associated with cultural practices and activities

IN 2.3 Identify and participate in community traditions that add to my language and identity (legends, sayings, stories)

IN 4.2 Participate in language and cultural performances (drum, songs, story, and chants)

IN 5.1 Accurately pronounce and spell familiar words while attending to critical sound distinctions

IN 5.3 Distinguish and acknowledge changes to word meanings associated with the use of affixes on nouns and verbs (past tense)

IN 5.5 Connect ideas using time markers (before, during after, when the world was new, yesterday)

IN 5.10 Use a variety of cues to decode new words (context, **affixes**, pictures)

IN 7.2 Seek to embellish conversation by adding familiar vocabulary to create new sentences, questions, and answers

IN 7.4 Produce a message to convey my understanding of the Indigenous worldview (drum song, prayer, statement of personal beliefs, poem)

IN 7.5 Experiment with different text forms to write about personal experiences (journal entries, posters, signs, letters, story, recipe, news article)

Things to Remember

1. Try not to tell or translate, instead use physical and be active so the students can make the language part of themselves.
2. The higher your expectation of them – the better they will perform. Provide them with motivation and opportunity to actively participate in language activities and practice their language daily.

3. As you begin to plan your unit, start by creating a list of obvious sentences, questions and answers, nouns, verbs, and descriptive phrases that you plan to introduce or reinforce throughout the unit. Integrate these with known vocabulary.
4. Students need to hear and experience the language in different contexts throughout the day.

Materials

- Books on plants (*I Love Berries*, *Birch Water*, *Picking Blackberries*) found on OLC website (Resources/books)
- Berry picking Yoga series found on OLC website (Resources/yoga)
- Berry picture cards (card decks)
- Camera (optional)
- Dene Kede K-6

Vocabulary

This unit provides a good opportunity to review familiar vocabulary introduced in earlier grades or units as well as introduce new sentence frames and descriptive vocabulary that can deepen the student's ability to talk about the wildlife and plants around their community. Make a list of whatever words, phrases and sentences make sense in your community and cultural context. For example,

- Nouns: names of local plants, trees, medicine, etc.
- Verbs: pick, cook, eat, mash, freeze, heal, etc.
- Open ended questions: What is this? Where does ___ grow? When can I pick ___?
- Closed Questions: Can I eat ___? Is it ripe?
- Descriptive words and phrases: ripe, unripe, poisonous, raw, delicious, sour, sweet, healthy, red, juicy, etc.

NOTE: Do **NOT** spend a lot of time on students memorizing the many names of all the berries and plants. These nouns are great but it's more important that students know questions such as, "What is this?" Knowing these questions can help the student ask someone if they don't know the name of a particular berry. Focus on verbs, the steps for berry picking and the descriptions of the berries.

Remember to introduce vocabulary in the context of full sentences and challenge the students to build descriptive new sentences combining new words and phrases introduced in this unit with known phrases and sentence frames from other units.

Create a word wall or display with the vocabulary from this unit.

Criteria for Success

Students may be at different levels of fluency. In any class, there may be students working on Emergent and Beginner OLC outcomes and others who are competent at the Intermediate or

even Advanced levels. Teachers should refer to the OLC Curricular outcomes to tailor instruction, activities, and projects from this unit to their needs.

At the Intermediate level, students should strive to meet the following criteria in their work, assignments, and final project:

- Students can comfortably initiate and engage in multi-sentence conversations with others on the topic. Challenge the students to generate conversations (and/or written text) that is at least 15 sentences in back-and-forth dialogue.
- Student can embellish conversations with explanations and descriptions that add to a shared understanding of the topic.
- Students can convey their understanding of the importance of these plants within the Indigenous worldview.

