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# In My Community



## Books:

- Jobs in My Family
- Helpers in My Community
- Places in the Community
  - Clean-up book (and song) – given out last year and available on website with audio

## Materials:

- Posters – Places in the Community AND Jobs in my Community
- Language Blocks – pictures of Places and Jobs (Occupations) in my community
- If age appropriate – have the costumes for dressing up with jobs/helpers in the community

## Activity 1: Dress up For Work

- Have ready a large bag with a bunch of clothes inside that will fit the kids and match what a worker would wear or use including;
  - Safety vest, lab coat, hard hat, sewing kit, clip board, play gun, drum
- Ask for volunteers to wear each of the outfits or hold the items
- Ask students to say, *what am I?* Answer would be, *a doctor, teacher, nurse, storyteller, hunter, seamstress etc.*

## Activity 2: Jobs in our classroom

- Think of the language classroom like a family, everyone has a classroom job such as garbage can/compost emptier or whiteboard eraser. Come up with job names in the

language – could be descriptive or could be nouns. You could put kids in groups with animal names and the groups rotate through jobs each week ie. Dinjik (moose) this week they are the composters and that job is called Ts'iivii (tree) because composting gives back to the earth so trees can grow.

- Teach the question/response, 'what is your job'? and, ' my job is \_\_\_\_\_ '
- Teach the terms "what are you doing?" and "I am..." or "what is he/she doing?" or "what are they doing?" and the appropriate responses. Teacher can go around and ask these questions to teach them and assess.
- Teach terms "please help me" or "can you help me?" or use phrase "we are working together". (Note: this phrase is in the clean-up book and in the song so use those tools to help with that phrase

### Activity 3: Language Blocks – for a range of diverse language levels

- Prepare the blocks with pictures selected from the places in my community pictures. If students are ready for more complex sentences prepare blocks with the activity and pronoun pictures as well.
- Start by tossing the block around with places in the community and asking the question, 'where is this?'...students will answer, 'This is the store – or - this is the arena, or, this is the school'.
- Add the two other blocks and get students to put together complex sentences such as, 'she walks to the store' or 'he bikes to school'. Sometimes it will be silly, but you can still work with the words such as, 'they snow-shoe to the health centre'.
- You could also increase the challenge by changing the tense on any of those sentences...ie. 'they snow-shoe to the health centre, or, they will snow shoe to the health centre tomorrow or they snow-shoed to the health centre yesterday.

### Find Someone Who...(game) – like bingo

- Students will need to know the job or occupation terms in advance (review using poster and pictures for language blocks).
- Assign each student in the class one of the 'jobs' – and ask them to keep it a secret. Each of the jobs needs to match what is on the sheet you prepare.
- Prepare a sheet of paper with a picture of the jobs (or names if you don't have the pictures) in a grid form (like a bingo sheet). The grid size will change depending on the number of students in your class. Ask students to go around and look for people who do the jobs on the list. They will say, 'are you a nurse?' or, 'are you a truck-driver?'
- When a student has found a row, or a letter E or black-out, as you've assigned then they are the 'winner'.
- You can adapt the game by teaching them the roles the house for their chores for for classroom jobs "do you do the dishes?" or "do you do the laundry?"etc. and students can reply in the language with yes or no. The person asking the question will check off that job on their list and continue on until the list is complete. First one to get all checked off wins or no one wins and it is just a fun activity.

#### **Activity 4: Places in the Community that I hear my language**

- Use the poster of all the places in the community and teach students the names of these places.
- Hold up the poster and ask the students, where do you hear your language (ask in the language – use gestures to help them understand).
- Students can brain storm where they hear the language – make a list of the places and then the phrases they might hear. Ex. Store – they might hear people saying, '*how much is \_\_\_\_\_*', at the radio station they might hear the weather; at the Elders centre they would hear many things.
- Learn and practice some of the phrases and then visit the places and have the students use the language they've learned.

#### **Activity 5: Read the books**

- Choose from the following books provided
  - Jobs in My Family
  - Helpers in My Community
  - Places in the Community
  - Clean-up book (and song)
- Select any of the books listed above to 'read' with the students – as they will now have the vocabulary necessary to interact with the books
- Ask questions about what they see in the book – use the verbs you've been practicing and nouns for the places and jobs in the community
- You can read the English version of the books ahead of time to get a sense of what they were trying to teach but feel free to use the books to practice any of the vocabulary and phrases you've been working on – don't read the English books to the children
- Partner the children up and have them read the books to each other – notice what they are able to say and base your next lesson on growing their use of the books

**Remember that you don't need to  
translate...have the pictures make sense in  
your language!**

# My Day



## Books:

- My Day
- Going to Grandma's
- What I wear Inside
- Things in the Kitchen
- What I Do at Home

## Materials:

- Clothing cards – large cards and small deck of cards for clothing/colours and activities
- Language blocks – activity cards (walk, sleep, eat, play)
- Poster – things in the kitchen (provided on website) AND red one with the things in the home (stove, fridge etc.) (provided in your kit)
- Set of clothes that kids can dress up into – can be silly
- Elder puppets

### Activity 1: Clothing in my Bag

- Start with yourself as the model and say, “I am wearing a \_\_\_\_\_”. And point to each of the things you have on. Change it up with saying, “I am wearing a \_\_\_\_\_. And then ask, ‘What are you wearing?’ and point to a child that also has the same things as you. Go back and forth with students until they’ve practiced some of the socks, sweater, shoes, shirt, hat etc.
- Have ready a large bag with a bunch of clothes inside that will fit the kids (socks, shirt, dress, sweater, slippers, parka, hat, mitts etc.)
- Randomly pull out a clothing item and ask, *what is this?* Ex. a sweater
- Students should be able to answer and then put it on and say, *I am wearing a sweater.*
- Repeat with each item and dress the kids in the clothing.

### Activity 2: What do the Elders wear?

- If you have the Elder puppets, get them ready. If not, use another doll or puppet.
- Ask the students, what does (name of your Elder woman) wear?
- Invite a student to come up and name her sweater, socks, skirt, scarf etc. The student could name just one or be able to say a full sentence, *The Elder wears a purple skirt, brown slippers, a red scarf and blue socks.*
- You can use this opportunity to reinforce the word, AND, as they name the items as well as ensuring the students get the word order correctly (skirt purple) etc.
- Remember the Prince of Wales has a wonderful doll kit with Northern dolls and lots of traditional clothing.

### **Activity 3: Verb game - What are you doing?**

This game can be played in small groups of four or with a whole class. The whole class version of the game is played with two lines facing each other in single file near a white board. The first two people take turns asking each other “*What are you doing?*”

Students must correctly say the action they are doing and provide a physical action while saying the phrase. *I am ... (action word).*

For example if a student says, *I am sleeping* they can put their hands together and rest their head on their hands. If a student says *I am eating* they can pretend to eat with their hands.

A student should continue do the action and then ask the next student what they are doing. When a student is unable to say a new phrase they move to the back of the line.

Example: Partner A: *What are you doing?* Partner B: *I am eating.* Partner B: *What are you doing?* Partner A: *I am playing.* Partner B: *I don't know what to say* (in the language) so then Partner B has to go to the back of the line. Partners are switched out once someone is unable to think of a new action word.

Variations: Beginners to the game should be given multiple opportunities to play and do actions. As players become better you can keep score and make it a competition; each side getting points for correctly saying the phrase and making an action. Verbs should not be repeated so that students can develop their vocabulary once they move beyond the beginner level.

#### **Suggested Verb List English**

I am sleeping, I am eating, I am sitting, I am drinking, I am walking, I am crawling towards, I am cooking, I am dancing, I am hunting, I am pushing, I am running, I am cleaning, I am sweeping, I am playing, I am reading, I am listening, I am packing, I am brushing (my hair), I am hugging

This verb game will prepare the children for the book of what they do at home.

### **Activity 4: Items in the House**

- Have ready the red posters that have small pictures of items in the house AND poster of items in the kitchen poster (this is only on the website but you are free to print as many as you need)
- You will find all the items from the book in the items in the kitchen poster. If you're using the red poster, the top picture of the kitchen does have a small sink – point to the sink when you teach the word – the other items from the book include: stove, fridge, cupboard and counter – the poster does NOT have a clock – you can point to the clock in your classroom to ensure they know that word before they read the book
- Go through the items in the poster and have the students identify the items

### Activity 5: Use Centres for Review

1. Have three centres set up using language blocks with pictures of the animals AND the preposition of place pictures from the black box – (it's a girl standing beside a table, under a table etc.)
  - a. First Centre: two **language blocks** – put the pictures clothing cards one language block (slippers, dress, sweater, socks, skirt, shirt) and in a second language block put the people that represent pronouns – ask students to roll the dice and put phrases together using the verb to wear – *you are wearing blue socks, I am wearing red sweater* etc.
  - b. Second Centre: **posters of the items in the kitchen** (the red one with small pictures) – have dry-erase markers (for the older students) at the centre with the posters and a set of dictionaries if possible. Either as a competition or as a group activity they can have a race to name as many items as they can on the poster.
  - c. Centre Three: **Barrier Games** – get **two dolls** or puppets and two sets of doll cloths. Students can give directions to dress the doll with items that both students have. When they've given the instructions life the barrier and see if the dolls are dressed the same.
  - d. Centre Four: **Go fish with the clothing cards**: To remember the clothing but also the verb, to have: Give a couple of children or up to five the small deck of cards of the clothing to play go fish. To play: Deal 3 cards to each player, the first player chooses another player and asks, *Do you have a...* and then names one of their cards with the clothing such as, boots? The player they ask either says, *yes I have boots* and gives them the card or says, *I don't have boots. Go fish.* Play continues until one player doesn't have any cards left or until all the cards are gone. Winner is the one with the most pairs (but all are winners if they can say the phrases 😊)
  - e. Centre Five: **Mystery Bag** – similarly to the idea of the mystery box but use the large bag with clothes suggested in Activity 1: students can practice with different items in the bag for names of clothing – you could change the items in the bag for different seasons

### Activity 6: My Day routines

- As a routine ask, “what day is it today?” and the students will be replying with, “Today is...M, T, W, Th, F” Use the daily song that is on the website to change up your routine but still teaching the days.
- Ask, “what is the weather like today?” and expect the students to reply without reading or using prompts in the classroom.
- Next ask one or two students “what are you doing today (after school)?” Students can respond with “today I am going to go for a walk” (class will have to learn some common activities in advance to respond with). Use the activity cards if they don’t already know the activities.
- Students should ask the person beside them, and what about you? What are you doing today?

