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| **EM 1: Students adapt as their language learning strengthens their identity.** | Be encouraged by recognizing that my language is used in my community | | | Be aware of how my behavior affects others | | | Recognize that learning a language requires effort | | | | | Set simple language learning goals with support | | | | | | | | |
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| **EM2: Students awaken to and apply their community’s Indigenous traditions and worldview.** | Develop an awareness of spiritual practices within community | | | Recognize that my language is connected to community and cultural activities | | | Choose activities and resources that are in the language when choice is available | | | | | Identify and practice common community expressions | | | | | | | | |
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| EM3: Students experience emotional, physical intellectual and spiritual enjoyment. | Seek opportunities to interact with others in my language through play (home) | | | Display curiosity and make my language part of my school life | | | Play in my language  (repeatedly request a story, song, game, chant) | | | | | Play with my language (create new words, fun sentences, rhymes, finger plays) | | | | | | | | |
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| **EM4: Students display their sense of belonging to a community of language speakers.** | Speak to friends and family at home and school using familiar words and scripted conversations | | | Participate willingly to show thanks and have humility | | | Participate in activities that promote socialization | | | | | | | | | | | | | |
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| **EM5: Students recognize, understand and confirm meaning.** | Listen to try and distinguish critical sound distinctions | | | Use and reuse known words accurately with support | | | Reproduce rhythm and intonation | | | | | Use known vocabulary to describe my surroundings and my experiences | | | | | Listen attentively and seek meaning from key words, phrases, sentences,  and commands | | | |
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| Listen for and distinguish the patterns in predictable sentences | | | Respond appropriately to familiar social interactions in the school, home or community | | | Interpret and use gestures, mime, volume, **intonation** and visual supports to understand warnings and make myself understood | | | | | Ask questions or make statements to indicate lack of understanding (who, what, when, where) | | | | | Make connections between text on signs and labels acquired orally | | | |
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| **EM6: Students acquire their language through personal, family, community, school & cultural experiences.** | Begin to construct vocabulary connecting to familiar themes | | |  | | | | | | | | | | | | | | | | |
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| **EM7: Students produce a message and validate it for themselves and others.** | Speak with enough accuracy to express meaning through simple memorized sentences | | | React to functional day-to-day statements and questions | | | Participate in daily routine activities using known phrases | | | | | Make personal connections to the teachings of the stories either told or read to me | | | | | | | | |
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Learner Profile:

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| Strengths  (Dated) | * Taking the language home – teaching mother and sister (Jan 18) * Organized a game of tag and hockey in the language (Feb 18) * Helpful to others – takes the lead in entry routines (April 2018) * Took instructional lead in reviewing vocabulary in clothing theme (April 2018) * Able to identify critical language goals and can voice a plan for achieving those goals – progressing very well (May 2018) * Shows strong commitment to his language – speaking at home, lead in plays and games – helpful to others , beginning to create text from known words and sentences (May 2018) |
| Challenges | -- shy and reserved – listens well but reluctant to speak out and share his language (Oct 17)  - difficulty recognizing similar sounds (Sah, Tsa) and tones (Oct 17)  - unable to clarify a suitable language goal (Nov 17) |
| Program Modifications | - pair John with a more capable student for A-B partner talk  - provide some small group instruction on tones to clarify meaning and pronunciation (Oct 17)  - set up full class lesson on identifying and self-monitoring language goals (Nov 17)  - have John take a role in the puppet play (Who Lives in the Bush) – have him practice his delivery – volume, tone and intonation (January 2018)  **- consider moving John to OLC Beginner Level (June 2018)** |

**Observation Notes / Evidence (dated)**

* Reluctant to participate in a class language game (Sept 17)
* Mom reports that John isn’t using the language at home (Oct 17)
* Speaks with neutral tones – little expression (Oct 17)
* Is making an effort to use sentence patterns in classroom conversations (Oct 17)
* Actively took a lead role with his Grandma in a feeding the fire ceremony at the Fall camp (Oct 17)
* Heard playing tag (counting and commands) in the language at recess (Nov 17)
* Mother reports that he is speaking the language at home and teaching his younger sister (Jan 18)
* Took on a major role in our Who Lives in the Bush Puppet Play – expressive delivery (Jan 18)
* Beginning to experiment with his language – independently forming new
* sentences to express meaning (March 2018)
* Accurately responding to Dene signage – enjoys copying and illustrating words and sentences
* Wrote and read his first book in Dene Yatie using common sentences – story about hunting with his grandpa - wanted to share it with others (April 2018) (OLC- Beginner competencies)
* Shared his Dene Yatie story during school assembly (May 2018) (OLC- Beginner competencies)

**Date Key:**

Fall Term (Sept – Dec) 

Winter Term (Jan – March) 

Spring Term (April – June) 