Duration of Unit: 3 – 4 weeks

Duration depends upon the prior learning experiences of the students and the new sentence frames being introduced. Make sure you tell the students how long you will be working on this unit and the due dates of assignments and final project. The unit should end with a project through which the students can showcase their growing skills, fluency, and confidence in the new language. There are many options for end-of-unit projects but encourage a public presentation so that students can present or showcase their work to a live audience (classmates, other class, Elders, parents). Several project ideas are provided in this unit resource.

Pre-Activity

Take some time at the very beginning of the unit to describe important unit details. Information should include:

1. Start and stop dates of the unit and due dates for the assignments and end of unit projects. This can be displayed in the language on your calendar.
2. The language goals for the unit and some of the new vocabulary and sentences that will be introduced.
3. Learning expectations can be set allowing the students to contribute to their own learning. The *Traits of a Strong Language Learner* in the student portfolio can be found on the OLC website. As a class identify one or two traits that can become the focus of student improvement throughout the unit. Print off the trait icons and display prominently in the classroom. Comment regularly on students who display these traits in their day-to-day work. The trait '*I seek out Elders and others to talk with*' may be a good focus in this unit as students may rely on the information of Elders to guide them in understanding the power of plants.
4. Unit details including timeline, project due dates, goals and learning expectations can be written on a chart and posted in the classroom for regular review.

Activity Ideas

The following activities can help teach and reinforce all the vocabulary and sentence scripts that are taught through this unit. They are in no particular order so choose from them and arrange them in a lesson sequence that will be most effective within your unit plan. Supplement these ideas with your own activities.

Some suggestions are easy to incorporate into a lesson as a game or activity and others may become full lessons themselves. All the activities can be adjusted to the age and language level of your students.

Activity 1: Powerful Plants (outdoor experience)

OLC Links: IN 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 5.1, 5.4, 5.6, 5.7, 6.1, 7.1, 7.2

This is a good activity to start of the unit. It introduces the students to some of the vocabulary, phrases and sentences associated with this unit through an authentic, hands-on outdoor activity. In this activity the students will work with an Elder or a knowledge keeper to identify useful plants found in and around the community. The protocols associated with harvesting or talking about plant medicine may differ between regions or communities so consult with an Elder before engaging in this activity.

Prior to the outdoor experience, review known vocabulary that relates to picking plants and berries. The students may already be familiar with the names of some local plants and berries from previous grades. Use berry picture cards (decks of cards) of berries and familiar plants to review the vocabulary through Question-and-Answer (Q & A). “What is this? This is ____”, or “What do you see?” This is like the game played in the *Making Fire* unit. Prepare the students to use this same sentence sequence to identify plants and berries when they go out on their outing.

Consider introducing a new Q & A sentence sequence to enable the students to engage more fully with the Elder during their outdoor experience. If they learn the question, “What can we do with ____?” or “How does ____ help?” and the answer “It helps your (body part)” will deepen the student’s ability to interact with this knowledge in the language and through the lens of traditional Indigenous knowledge.

The outdoor experience may take the form of harvesting or identifying specific and helpful plants and trees. Encourage the students to interact with the Elder to identify plants and berries and learn about their special qualities and powers. Take close-up pictures of the plants in their natural habitat and, if allowed, pick samples of the plants to bring back to the class for activity and project work. Ensure protocol is followed for harvesting.

If time permits, gather the students together and have the Elder tell a story or legend about plants so that the students can experience authentic traditional storytelling. Ask the Elder to do this in the language.

As the lesson ends, explore the vocabulary, commands and sentences associated with identifying and harvesting plants, trees, and berries.

- In-class follow-up: Bring samples of the plants into class and use these real items or the images to engage the students in Q & A dialogue using the neurolinguistic approach (NLA). “Where is the ____? Here is the _____. The ____ is beside the _____. Give me the _____. How does ____ help?”

Activity 2: Resource Kit Games (complete kit can be found on OLC website)

OLC links: IN 1.1, 1.5, 3.1, 5.1, 5.4, 5.5, 5.6, 5.7, 6.1, 7.1, 7.2

Several of the games included in the OLC Resource kit can be adapted or modified for use in this unit. These games make great centre activities for independent practice. They are suitable for any fluency and can be engaging.