### **Activity 7: Reading the Books**

- Book 1: What I Wear Inside
- Book 2: Things in the Kitchen
- Book 3: What I do At Home
- Book 4: Going to Grandma’s
- Book 5: My Day
- Select any of the 5 books listed above to read with the students – they are listed in order of complexity
- Follow the same process of engaging the learners – ask them questions about what they see in the book – use the verbs you’ve been practicing in the verb game and nouns for the kitchen, clothing, what they wear etc.
- You can read the English books to get a sense of what they were trying to teach but feel free to use the books to practice any of the vocabulary and phrases you’ve been working on
- Partner the children up and have them read the books to each other

**Remember that you don’t need to translate...have the pictures make sense in your language!**

### **Possible Project: My Day books**

- As a project to work towards students can make their own, My Day book modeling on the one they have been reading.



- Alternatively they could make My Day videos to share with the class. For example, you could have them enact, ‘what are you doing?’ with the answer and action, “I’m sleeping.” Or, “We are walking to the store”.

NOTES:

# On-The-Land



## Books:

- On the ice – big book– fish above and below the ice – great for numeracy
- How Many Animals Did We See?
- Big, Bigger, Biggest
- Going on the Land – with sled and skidoo on front
- What We need for Our Trip –
  - Bones – ECE developed and was given out last year – it's on website with audio

## Materials:

- Stuffed fish
- Language blocks – animal pictures, preposition of place pictures (with girl)
- Animal pictures - puppets, plastic small animals, (any of these listed)
- Poster with on, in etc.(Dog in the car) and one with animals
- Images of a lake, and land
- Image or a sled or an actual sled (could be mini one)
- On-The-Land- barrier game (arctic and sub-arctic versions)
- Mr. Potato Head barrier game (for reviewing body parts)
- Mystery Box (for vocabulary for big, bigger, biggest, small, smaller)

## Activity 1: Which Animal Is This? – to review animals and question

- Students start in circle.
- Ask question, which animal is this? – using puppets or plastic animals, or language blocks with images
- Go around randomly and practice the question – and the students using the phrase, this is...

### Activity 2: Where is the Wolf? – to review prepositions of place

- Take one of the animal puppets (doesn't need to be the wolf) that they now know for sure from the previous activity. Ex. wolf
- Using a chair – make sure they know the word for chair – and place the wolf puppet or plastic toy in different positions until they know on, under, behind, in front etc.
- Introduce the question, *where is the wolf* – and they should be able to answer, the wolf is under the chair etc.
- Don't introduce too many new words at once – maybe only three for the first time you do this...then move on to another activity and the next day repeat these three and add another one
- When you place the wolf on the chair – also point to the poster, the dog is on the car – emphasize the word ON in both – repeat, the wolf is **behind** the chair – then use the poster, the dog is **behind** the chair – again, emphasizing the word **behind**.

### Activity 3: Knowing Body Parts - song

- Invite students to sing the song they likely know – head and shoulders. After reminding them of the song, instead of saying knees point to a leg – now sing I with...(head, shoulders, leg and toes)
- Try a version to see if the students know where to point without your help –
- Sing the song but with the words in different order – legs and head and toes and eyes, toes and eyes etc.
- Now seated, using the raven puppet and their own bodies - introduce the words for wing, back and teeth. Sing the song as if they are ravens (wings and legs and back and head, back and head) etc.
- Randomly point to different parts of your body to ensure they're actively listening.
- Bring out the poster again and ask the question, *where is the raven* – but this time introduce beside, inside and in-between. Have the raven beside the chair and then repeat with the dog is beside the car emphasizing the word beside. Etc. Again, don't introduce too many words at once – each day repeat the activity with the same words and adding one new one.

### Activity 4: Big and Small with Mystery Box

- Have ready the mystery box and three items that are the same type (three animals, or three balls or three blocks) – they need to know the vocabulary for all the items already - but each of the three are different sizes (big, bigger and biggest or small, smaller and smallest)
- Place the three items on top of the mystery box and hold up one – and say the name to remind them of what the name of the items are (balls, or blocks or the three diff. animals)

- Once they have reviewed the name of the item (the noun) you can begin to teach the vocabulary for the adjectives describing their size (big, small etc.)
- Let's say you chose to use a ball... Hold the smallest and say, small ball – hold the biggest and say, big ball – repeat using your arm gestures or any action with your body so they understand what you are saying. (big, small) – it's best to start with these opposites before moving on to big, bigger biggest book
- Put two in the box – the smallest and the biggest – and ask for a volunteer to give you the small one and then the big one – repeat until they are confident with these two words
- Move on to activity with reading the book to introduce the other words using the images from the book

### **Activity 5: Birds, Animals, Bugs**

- Students often know the individual animal names (ie caribou, raven, spider) but they may not know the larger grouping words such as animals, birds, bugs, fish etc. or perhaps its four legged, those that swim or live in the water, or those that fly – use the words that are appropriate for your language
- Put together as many of the plastic animals as you have and put them all on the floor together
- Ask students to give you one animal (birds and bugs are considered animals in English, not sure about each of your languages) – again, use the words that are appropriate in your language
- Continue asking students until they are comfortable with the categories for sorting the individual animals into groupings
- When they are comfortable you are ready to read the book, How Many Animals Did We See?

### **Activity 6: I'm going on the land and I'm going to bring...**

- Ask the students to sit in a circle – with a grub box as a prop
- If you want you could have images of many items on the floor and students could select from the images and put them on the picture of the sled or you could do it without the images
- If you want to hold up a picture of the book going on the land (in winter) or a picture of land to help – use what you need – but they need to get the gist, going on the land
- Say, *I'm going on the land and I need to bring and then name one item – the sled*
- Then ask the next student, *what are you going to bring?*
- The student needs to say, *I'm going on a trip or on the land and I am going to bring –* and then they can name an item.
- Items could include: Gerry can, food, tea, ski-do, parka, mitts, tent, knife, stove, gas

- A higher level version of this game is also a memory game and a way to practice pronouns for example, *We're going on a trip and she's going to bring the sled and I'm going to bring the gas. What are you going to bring?* You can see how this changes the level of language proficiency when you add the different pronouns (intermediate level).

### Activity 7: Centres for Review

2. Have three centres set up using language blocks with pictures of the animals AND the preposition of place pictures from the black box – (it's a girl standing beside a table, under a table etc.)
  - a. First Centre: two **language blocks** – one block has the animals and the other has the preposition of place – students roll the two dice and have to put the sentence together – the raven is under the table, the wolf is on the table etc. when they can't remember the words they should use the poster
  - b. Second Centre: 4 **blank posters** of the preposition of place with dry erase markers – ask students to write down how many they know – when they don't know they can go look and fill it in, see if they can have races with each other if that helps motivate.
  - c. Centre Three: **Barrier Games** –using the plastic animals and if possible, the plate or cup from the dish set – have kids play the game saying name of animal and if it's on the plate, beside the cup etc.
  - d. Centre Four: **Barrier Games** – Mr. Potato Head – to practice the body parts
  - e. Centre Five: **Mystery Box** – students can practice with different items in the box for names of animals and big and small items, what we need for our trip or any vocabulary you want to focus on for their reading
  - f. Centre Six: **Sorting Animals** – Have students group a set of random plastic animals on the desk so that they all go into categories (those that fly (birds), four legged or mammals, those that swim (fish), those that crawl (spiders, mosquitoes) – when they are done they need to share with you the names of the categories and what animals went into each grouping

### Activity 8: Lives on the Land, Lives in the water, Lives in Yellowknife, Lives in Fort McPherson

- Use a large image of a lake (could be frozen) with land in the background –
- Using plastic animals such as a fox and fish say, *I live in Detah* while you point to yourself. Then, hold the fox and put him in the land area of the picture and say, *fox lives on the land*, hold the plastic fish over the water and say *fish lives in the water* –
- then just move the plastic fox from the kit and fish to the different places – use fish to extend the sentence to the negative as well (*fish do NOT live on the land*)- again reinforcing the negative and introducing an important phrase.
- From this activity they should get *I live in Fort McPherson, where do you live, where does a fish live etc.?*
- Use different animals they know and ask them, *where does it live?* Then they should say, *polar bear lives in the water and on the land, wolf lives on the land etc. Fish lives in the lake* – etc.

- You can bring out the image and use this quick activity often a refresher – or exit routine as kids leave the class.

### Book 1: Bones

By now – when you read the book they will be able to follow along with you – they’ll quickly get the repeated question, *whose bones are these* – but you can also do the following on each page...

1. Whose bones are these?
2. Where is the spider? – kids will be able to answer, *the spider is on the wing* etc.
3. Also point out different parts of the animals – wings, legs, etc. – ask them, where is the wing? This will check for comprehension so the students should be able to point to the right body part on the picture. This is the wing etc.
4. Where does the animal live? – it lives on the land, it lives in the water etc. when you get to the different images of habitat

### Book 2: On-the-Ice – big book with fish above and below the ice

- Have ready a table or chair to represent the ice so you can put the fish above and below
- Have some stuffed fish ready
- Start by saying *we’re going fishing* – mime jigging when you say the words
- Place one fish on the ice (table or chair) and say, *one fish on the ice*, then move the fish below and say, *one fish below the ice* (use whatever words make sense in your language – below/under) – repeat several times above/below, above/below so they understand (don’t translate)
- If you have two stuffed fish place one below and one on top and say, *one fish above the ice AND one fish below the ice* – mime with several fish
- Place two fish on the ice (table) and ask, *how many fish are on the ice?* – see if the students can answer
- Go to any page in the book and ask, *how many fish on the ice?*, *how many fish below the ice* – see if they can answer – *how many altogether* (notice that every combination on each page with the numbers adds to 10)
- Go back to the beginning and say as much as you can within the storyline. For example, in the English version the book starts with, “*It was a beautiful winter day. Tyson and Neevee set out with their grandmother and grandfather to go ice fishing. When they arrived at the ice-fishing spot, they unloaded their rods and supplies. They were excited to catch some Arctic char. Below the ice, there were 10 fish swimming.*” There is no need to ‘read’ or say all that. You could simply say, *The family went out on the ice to go fishing.* You could even change the names to have the kids from your class. This is a great way to practice the kinship language of Mom, Dad or Grandma, Grandpa and two children (brother or sister or boy, girl or whatever you’d like). Change the name of the fish to a species in your area.
- Use the fish you have to replicate what’s in the picture.
- *No fish above ice* is very good to learn the negative. *There are no fish.*

- 10 fish altogether.
- Continue at the level that your students are ready for. Add more details to the book each time you read it. Example. *Neevee caught a fish.* OR...add more details, *Neevvee put her line in the fishing hole first. When she felt a tug she pulled out her line. I caught the first fish said Neevee.* As you can see, the same book can be shared at different levels.
- The idea is to be engaging with the students so that they are answering and ‘reading’ the page to you in their language
- You could randomly open a page and ask students to ‘read’ what they see on that page
- For more math literacy language ideas see the back of the book

### **Book 3: Big, Bigger, Biggest**

- Review the vocabulary of big and small by using the mystery box prior to reading the book –
- Review, using the pictures in the book – all the animals including; polar bear, caribou, dog, raven, dog, squirrel (or hik hik), lemming
- You don’t need to read the book exactly how the English is – use the book as makes sense in your language – getting if possible, big and small at a minimum but also, if it makes sense in your language, big, bigger, biggest and small, smaller, smallest – but if it does make sense in your language you could start by...
- Start by saying the dog is big...the caribou is bigger, the polar bear is biggest – then use the question which one is the biggest? And point to the picture of the three animals.
- Continue using the book to practice this vocabulary – then you could also use other objects around the room

### **Book 4: How Many Animals Did We See?**

- Review the numbers 1-10
- Review the vocabulary for things that fly (birds), four leggeds (mammals), those that swim (fish)
- Review the verb to see (think back to the grandmother moon book) –
- Ask the question – what do you see? Then expand on the question – How many do you see?
- For the first page of the book, *We went on a trip on the land. We saw lots of things.* You will have to act it out but they will get the gist. They don’t need to know it exactly. Don’t translate.
- For the second page, start with the question....What do you see? The students may answer, I see a snowy owl or I see a raven or I see two birds. All are okay. The English book says... ..We saw two birds. We saw a snowy owl and a raven. It’s okay to stay in the present and using the word I if you’ve asked them – either is okay.
- Continue using the question, what do you see or what did you see for each page.
- When they’ve answered – you could also summarize by using both I saw four animals and the individual answers of I see three caribou or I see 1 wolf etc.

### **Book 5: What We Need For Our Trip**

- Review the numbers 1-5

- Say, either the title that's on the book....*What We Need For Our Trip* – Or, the phrase you used when playing the game, *I'm going on a trip and I'm going to bring*...did you use the question, *What are you going to bring?* You could do the same.
- For the page with sled say either, *I'm going to bring one sled* or *we have one sled* or whatever makes sense in your language
- For page two...same thing, *I'm going to bring two ski-dos* or *we have two ski-does*
- Continue with rest of book
- On last page you could review the family members – make it up, Mom, Dad, Grampa and two children, or whatever you want
- Always use the opportunity when you're using a book to engage in conversation – can also ask, *what are they wearing*, coats, mitts, boots etc.

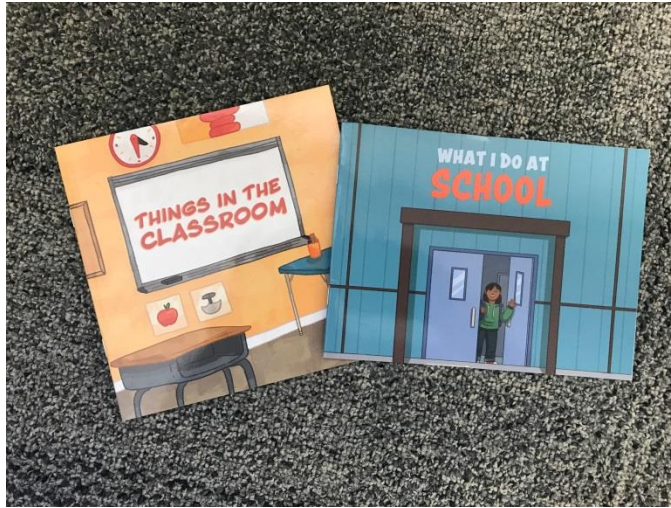
### **Book 6: Going On the Land**

- This book has a repeated phrase, *We are going on the land*. Use this phrase for the title.
- On each page repeat that phrase – *We are going on the land*. You could go back to the cover and use the cover when you say, *we are going on the land*, then back to the page you're on and say, *We need to pack some food* or *bring some food*.
- Next page; *We are going on the land*, *We need to pack the tent* or *bring the tent*.
- This book also uses the preposition of place 'on' so mime that word when you are packing up the sled
- Again, don't worry about 'reading' exactly what is in the English version – we have only provided it so you know what the book is trying to teach – but use the book how it makes sense in your context
- Always ask a student to read

**Remember that you don't need to  
translate...have the pictures make sense in  
your language!**



# What I Do At School



## Books:

- What I Do at School
- Things in the Classroom

## Materials:

- Items in your classroom including the bookcase, board, desk, table, clock, books etc.

## Activity 1: What do you see?

- Remember the book with the Grandmother and the moon. In that book the children should have learned the phrase, what do you see? You can either reuse that book to remind them of the phrase or if they already know it, go on with the activity.
- Walk around the room and point to items in the classroom such as the desk and say, *I see the desk, what do you see?* Ask a child and they have to point to an item in the room and say, *I see a book* and then ask their friend, *what do you see?*
- Continue going around the room until the children have stated the things that they know. When they get stuck, you take a turn and say, *I see a ....*and point to the item they didn't know and use the word such as, *I see a bookcase.* Then continue on.
- Remind children to ask the question, *how do you say \_\_\_\_\_*. If they want to say something that they don't know the word for.
- Pair children up and they can walk around the room playing the game together.
- Extension: Play where they don't point. The children can say, *I see a book.* And the other child has to know they are saying a book and go point to it. *Here is the book.* Then that child can say, *I see a clock* and the child who goes to it and says, *here is the clock* gets to go next.

- Movement is known to increase retention of what they learn. Ensure the children have an opportunity to walk around while playing this game.

#### **Activity 4: Verb Game - What are you doing?**

This game can be played in small groups of four or with a whole class. The whole class version of the game is played with two lines facing each other in single file near a white board. The first two people take turns asking each other “*What are you doing?*”

Students must correctly say the action they are doing and provide a physical action while saying the phrase. *I am ... (action word).*

For example if a student says, *I am sleeping* they can put their hands together and rest their head on their hands. If a student says *I am eating* they can pretend to eat with their hands.

A student should continue do the action and then ask the next student what they are doing. When a student is unable to say a new phrase they move to the back of the line.

Example: Partner A: *What are you doing?* Partner B: *I am eating.* Partner B: *What are you doing?* Partner A: *I am playing.* Partner B: *I don't know what to say* (in the language) so then Partner B has to go to the back of the line. Partners are switched out once someone is unable to think of a new action word.

Variations: Beginners to the game should be given multiple opportunities to play and do actions. As players become better you can keep score and make it a competition; each side getting points for correctly saying the phrase and making an action. Verbs should not be repeated so that students can develop their vocabulary once they move beyond the beginner level.

#### **Suggested Verb List**

I write, I read, I sing, I listen, I draw, I play

I am sleeping, I am eating, I am sitting, I am drinking, I am walking, I am crawling towards, I am cooking, I am dancing, I am hunting, I am pushing, I am running, I am cleaning, I am sweeping, I am packing, I am brushing (my hair), I am hugging

### **Activity 3: Read the books**

- What I Do at School
- Things in the Classroom
- Select either book listed above to read with the students
- Follow the same process of engaging the learners – ask them questions about what they see in the book – use the verbs you’ve been practicing in the verb game and nouns for the classroom, desk, pencil, paper etc.
- You can read the English books to get a sense of what they were trying to teach but feel free to use the books to practice any of the vocabulary and phrases you’ve been working on
- Partner the children up and have them read the books to each other

**Remember that you don’t need to translate...have the pictures make sense in your language!**

# Fall Barrier Game

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## Directions

1. Place a screen or barrier between two players – so that you can't see what the other is doing.
2. Select one person to go first and be the speaker. The speaker places some or all of the objects on their image of the tundra.
3. The speaker then gives clear instructions and descriptions as to where they have put each object.
  - a. For example: *The boat is in the water. The ducks are flying near the sun. The muskox is in front of the lake.*
4. The listener places the objects on the image where they have understood them to go.
5. When the speaker and listener are finished, they remove the barrier and compare their images. Are all the objects in the same place?
6. Switch roles so that the listener becomes the speaker.

NOTE: This barrier game can be played in many levels – just nouns for the simplest or quite complex for higher levels. Get the kids used to playing each of the barrier games.