A few suggestions and ideas are listed below but visit www.ourlanguagesnwt.ca (Resources/games) for more detailed information and instructional videos on these games.

Language Blocks

Select images representing the vocabulary from the Berry picture cards or other pictures you may have. Start with just the one block and use these blocks to practice plant names reminding the students to say the word of the picture their thumb is pointing to as they catch the block.

When students are comfortable with the vocabulary introduce another Q&A sentence sequence such as, “What are you eating? I am eating _____. What are you picking? I am picking _____.” The students would answer using the picture on the language block.

After a round where all students have identified a plant or berry, start to test the memory and language acquisition of the students by changing up the question to something like, “What was (student name) eating or picking?” The student holding the block must now remember what the other students said and rephrase their answer to, “(student name) was eating _____ or picking.”

This activity and the change-up helps build confidence and fluency in the language and gets the students to be flexible (think on their feet) as they play with language to form a response.

Berry and Plants Barrier Game

Review the vocabulary and sentence scripts associated with berry picture cards. Using a set of picture cards ask one student to select three cards and place them on the table face up in a line. The students should have a barrier set up to hide the cards they have chosen. The first player must describe the berry card they have chosen and the order in which they are placed. The second player must guess the identity and order of the cards behind the barrier. They must place their own cards in an identical order. They can only ask questions to identify the cards used by their partner and their order. Encourage the students to use the plants vocabulary and sentence frames to form their questions.

Questions may include, “Did you pick cranberries and mushrooms? Did you pick blueberries? Did you pick the raspberries first? Then did you pick the blueberries?”

Once the student is sure of the order, the barrier is removed, and the card order is compared. If the instructions have been precise, the sequence of pictures should match.

Go Fish (Berry picture cards - deck)

The object of the game is to collect a set (4 cards) of the same plant or berry. Start with a berry picture deck of 52 cards (13 sets featuring two picture cards and two matching text cards). Students are placed in small groups. They are dealt six cards and must work to build sets of four by asking for specific cards from another group member or select from the deck. Modify the sentence frame to suit the unit with the students asking, “Do you have a ____?” or “Did you pick ____?” with the negative response being, “No, I didn’t pick any ____.” The student holding the most sets of matching cards (picture – text) after all cards have been played wins.

Activity 3: Painting with Words

OLC links: IN 1.1, 1.2, 1.5, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.11, 6.1, 7.1, 7.2, 7.5

Organize the class into small groups. Using a dictionary, word walls and other language resources, challenge the groups to create a list of words that describe the colour, texture, taste and smell of the berries and plants they are working with. Post these lists for all to see and practice the vocabulary so that the students are better able to describe the plants and berries with rich details that paint a picture for the listener.

To extend this learning, have the student groups write these descriptor sentences on some index cards and use these cards for the following:

- **True or False:** select a plant or berry picture card and display to the class. Select and read a descriptor card asking if this descriptor accurately describes the plant/berry. For a quick assessment of understanding, have the students show thumbs up if the descriptor could be true or thumbs down if the descriptor and picture do not match.
- **Find your Match:** pass out picture cards to half the class and descriptor cards to the other half. Ask them to go and pair up so that the picture card is a match to the descriptor. Some descriptions may be true to several picture cards so challenge the students to repeat the process but find another picture-descriptor match.
- **Taste Test:** Assemble samples of the edible plants and berries that the students have harvested. Blindfold one student and have them sit at the front of the class. Hand a small spoonful of the food to the blindfolded student. Challenge them to identify the plant or berry and come up with one or more sentences to describe its taste and texture. As an extension to this activity, ask the students to survey their classmates on their favourite berry or plant and then graph the results.