The evaluator for the Oral Proficiency Scale may use a similar barrier game to try and see where the kids are at in a comfortable setting of game playing.

# Making A Fire Resources



## Making a Fire.

### Materials:

- Making a Fire images (on website – you can print them to fit the language blocks)
- Making a Fire – Powerpoint book
- ‘Cruncher’ (Fortune Tellers) – with Fire images and phrases

### REMEMBER

1. Try and teach all words and phrases using images, gestures and activities – don’t ‘tell’ – rather show and be active – OR – they will not make it part of themselves.
2. This unit should take about three weeks if you have the students every day.

**Note:** The curriculum asks students to work on procedures or steps/instructions. There are also many other outcomes where learning the phrases for lighting a fire connect including:

IN 5.12 Read and interpret text for steps in a procedure or directions

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

IN 1.4 Model behaviours that demonstrate a commitment to my language

IN 2.1 Model behaviours that are consistent with the spiritual teachings

IN 2.2 Engage in community and cultural activities

## Projects: (CHANGE AS YOU SEE FIT)

- Making a fire – and knowing the protocols and phrases associated with lighting a fire
- Social Media – posting a picture of making a fire with phrase in language to describe what they are doing
- Share a story around the fire
- Play “I See...” while being together around the fire to show they can describe surroundings
- Lighting a fire while stating all the steps

## Pre- Activity:

Make sure the students know how long the unit is, and what the expectations are and all the assignments that you will be giving.

Ideally, within their projects they need to incorporate at least one sentence in both the past and future tense.

## Activity Ideas:

NOTE: We are going to put a bunch of activity ideas for you – feel free to mix and match where and how you use them. They are just ideas and some are quick and more than one can be done in any one class.

### Activity1: What do you see?

**Purpose:** - to get them ready to play, “what do you see...” while sitting around the fire.

- Remember the book with the Grandmother and the moon. In that book the student’s should have learned the phrase, *what do you see?* You can either reuse that book to remind them of the phrase or if they already know it, go on with 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 and they have to point to an item in the room and say, *I see a book* and then ask their friend, *what do you see?*
- Continue going around the room until the children have stated the things that they know. When they get stuck, you take a turn and say, *I see a ....*and point to the item they didn’t know and use the word such as, *I see shoes*. Then continue on.
- Remind students to ask the question from the grandmother book, *how do you say \_\_\_\_\_*. If they don’t know a word.
- Pair students up and they can walk around the room playing the game together.
- Extension: Play where they don’t point. One student can say, *I see a book*. And another student who knows they are saying a *book* and go point to it. *Here is the book*. Then that student can say, *I see shoes* and another student who knows says, *here are the shoes* etc.

- Movement is known to increase retention of what they learn. Ensure the students have an opportunity to walk around while playing this game.
- When students are confident in the question and response of, *what do you see?* and, *I see a ....* they are ready to head out doors and try it. Think of all the things they can see (trees, birds, houses, clouds, people etc.)
- Eventually they will be able to play around the campfire.

### Activity 2: Common phrases or idioms on ‘cruncher’

- A campfire (coleman stove, qudlik etc.) gives an opportunity to gather. In each language there will be phrases that are used consistently. Make a list of whatever phrases make sense in your cultural context...For example,
  - ‘*feed the fire*’ – important ceremony
  - ‘*go get fire-wood/gas*’ or ‘*light the fire/stove*’ or ‘*put wood on the fire*’ – instructions
  - ‘*don’t touch, it’s hot*’ or ‘*be careful*’ – warning to young child
  - ‘*come sit with me, it’s nice and warm*’ – invitation
  - ‘*where are the matches?*’ - question
- You will need 8 phrases to put on the cruncher
- Either collect these phrases and put them into the paper cruncher OR, ask students to collect the phrases from their family and each one ‘gather’ a phrase to put in the cruncher
- Either make a crunch electronically by typing the phrases into the blanks – or print one with the images and have the students print out the phrases they want for their own personal cruncher
- Give students the opportunity to play with the cruncher until they get comfortable with the phrases
- Ask that they use at least 2 of the phrases when you’re with them on the land

### Activity 3: Read and Follow Instructions

- One of the outcomes is to read and interpret text for steps in a procedure or directions
- Prepare ahead of time the fire images – either printed or within a Powerpoint.
- Prepare the phrases to go with images, or on one of the created power points – if you use the powerpoint you will need to type the steps in but the images are there for you and a suggestion of what the phrase could be – type in what you want to say in your language – be great if they matched the phrases from the ‘cruncher’ so they can practice in both ways
- You could use the language blocks and put the different pictures in the block and toss them around the room to different students randomly. Ask the question...*what is she doing?* Students will need to respond with, *she is gathering birch bark* or *she is lighting the match* or *she is putting the fire out.* Etc.
- Print a set of the photos without the phrases. Have students put the pictures in the order they would light a fire and ask them to point to each picture as they describe the steps to you of how to make a fire.

#### **Activity 4: Making a Fire**

- Before heading outside go over the safety in the language they will understand – in this situation you may need to use English
- Reuse the images that go with the phrases that they will need including (THESE ARE JUST IDEAS);
  - Go get the kindling (birch bark, spruce twigs, grass etc.)
  - Chop the wood.
  - Get the axe.
  - Find a good place.
  - Light the match.
  - Light the fire.
  - Fire is warm.
  - Tend the fire.
  - Put the fire out.
- After students have learned the phrases for the steps, when you are outside lighting the fire make sure you hear them use and reuse the phrases

#### **Activity 5: Following Protocol – giving thanks**

- Depending on your culture, ensure the students are aware of the protocols for your community regarding fire. Ensure they know the phrases
  - Feed the fire.
  - Thanking the ancestors – saying a prayer.
  - Any safety suggestions.





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# Using Pencil Cases

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Similarly to Linda Manual from Colville Lake, you can use the pencil cases from Alison McCreesh in a game similar to ‘Where’s Waldo’. There are endless possibilities for language growth. Ask questions such as,

- Where is the raven? (point to it).
- Find something that is black,
- Find something that can swim.
- Find something you wear.
- Find three words that start with the / sound.

All of the statements and questions above will have the students thinking but not necessarily speaking as it requires they listen but only point. This helps for students who have receptive language but may not yet be speaking.

To encourage students to speak you could try some of the following strategies:

- After students find what you’ve asked for have them repeat the word after you so that they can practice their pronunciation.
- Have students be the leader to ask the whole group what to find.
- Pair the students up and have them take turns asking each other questions.



**Other ideas:**

- Place different objects into the pencil cases when you use it that will help keep up their interest. For example, put things you've collected from the land such as a rock, feather or bone. See if they can guess by feeling and then have them learn the phrases. Connect what's in the pencil case with something that's on the pencil case. For example, if you have a feather in the case ask them, *find something that has feathers*.
- Differentiate the students learning. For example, if one child is always the one who has pointed first, just whisper to them quietly the next thing for them to find so that it gives the others a chance to keep working on the word that you've given them.
- Ask students to be the ones who get to pick what goes in the pencil case. Perhaps they will choose things from the classroom like a pencil, eraser, scissors. Again, connect it with something on the case, *what can you find that's yellow, like the pencil?*

# Yoga Instructions: Self-Regulation and your Indigenous Language



## What is Self-Regulation?

Self-regulation refers to the manner in which an individual deals with stress, in all its many forms, and then recovers from the energy expended. “ – Dr. Stuart Shanker

Managing one’s own energy:

Self-regulation transfers the responsibility of learning and taking control of their behavior back to the children.

## The Connection: Yoga as a tool for self-regulation

**At its heart, yoga is about self-regulation.**

- Yoga is a reflective practice, in which students look inward to better understand themselves, their thoughts, feelings, and emotions.
- Yoga encourages you to respect your body’s cues and needs to move, and eventually feel confident and comfortable in your own body.

- Yoga is a mind-body practice that combines physical poses, controlled breathing, and meditation or relaxation, which may help reduce stress, lower blood pressure and heart rate.
- Conscious breathing has a profound effect on the nervous system and can give you a sense of control and can help with focusing.

**Combining language and movement not only improves self-regulation, it is a fun and active way to learn language.**

- Total Physical Response is a proven method already being used in classrooms that combines movement with language.
- The act of moving is memory-friendly. Seeing someone sit down, or sitting down themselves, students will easily associate sitting down with the term for “sit down”.
- People learn better when information is presented in more than one way. This can include visual, verbal, and kinesthetic modes of learning. If we take in information through more than one sense, we’re more likely to remember it.
- Physical activity activates the brain, improves cognitive function, and improves academic performance. This means *any* kind of physical activity, not just movement associated with the material we’re learning, can benefit students academically.

**How can you do classroom yoga?**

- The Our Languages website has yoga videos where Jolene MacDonald leads you silently through the authentic activities including,
  - Flower Breathing
  - Chop the wood
  - Berry Picking
  - Checking the Fish Net
- Each of the videos also has an accompanying video for you the instructor to watch. These videos give the instructions on how to use them in your classroom with your students.
- When you get confident with the yoga you won’t need the videos anymore.
- Try other authentic activities.
- See below for ideas for call and response for yoga for weather and emotions.

## Flower Breathing

**Duration:** 3 – 5 breaths

**Purpose:** Calming

**Optional prop:** Flowers (could be made by students)

### Terms:

Sit down –

Stand up –

Smell the flower –

Blow the flower petals –



### How to:

Have students sit down or stand up. This is a good place to use the terms “**sit down**” or “**stand up**” in the language.

Instruct students to imagine they are holding a flower (or hold flower prop in hands).

Inhale deeply, “**smell the flower**”.

Exhale out long breath, “**blow the flower petals**”.

Repeat for 3 – 5 breaths.

### Other suggested terms:

Encourage students using terms such as “**good**” for example say “**aha, gwiinzii**” (yes, good) when kids sit down or stand up on command or if they take a nice long breath in or out.

**Big** – take a big smell

**Long** – take a long breath out

**Breathe in**

**Breathe out**

## Berry Picking Yoga

**Suggested reading:** Cranberry bannock book

**Duration:**

**Terms:**

Sit down –

Sit up –

It is sunny (or sun rise and sun set) -

It is windy –

I am looking for berries –

Take a rest –

I am eating berries –

Stand up -

Where are the berries? –

Pick the berries –



**How to:**

Have students sitting at the carpet or in an open space in the classroom.

Greet students, hands together point to your own heart and say “shidrii” or ‘my heart’ then point hands to students and say “nidrii” to each of them or ‘your heart’. This is the Indigenous language version of “Namaste”, which means the beauty in me honors the beauty in you. \* could also use term to address a group “nakhwaidrii”.

Pause video here and Visualize: Close your eyes. Imagine yourself sitting in a berry patch (perhaps at a popular berry picking spot in your region). As your breathing deepens imagine the sounds, the sights and even the smells of where you are, in the berry patch.

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 finger tips 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

Sitting up – **“sit 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

Lie on back – **“lay down”**

Close your eyes – **“take a rest”**

Sit up

Sitting up – **“sit up”**

Other suggested terms:

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

## Checking the Fish Net Chair Yoga

### Terms:

My heart –

Your heart –

Your heart (group) –

Paddle the canoe –

I see the fish –

Check the net –

Cut the fish –

Hang the fish –

Eat the fish –

It is good –

### How To:

If you have a small group, greet students with hands together at your heart say “my heart” then point hands to students one by one and say “your heart” to each of them. Students will repeat the greeting back to you. This is the Indigenous language version of “Namaste”, which loosely put means the beauty in me honors the beauty in you. You could also address the class as a whole by touching hands together at your heart and saying “my heart” then pointing your hands to the group of students saying “your heart” (group). Students will repeat, greeting back to you.

Sitting in a chair, with feet flat on the floor (have students move up in their seats if necessary).

**“Paddle the canoe”**, Inhale raise arms like you’re holding a paddle, exhale paddle the water, repeat the actions on this side 2 – 3 times. Repeat on the other side 2 – 3 times.

Inhale arms out wide. Keeping arms long exhale hands together in front of you **“I see the fish”** and make the fish swim. 1x.

Inhale sitting tall in your seat, exhale twist to one side **“check the net”** and grab the net with both hands, inhale twist back to the center bringing the net with you, repeat 2 – 3 times and do on the other side.

Inhale sitting tall with elbows bent at 90 degrees and palms facing down. Keeping your elbow bent, exhale, **“cut the fish”**, taking your right palm out to the right side. Inhale back to center. Repeat on the other side. 1x.

Begin with palms face down on your lap. Inhale raise arms up above head, bending wrists once arms are fully extended **“hang the fish”**. Exhale bending elbows, place palms back in lap.

**Additional (not in video):**

With palms facing up in your lap, inhale raise one hand to your mouth and **“eat the fish”**. Exhale hand back to lap and repeat on the other side. Alternate between sides 1 – 3 times.

Place both of your hands on your belly. Inhale stretch one arm up to the sky and with a quick powerful breath bring the hand back down and rub your belly **“it is good”**. Then switch sides. Repeat 1 – 3 times on each side.

## Chop the Wood Breathing Exercise

**Duration:** 3 – 5 breaths

**Purpose:** Energizing

**Terms:**

Raise the ax –

Chop the wood –

Breathe in –

Breathe out –

Relax –

**How to:**

Instruct students to stand with feet spread wide and imagine that they are about to chop wood.

Clasp hands in front of body.

Take a long inhale raising arms with hands clasped “**raise the ax**”.

Bend knees, fold forward, taking hands between legs “**chop the wood**”.

Repeat using the same phrases or continue the actions and say “**breathe in**” as arms are raised and “**breathe out**” as students fold forward.

Repeat 3 – 5 times.

On the last round have students stay in the forward fold for a few breaths.

Instruct students to hang their heads and completely relax the body. You can say “**relax**”, or something similar, in the language.

Breathe here.

To come out of the pose inhale and raise arms with hands clasped.

Slowly exhale hands down to sides.



**Emotions yoga**  
**(script, no video)**

**Other resources:**

Language blocks – emotions

Language cards – emotions

Full of Feelings - book

**Terms:**

How are you? –

How are all of you? –

I am happy –

I am sad –

I am mad –

I am confused –

I am strong –

I am silly –

I am calm –

I am confident –

She is –

He is –

We are –

**How to:**

Have the students stand in a semi-circle facing you.

Ask one of the students “**how are you?**”

The student replies with “**I am happy**” and does the correlating pose.

All other students say **“S/he is happy”**.

Teacher says **“how are all of you?”**

Students do the same pose and say **“we are happy”**.

The student who was originally called on switches places with the teacher and asks a different student **“how are you?”** and the sequence repeats with a new feeling and pose.

### **Poses:**

#### **I am happy – Heart Opener**

Standing with feet hip distance apart, place hands on heart palms facing down and one on top of the other, inhale.

Exhale, open arms out to the sides **“I am happy”**.

#### **I am sad – Rag Doll**

With feet hip distance apart, inhale grow tall.

Exhale, **“I am sad”**, ragdolling forward. Breathe here in forward fold.

Inhale, rolling up to come out of the pose.

#### **I am mad – Lion**

Standing with feet hip distance apart, bend arms at 90 degrees (shoulder height), making fists with hands. Inhale raise arms up, **“I am mad”** exhale elbows to sides sticking tongue out and roar like a lion.

#### **I am confused – Shoulder Shrug**

Inhale shoulders up toward ears, exhale **“I am confused”** shoulders quickly down. Repeat 2 – 4 times.

#### **I am strong – Warrior**

From feet together, step one foot back about a leg length away from front foot, bend the front knee and raise arms to shoulder height with palms down **“I am strong”**. Breathe here. Repeat on other side.

#### **I am silly – Goddess**

Take legs wide apart pointing toes outward, raise arms shoulder height and bend elbows at 90 degrees. Inhale arms up, exhale bend arms and knees, take it over to one side **“I am silly”**. Repeat on other side.

### **I am calm – 5 pointed star**

Take legs wide, pointing toes forward, raise arms out to side at shoulder height like a star **“I am calm”**. Breathe here.

### **I am proud – Knee holds**

Standing with feet hip distance apart inhale raise knee, clasping hands around knee **“I am proud”**. Holding here exhale and then take a few breaths together. Exhale place foot back on the floor. Repeat on other side.

### **I am tired – Half moon**

With feet hip distance apart, inhale reach arms up palms facing each other, exhale to one side **“I am tired”**. Take a few breaths here. Inhale to center and repeat on other side.



## **Weather Yoga**

**(script, no video)**

**Duration:** 10 – 30 minutes (up to the teacher to decide how many students to ask – some or all)

**Question to ask students:** What is the weather like outside? (chitaii daghoonchuu?)

### **Weather Terms:**

It is sunny – Stand up, inhale and raise arms (reach for the sun), exhale arms down

It is windy – Inhale and raise arms, exhale over to one side, repeat on other side

It is cold – Inhale and open arms wide, exhale hug self with arms and shake like you're cold

I see lightning – Inhale arms up, exhale bend knees (chair pose), looks like lightning

It is raining – Inhale arms up, exhale fold forward (raining)

It is snowing – Inhale arms up out to sides, exhale arms down to sides wiggling fingers

It is cloudy – Inhale arms up with hands higher than shoulder height, exhale hands over to one side and repeat on other side.

### **How to:**

Greet students, hands together point to your own heart and say “shidrii” then point hands to students and say “nidrii” to each of them. This is the Indigenous language version of “Namaste”, which means the beauty in me honors the beauty in you. \* could also use term to address a group “nakhwaidrii”.

Students stand in a circle facing their teacher.

Teacher asks a student “chitaii daghoonchuu?”

That student responds with a weather term such as “it is sunny” and does the pose.

All students do the same pose.

### **Other suggested terms:**

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



# Rabbit Snaring

To help learners be ready to go out rabbit snaring using as much language as possible here are some ideas for using the images provided.



## Activity 1: Language Blocks

1. Print a copy of the images provided (these were all provided but if they've been lost you can reprint). If you want to differentiate the nouns and verbs you can print them out on different coloured paper.
2. If need be, print a copy of the chart below that has a table with what the pictures could be in English – adapt to what makes sense in your language.
3. Use the language blocks to reinforce the nouns and verbs.

## Activity 2: Listening and Sequencing:

1. Print a copy of the images and hand out several images to each student.
2. In your language say something about going out snaring. The following is just a suggestion. Say what makes sense in your language but trying to use some of the pictures provided.

*Today I'm going to set a snare. I'll 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. It's delicious.*

3. Tell them that you are going to tell them a short story and they need to hold pictures up when they hear the words in the story.
4. Ask children to swap images and tell the story again, perhaps this time saying different phrases.
5. As students become more comfortable print a copy of all the images for each learner or pair of learners.
6. Tell a snaring story and have them sequence the images as they hear the words. They

should be able to recognize all the words from the pictures.

### **Activity 3: Using Puppets**

1. Use puppets and gestures in the story too – a rabbit hops, a trapper snares.
2. Ask students to tell a story about snaring rabbits. See if they can have a goal of at least 5 complete sentences. Example below for a Beginner level...

*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?*

### **Activity : I'm Going on a 'Hunt' – Sharing circle activity**

#### **Purpose of the Activity:**

- To practice the verb – to go
- To practice the change in the verb when pronoun changes (she's going, I'm going and you're going)
- To learn to ask the question – what are you going to bring?
- To reinforce the nouns for the hunt or camp you're going on.
- To use the word, 'and' in context.

NOTE: - does not need to be an exact translation – say what would make sense in your language.

"I'm going to rabbit camp and I'm going to bring..."