Activity 4: Reading Books about Plants

OLC Links: IN 1.1, 1.4, 3.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.9, 5.11, 7.3, 7.5, 7.6

As an enhancement to the My Favourite Plant unit, collect some Indigenous language books about plants. These may be legends, factual books or easy to read picture books. The OLC website has several books (*Cranberry Bannock* and *I Love Berries*) on plants. Some northern Indigenous language groups and school divisions have published books that might be useful such as, *Birch Water*, *A Day in the Bush* from SSDEC, *Picking Blackberries*, *Michael's Potatoes*, *Picking Flowers*, *Rosie Goes Berry Picking* from TCSA, etc.

Take some time each week to read a story or two to the class remembering to talk about the pictures from the books. Point out items in the pictures using vocabulary and sentence frames that are familiar to the students, connect the picture prompts with the text looking for familiar words and phrases. This is referred to as a 'picture walk'.

Even books in another language can be used if the focus is on picture walks rather than reading. Have students create a story in the language based on the pictures in the storybook. Teachers should model this approach with several books before asking students to take the lead. With this modeling, when the students are ready, have them engage in this activity on their own. Display the collection of books on plants that have been published in the language and arrange these on a display table. Invite the students to look through the collection and select a few books that are of interest to them.

As in the *Sharing a Book* or *Story* unit, have the students practice the strategies of a successful reader by doing a picture walk through the book. Have the students share story events by using picture clues to help identify words and phrases in the text and finally practicing their reading of the story.

Encourage the students to read stories to a partner, practicing their pronunciation, pacing and intonation. Keep a record of the books they can confidently read and understand (Reading Log) and include this information in their Student Portfolio.

Activity 5: Berry Picking Yoga (found on OLC website)

Suggested reading to accompany Yoga: Cranberry Bannock books (found on OLC website under Resources/yoga)

Suggested Vocabulary:

- Sit down.
- Stand up.
- Breathe in.
- Breathe out.
- It is sunny. (or sunrise and sun set)
- It is windy.
- I am looking for berries.
- Take a rest.



I am eating berries.
Where are the berries?
Pick the berries.

How to Participate in Yoga:

Have students sitting in an open space in the classroom. Either follow along with the video provided or watch it ahead of time to learn, adapt and lead on your own.

Ask the students to close their eyes if it is comfortable or choose a spot to focus their eyes on the floor. Practice focused breathing with your students. Ask them to imagine themselves sitting in a berry patch (perhaps at a popular berry picking spot in your region). Remind them to breathe slowly while imagining the sounds, the sights and even the smells of where they are, in the berry patch. Remember to give these directions in the language. As you begin to move into the yoga poses, have students follow along. Bolded words will be said in the language.

Sitting with legs crossed or on knees:

It is sunny – inhale arms come up, **“It is sunny”**, reaching for the sun, exhale arms come down. 1x.

It is windy (imagine a slight breeze) – inhale arms come up, exhale arms over to one side, **“It is windy”**, inhale to center and exhale over to the other side. 1x.

I see berries – Inhale arms out to side shoulder height, exhale bend elbows and touch fingertips together at forehead (like you’re sheltering your eyes from the sun and looking for something), inhale then exhale and twist to one side **“Where are the berries?”**, inhale back to the center and exhale to the other side. Inhale back to the center and exhale release hands and take arms to the side. 1x.

Come onto hands and knees:

Pick the berries – inhale one arm and opposite leg up, exhale down, **“Pick the berries”**. 1x.

I am eating berries – Sitting with knees bent, bend arms at 90 degrees with palms facing up. Inhale one hand to mouth, **“I am eating berries”**, exhale hand back to 90 degrees. Repeat on other side.

Sit up:

Sit Up – sitting up

Sitting with knees bent, bend arms at 90 degrees with palms facing up. Inhale one hand to mouth, **“I am eating berries”**, exhale hand back to 90 degrees. Repeat on other side.

Lie On Back:

Lay down – Lie down

Take a Rest - Close your eyes

Sit up:

Sit Up – sitting up

Encourage students using terms such as “good” for example say “Aha, gwiinzii!” (Yes, good!) when kids sit down or stand up on command.