#### **Reinforce the Nouns Activity: This needs to be done first.**

Choose what type of hunt your class will be going on (rabbit, caribou, seal, etc.) based on an activity you are already engaging in, such as rabbit camp or fish camp. For our rabbit camp we will need, winter clothing (hats, mitts, snowpants, jacket etc.), a ski-doo and helmet, snow-shoes, shovel, snare, tea and bannock, map, GPS, knife, bag to carry rabbits)

#### **Vocabulary Building Ideas:**

- print pictures of all of the things you would need on the hunt – or have the actual objects – hold up the pictures and/or the objects as you remind them of the vocabulary.
- use the images in the language blocks as entrance and exit routines
- if it's winter clothing play some dress up games with the younger ones where you say, 'put on your boots, do up your coat, take your hat off' etc. to reinforce the outdoor wear instructions
- use the mystery box – put the plastic utensils and plates etc. in there for your grub box tools – give me the spoon and two plates, etc.

- Place all the items on the floor, have them all stand – as you say the names of the objects – first one to touch the correct object gets to sit down – play until a few standing – then start over

To successfully participate in the ‘Going on a Hunt’ activity, students must already know most of the vocabulary for the things they would bring on the hunt.

### **I’m going on a Hunt Activity:**

Ask students to sit in a circle – could be with or without chairs – it’s important they’re in a circle so you know who goes next.

### **Version 1: Just staying with I’m going on a hunt and adding one noun at a time.**

#### **Teacher begins:**

“I’m going on a rabbit hunt and I’m bringing a snare”

#### **CA (or puppet) – to model how activity will look:**

“I’m going a rabbit hunt and I’m bringing a snare and a knife”

#### **Student 1:**

“I’m going on a rabbit hunt and I’m bringing a snare, knife and an axe”

#### **Student 2:**

“I’m going on a rabbit hunt and I’m bringing a snare, knife, an axe and snowshoes”

#### **Student 3:**

“I’m going on a rabbit hunt and I’m bringing a snare, knife, an axe, snowshoes and a hunting bag...”

This goes full circle – students need to repeat what each person brings and add their own until they have a long list.

### **Version 2: Adding the change of she’s (and he’s) going, I’m going and the question “what are you going to bring?”**

**Teacher says (in language):** “*We’re going on a hunt and I am bringing a snowmobile*”. Then ask the next person – if you have a CA, great, if not, perhaps use a puppet. – but ask, “*what are you going to bring?*”

**CA (or puppet):** “*We’re going on a hunt and s/he is bringing a snowmobile and I’m going to bring a knife. What are you going to bring?*”

You could hold up the image or the item as you say it.

#### **Student one:**

*We’re going on a hunt and s/he is bringing a snowmobile, s/he’s bringing a knife and I’m bringing my winter boots. What are you going to bring?*

As they say each phrase they point and look at the person they are talking about...then turn to the person next to them to ask the question.

**Student two:**

*We're going on a hunt and s/he is bringing a snowmobile, s/he bringing a knife and she's bringing her winter boots and I'm going to bring tea. What are you going to bring?*

**Student three:**

*We're going on a hunt and s/he's bringing a snowmobile, she's bringing a knife, s/he's bringing her winter boots and s/he's bringing tea. I'm going to bring the bannock. What are you going to bring?*

Repeat for each student – if they struggle – go sit behind them as if you're their voice and help them – use the puppet if needed. Remember, it's the verb to go, and the change in she or he, me, you that your class is working on.

**Activity 5: Rabbit Snaring Song**

For Tłı̨cẖ and Wilideh teachers – there is a rabbit snaring song on the website at

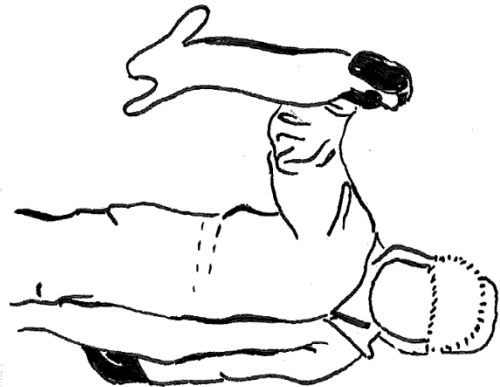
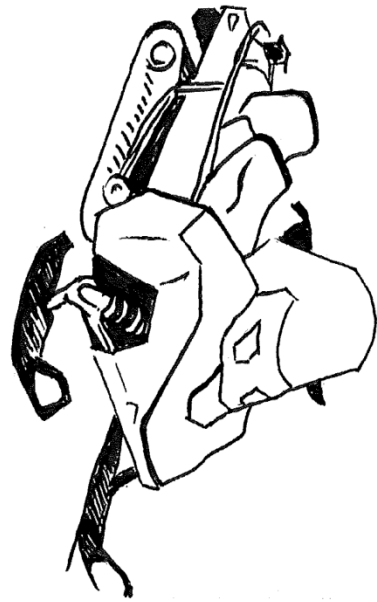
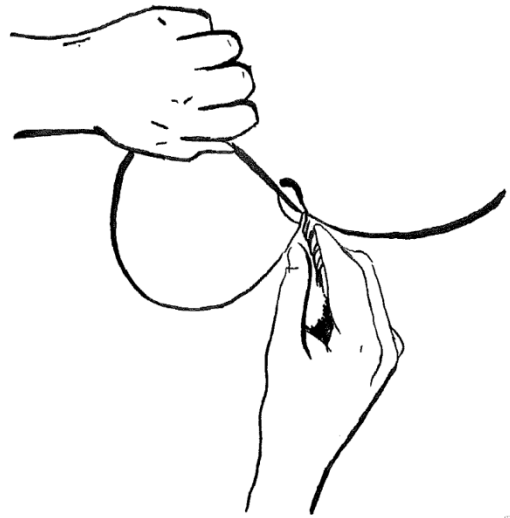
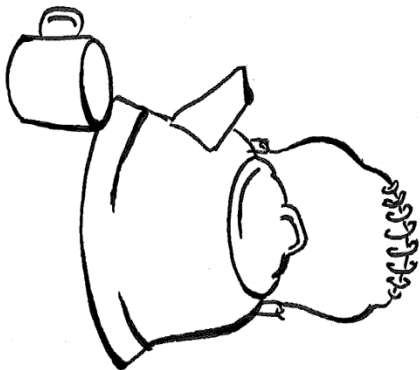
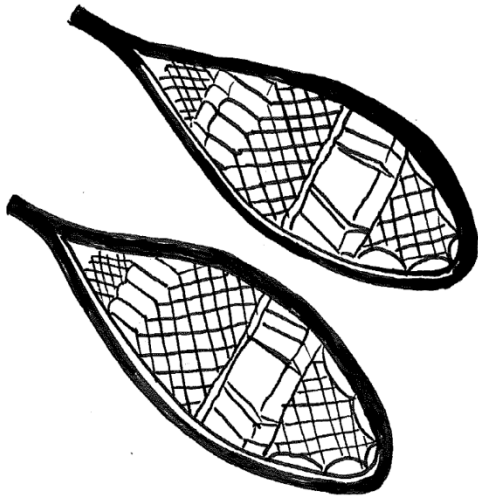
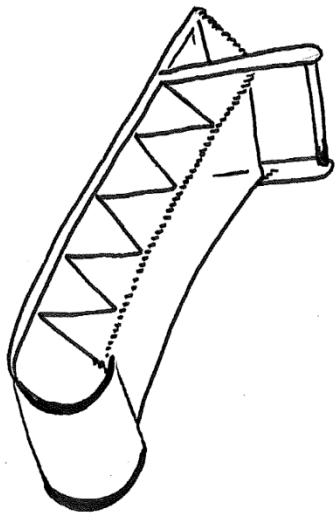
You can go to website and under resources, then story telling you'll find it...or follow the link below.

[www.ourlanguagesnwt.com/rabbitsnaringmovie](http://www.ourlanguagesnwt.com/rabbitsnaringmovie)

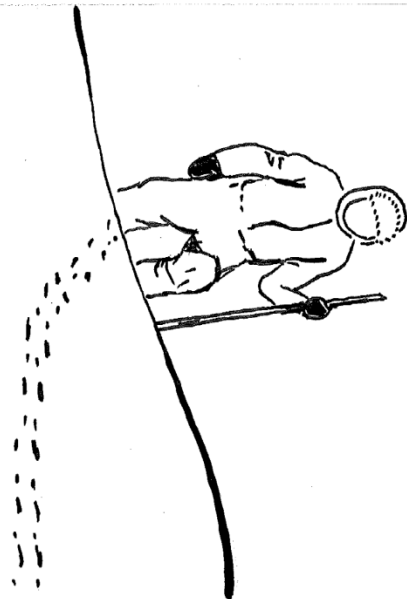
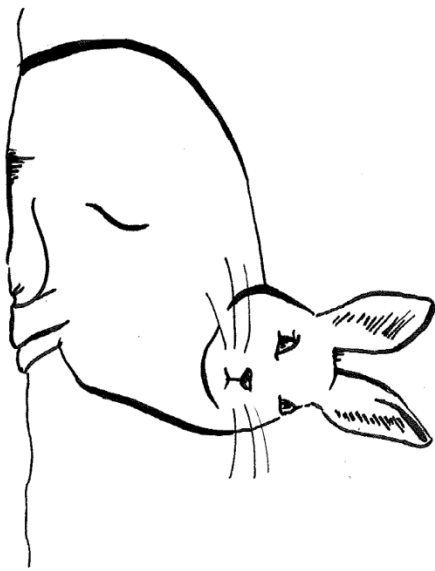
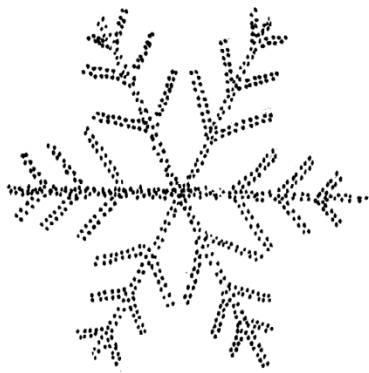
For other Dene speakers, maybe you could listen to the song and try and adapt it to your language.

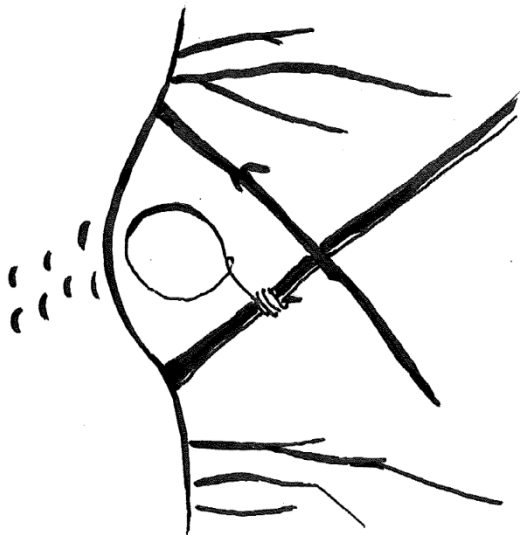
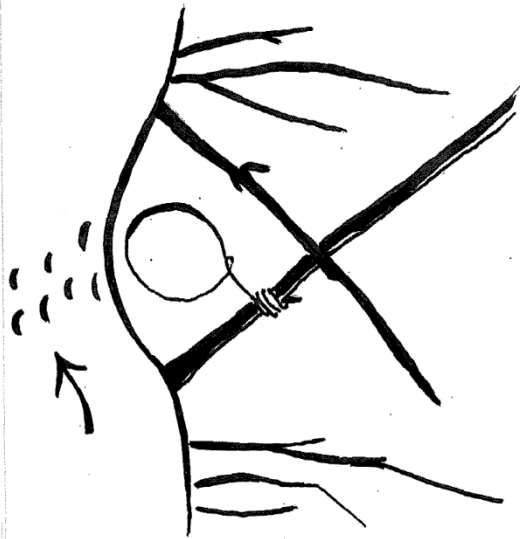
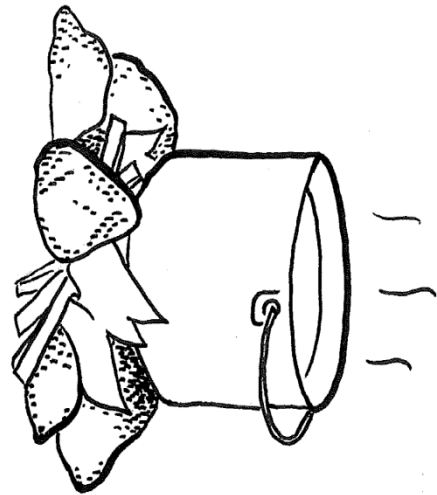
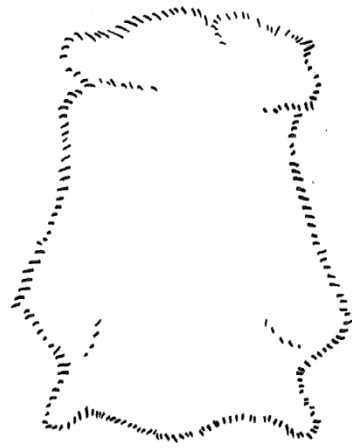
<b>Word in English - Nouns</b>	<b>Word in Indigenous Language</b>
Sled	
Snare	
Snowshoes	
Ski-do	
Tea (tea pot and cup)	
Trapper	
Snow	
Land	
Knife	
Rabbit/Hare	
Tracks	
Fur/hide	
Rabbit Soup/stew	
Mitts	
Rabbit trail (arrow pointing to it)	

<b>Word in English - Verbs</b>	
Snaring/ Trapping	
Walking	
Paying the land	









# Ice Fishing

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Here are some ideas to help learners be ready to go out ice fishing while using as much language as possible.

## Activity 1: Idea using Language Blocks:

1. Print a copy of the images provided. If you want to differentiate the nouns and verbs you can print them out on different coloured paper.
2. If need be, print a copy of the chart below that has a table with what the pictures could be in English – adapt to what makes sense in your language.
3. Use the language blocks to reinforce the nouns and verbs.

## Activity 2: Ideas for working on Listening and Sequencing:

1. Print a copy of the images and hand out several images to each student. If you have a large class, print several copies.
2. Tell them that you are going to tell them a short story and they need to hold pictures up when they hear the words in the story.
3. In your language share a short story about going ice fishing. The following is just a suggestion. Say what makes sense in for your community but trying to use some of the pictures provided.

*I like ice fishing. I go with my Dad. When we go we need the net, jigger, shovel, chisel and the bucket. We put everything in our box and load it on the sled. We use the ski do to drive to where we set the net. The next day we go to check the nets. We usually get trout and whitefish. When I'm cold my Dad gives me hot chocolate. I like ice fishing.*

4. Ask children to swap images and tell the story again, perhaps this time saying different phrases.
5. As students become more comfortable print a copy of all the images for each learner or pair of learners.
6. Tell a snaring story and have them sequence the images as they hear the words. They should be able to recognize all the words from the pictures.

### Activity 3: Using puppets and plastic fish

- Use the stuffed fish puppets and other puppets to remind them of the language they have used in other stories (moose-hunting or rabbit snaring).
- Ask students to tell a story about ice fishing. See if they can have a goal of at least 5 complete sentences. Example below for a Beginner level...

*I set the net with my Dad. We got 2 trout and 5 whitefish. I know how to filet the fish. I like fish soup. Do you?*

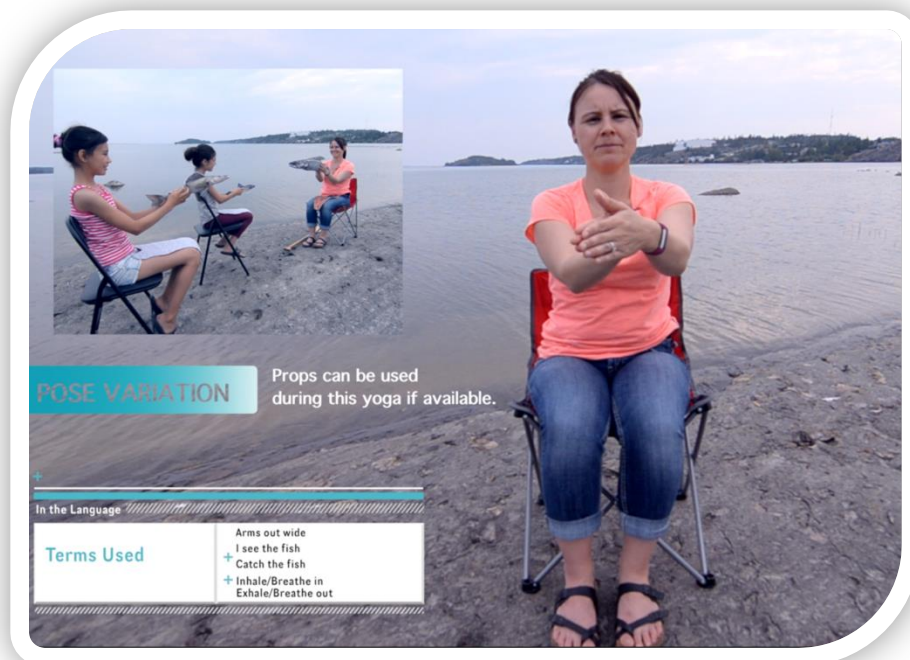
- Use the plastic fish, the puppets, the fish book (numeracy) and sing songs or play, when I go fishing I need....games. Don't forget about the food cards and play, 'go fish'.

### Activity 4: Ice fishing and on-the-land books

1. See the activity ideas listed in the blank books for using the large book about ice fishing.
2. Use the books to ensure that students know the vocabulary that they will be able to use while you take them on the land.

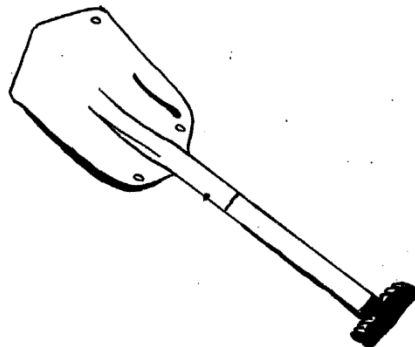
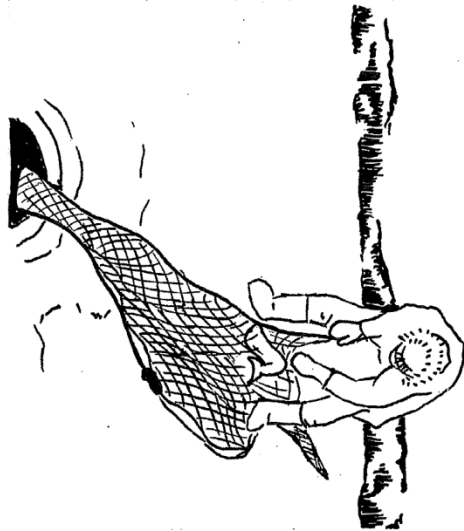
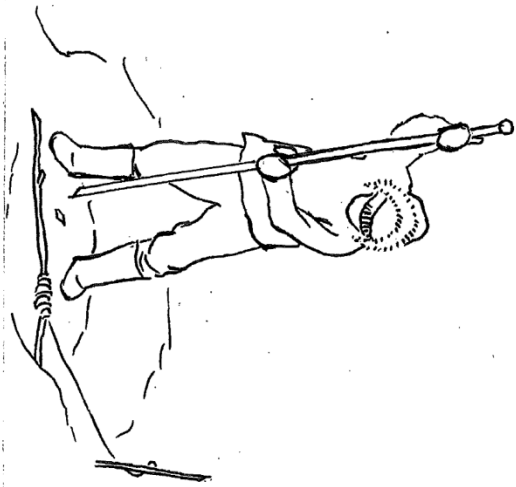
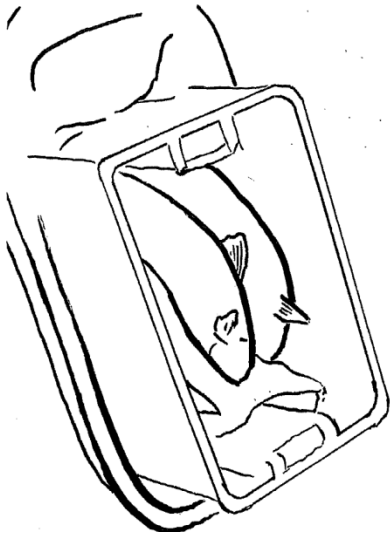
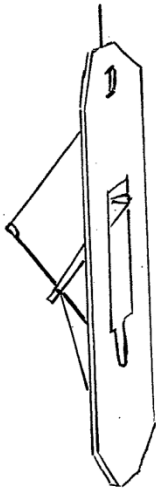
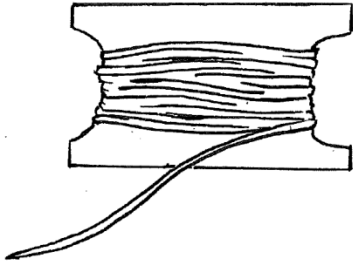
### Activity 5: Fishing Yoga