As an extension: Invite a student who may want to lead a yoga exercise of picking berries or an adaptation.

Project Ideas

The end of unit project provides students with the opportunity to showcase their growing language skills and to participate in an authentic, shared experience, ideally in front of an audience. It provides motivation for practicing and improving one’s language skills and offers opportunities for reflection, inspiration, and immediate feedback.

Teachers should share details of the projects with the students at the very beginning of the unit and continually point out how their day-to-day language work will contribute to greater success in the final projects.

Assessment of the projects should fit the fluency levels of the students. In a multi-level class, this means that the language expectations of some students may differ from the abilities and language expectations of others, and this may be very apparent in the projects. Teachers may need a variety of different assessment tools and rubrics to accurately capture and report on student growth at these varying levels. If you are finding that students are speaking a lot of English to accomplish their projects than the project is too complex so you need to find a way to simplify it so the focus is on the language.

At the Intermediate level of fluency, the students should strive to meet the following criteria in their presentations:

- Students can comfortably initiate and engage in multi-sentence conversations with others on the topic. Challenge the students to generate conversations (and/or written text) that is at least 15 sentences in back-and-forth dialogue.
- Student can embellish conversations with explanations and descriptions that add to a shared understanding of the topic.
- Students can convey their understanding of the importance of these plants within the Indigenous worldview.

Below is a list of possible projects. Each project provides a glimpse into the language capabilities of each student and can be matched to many learning outcomes at the Intermediate level of fluency. Choose from among the list below, or create your own that better suit the needs, interests and capabilities of your students.

My Favourite Plant

OLC Links: IN 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.11, 6.1, 7.1, 7.2, 7.3, 7.4, 7.5

The goal of this project is to have the student's research their favourite northern plant and create a project that shares this information with others. The project design may be in many forms including a PowerPoint or Google slides display with multiple slides each with images, narration and text or a Bristol board project with displays of pictures or samples of the plants along with written descriptions.

Provide class time for the students to research and work on their project. Encourage them to stay in the language throughout the process.

The project, should include the following:

- The name of the plant they like,
- A short description of this plant including what it looks like, where it grows special features etc.,
- Its connection to the Indigenous worldview (legends, medicinal qualities of the plant, traditional uses),
- At least three reasons why they chose that plant,
- The writing should convey emotion, if possible (It makes me happy when____),
- Set a goal of about 15 sentences. Try to encourage the use of connector words such as and, but not and at least two verbs (walk, sit) and two tenses (I walk, I walked, I will walk).

During the assignment encourage the students to use the dictionary (if available). This promotes independence and helps develop the skills of an effective and powerful language learner.

Organize an event to showcase the students' work. This may be in the form of a Traditional Knowledge Plant Fair (like a Heritage or Science Fair) where the public is invited to come view the projects and ask questions of the students. A second option is to host a public speaking event in which the students showcase their projects at a public gathering but also prepare and deliver a 2–3-minute talk on the plant they have studied.

Don't forget to take pictures of the projects and have the students record their reflections of their learning and post these in their Student Portfolio.

Elders Say... The Power of Plants

The goal of this project is to collect and display samples of local plants and present information about these plants as shared by an Elder or other knowledgeable person. Through this project, the student will understand the importance of plants to the health and wellbeing of Indigenous people and come to better appreciate and value traditional knowledge shared by Elders. The project could be a PowerPoint project or Google slides with graphics and photos of the plants. A three-panel display board lends itself to an effective display with real samples.

The students might focus on specific areas (plants for food, plants for ceremony and medicines) or provide a general overview of the many uses of local plants. Students might tell how and when the plants are harvested, and the steps taken to prepare the plants for food or medicines. Refer to Dene Kede K-6 (Earth Medicine) or Grade 7 (Lands and Sky) for more detailed information that could be shared in these projects.

Students may need some support in learning to express their ideas in text scripts that are within their fluency level but still easy to read and understand. Simple but descriptive sentence frames might include, "My favourite plant is____", "I like____ because____", "It grows____", "It is picked in____", "It is used for____", or "Elders say____".

Like project ideas from other units, consider hosting an event where the students can share their projects with Elders, family, and community members. As part of their project, they should prepare to answer questions, explain new information they have learned and, perhaps, share samples of the plants and food they have prepared. Remember this is all in the Indigenous language. Staying in the language is the focus, not just the content.

Foods or Medicine (cookbook)

The goal of this project is to have students engaged in an authentic and hands-on project of harvesting and preparing food or medicine under the guidance of an Elder or a knowledgeable harvester and writing their recipes in a cookbook. Through this project they will learn the language associated with these activities and practice and become more skilled at harvesting and preparing plants for food and medicine.

Consider dividing the class into small groups, each tasked with harvesting and preparing a different food item or medicine. As a written component to the project, ask them to write down the steps they take to harvest and prepare the food or medicine. To extend learning even further, these recipes can be bundled together into a class cookbook including photos of the harvesting and food or medicine preparation.

Invite Elders or family to the class and share the foods that the students have prepared along with copies of the cookbook they have prepared.

Note: This project as described above can take significant time. Remember that the focus must be on the language growth.

Self-Evaluation and Reflection

OLC Links: IN 1.4, 1.5, 1.6

Pair the students for partner talk. Share copies of the student portfolio document *Traits of a Strong Language Learner* (available on the OLC website). Discuss these traits considering the Plants unit they just completed. In their groupings, have the students share their learning goal(s) in this unit. (See Pre-Activity) pose the question, “Did you (we) accomplish the goal?” Ask the students to provide concrete examples of behaviours that illustrate how they were focused on self-improvement and these goals.

Select students to share their thoughts with the class and as teacher, provide your own insights and evidence of student growth that you have witnessed and documented during the unit.

As a final activity, consider having the students complete another section of the student portfolio, *My Language Accomplishments* (found on OLC website under Assessment Tools/Student Portfolio). Part one of the document asks the students to rate their proficiency as language learners by responding to a series of ‘I Can’ statements. Part two asks them to review and track their progress within the OLC Intermediate learning outcomes. Part three asks the students to identify new learning goals and come up with a plan for becoming a more powerful language learner.

The *My Language Accomplishments* document is designed to provide students with the skills, attitudes and knowledge they need to become active partners in their own learning. The three part task challenges students to identify their successes and challenges as language learners, understand their progress and to set goals for future learning, are critical skills on the journey towards language fluency.

OLC – Intermediate Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

Curricular Components	Curricular Outcomes											
IN 1: Students adapt as their language learning strengthens their identity.	IN 1.1: Use language to make myself understood (needs, desires and emotions)				IN 1.2: Initiate and engage in multi-sentence conversations through authentic experiences (band office, store, on-the-land)				IN 1.3: Seek out opportunities to build links with youth outside the community who speak the language (social media)			
	IN 1.4: Model the strategies of a successful language learner (take risks, stay in the language, perseverance)						IN 1.5: Discuss progress as a language learner and describe the skills that need to be further developed					
IN 2: Students apply their community's traditions and worldview.	IN 2.1: Understand the protocols associated with cultural practices and activities				IN 2.2: Use resources that are in my language when available (videos, games, books, phone Apps)				IN 2.3: Identify and participate in community activities that add to my language and identity (legends, sayings, stories)			
IN 3: Students experience emotional, physical, intellectual and spiritual enjoyment.	IN 3.1: Model behaviours that are consistent with the spiritual teachings				IN 3.2: Initiate playful activities and interactions for my own enjoyment				IN 3.3: Use slang, puns, idioms, rhymes and 'kid' talk			
IN 4: Students display their sense of belonging to a community of language speakers.	IN 4.1: Seek greater opportunity to speak my language in public settings and support listeners in their response if required (taxi rides, band office, store, Elders around town)						IN 4.2: Participate in language and cultural performances (drum, songs, story and chants)					
IN 5: Students recognize, understand and confirm meaning.	IN 5.1: Accurately pronounce and spell familiar words while attending to critical sound distinctions			IN 5.2: Use a dictionary (if available) to confirm meaning and spelling of new words both heard and read			IN 5.3: Distinguish and acknowledge changes to word meanings associated with the use of affixes on nouns and verbs (past tense)			IN 5.4: Read and understand complex sentences, stories and passages on familiar topics		
	IN 5.5: Connect ideas using time markers (before, during, after, when the world was new, yesterday)			IN 5.6: Use known vocabulary to describe surroundings and experiences (picture prompts)			IN 5.7: Use vocabulary which describe extended kinship or relationships (namesakes, descendants)			IN 5.8: Vary volume, gestures and intonation to express emotion and clarify intent while communicating with others		
	IN 5.9: Ask questions to expand understanding (why)			IN 5.10: Use a variety of cues to decode new words (context, affixes , pictures)			IN 5.11: Read and interpret text for steps in a procedure or directions (lighting fire, setting snare, making bannock)					
IN 6: Students acquire their language through personal, family, community, school and cultural experiences.	IN 6.1: Use varied vocabulary to describe and interpret my community and my experiences											
IN 7: Students produce a message and validate it for themselves and others.	IN 7.1: Speak with sufficient accuracy to express meaning to a new listener through conversation			IN 7.2: Seek to embellish conversation by adding familiar vocabulary to create new sentences, questions and answers			IN 7.3: Apply rules of word order when speaking and writing			IN 7.4: Produce message to convey my understanding of the Indigenous worldview (drum song, prayer, statement of personal beliefs, poem)		

OLC – Intermediate Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

<i>Curricular Components</i>	<i>Curricular Outcomes</i>								
	IN 7.5: Experiment with different text forms to write about personal experiences (journal entries, posters, signs, letter, story, recipe, news article)			IN 7.6: Confirm the specific teachings of the stories presented in various media (dramatization, play, movie, TV, radio)			IN 7.7: Convey meaning and emotion by retelling a legend or story shared by others using appropriate tone, expression and volume		

Learner Profile:

Strengths (date)	
Challenges	
Program Modifications	

Observation Notes / Evidence (date):

Date Completed: _____

Appendix B: Intermediate Learners – Portfolio Pieces

My Language Accomplishments (Intermediate Level)



Here's What I Can Do

- ___ I can engage in lengthy conversations in settings throughout the community.
- ___ I participate in community activities that allow me to practice my language.
- ___ I speak my language to people I know and help them speak with me.
- ___ I seek others to play with in my language.
- ___ I actively contribute to authentic conversations with others.
- ___ I ask questions to better understand others.
- ___ I use my language to create new sentences, questions and answers.
- ___ I write about my personal experiences in journals, posters, articles and stories.

Tracking My Progress (IN 1.5)












Date:

Learner Outcomes (Intermediate)	Learning Outcomes... I am working on.			
	I have met.			
	I excel in.			
My strengths as a language learner				
Areas where I still need support				

My Language Goals (IN 1.5)

Date	My plan to become a more capable speaker

Traits of a Strong Language Learner

IN 1.2, IN 1.3, IN 1.4, IN 1.5	Traits	All of the time	Most of the time	Sometimes	Seldom	Never
	I make an effort to learn my language.					
	I stay in my language when talking with others.					
	I think in my language.					
	I take risks in learning my language.					
	I play in my language.					
	I use my language at home and in the community.					
	I support and encourage others.					
	I make connections in my language.					
	I use my language in social media.					
	I seek out Elders and others to talk with.					
	I celebrate my language accomplishments					



Evidence of my Growth as a Speaker

I am proud of
this because...

I can improve
this by

This is a sample
of my best
work...