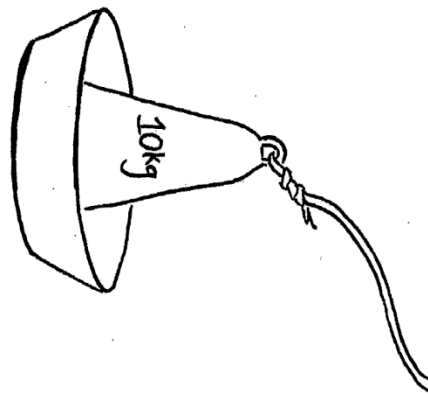
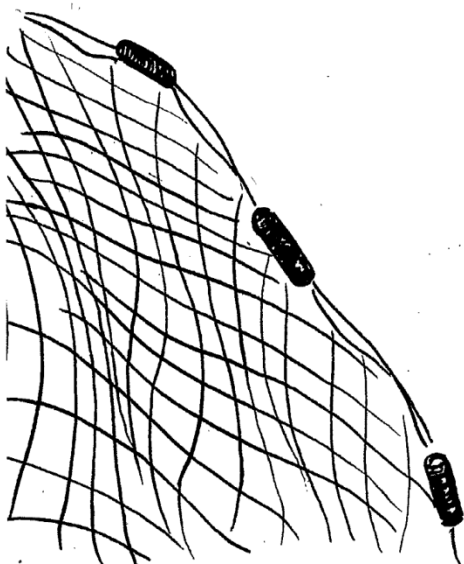
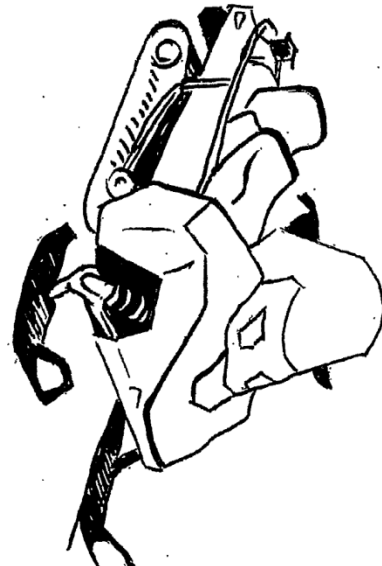
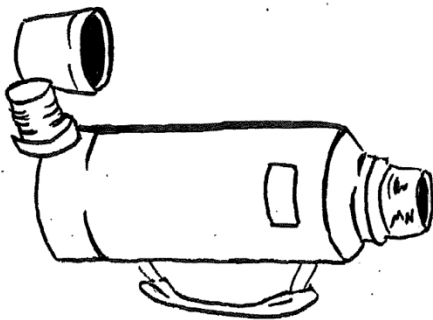
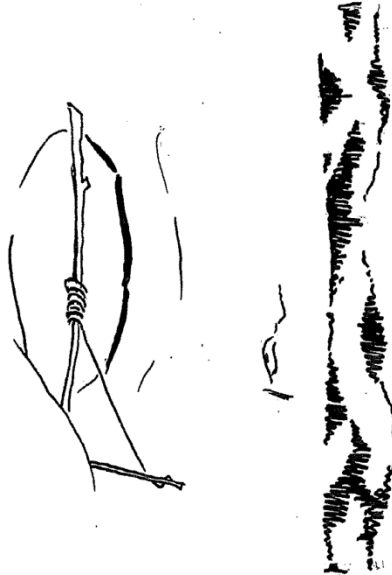
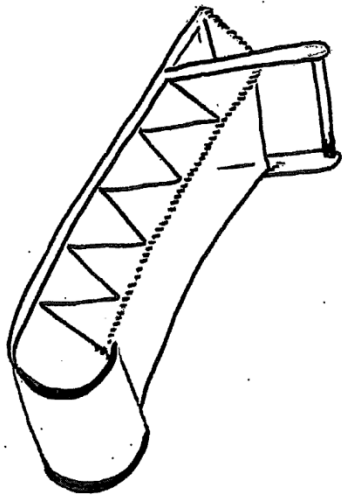
1. Go to the website to watch the yoga videos for setting the fish nets.
2. Use the video without words in front of your students and follow along doing the yoga in your language.



<b>Word in English - Nouns</b>	<b>Word in Indigenous Language</b>
Sled	
Net	
Snowshoes	
Ski-do	
Thermos	
Fisherman	
Rope	
Jigger	
Weight	
Shovel	
Chisel	

<b>Word in English - Verbs</b>	
Setting net	
Fishing	
Pulling the net	
Skidooing	
Chiselling hole	

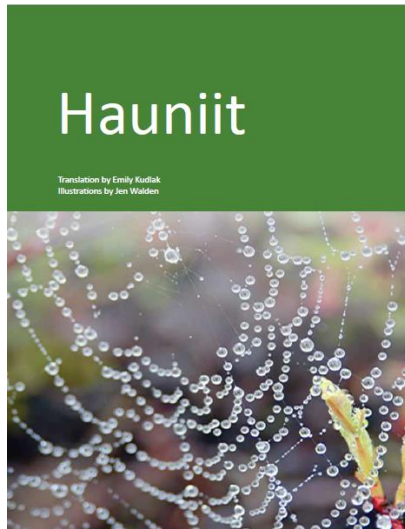






# Ideas for Using ECE Developed Books

## Bones



### Main Language Goals for Using BONES:

- Practice with questions, (whose/which and where)
- Prepositions of place (on, in, beside, on top etc.)
- Body parts of animals (on the wing, inside its mouth)
- Habitat – lives on the land, lives on the water

### Materials List:

- Bones book
- Language blocks – animal pictures, preposition of place pictures (with girl)
- Animal pictures, puppets, plastic small animals (any of these listed)
- Poster with on, in etc.(Dog in the car)
- Images of a lake, and land

Sentences that Learners Need to Acquire for the Final Project: (USE POSTER)	Indigenous words and phrases
The dog is on the car.	
The dog is inside the car.	
The dog is under the car.	
The dog is between the cars.	
The dog is in-front the car.	
The dog is behind the car.	

<b>Questions and Answers that Learners will need to Participate in Activities</b>	Indigenous words and phrases.
Which animal is this? This is a _____	
Whose bones are these? (bear, raven, wolf, fox etc.)	
Where is the spider?	
Need to pick all the animals you want them to know.	
– prepositions of place – on, inside, in-front, behind, between, under	
Body parts – leg, wing, teeth, head, bones, antler	
Cup and plate	
It lives on the land, in the water, in Yellowknife etc.	

**NOTE: You may need to do these several times to get the vocabulary – switch up the order and what you’re doing to keep it fast paced and interesting.**

### **Activity 1: Which Animal Is This? – to review animals and question**

- Students start in circle.
- Ask question, which animal is this? – using puppets or plastic animals, or language blocks with images
- Go around randomly and practice the question – and the students using the phrase, this is...

### **Activity 2: Where is the Wolf?**

- Take one of the animal puppets (doesn’t need to be the wolf) that they now know for sure from the previous activity. Ex. wolf
- Using a chair – make sure they know the word for chair – and place the wolf puppet or plastic toy in different positions until they know on, under, behind, in front etc.
- Introduce the question, *where is the wolf* – and they should be able to answer, the wolf is under the chair etc.
- Don’t introduce too many new words at once – maybe only three for the first time you do this...then move on to another activity and the next day repeat these three and add another one
- When you place the wolf on the chair – also point to the poster, the dog is on the car – emphasize the word **ON** in both – repeat, the wolf is **behind** the chair – then use the poster, the dog is **behind** the chair – again, emphasizing the word **behind**.

### **Activity 3: Knowing Body Parts**

- Invite students to sing the song they likely know – head and shoulders. After reminding them of the song, instead of saying knees point to a leg – now sing I with...(head, shoulders, leg and toes)
- Try a version to see if the students know where to point without your help –
- Sing the song but with the words in different order – legs and head and toes and eyes, toes and eyes etc.
- Now seated, using the raven puppet and their own bodies - introduce the words for wing, back and teeth. Sing the song as if they are ravens (wings and legs and back and head, back and head) etc.
- Randomly point to different parts of your body to ensure they're actively listening.
- Bring out the poster again and ask the question, *where is the raven* – but this time introduce beside, inside and in-between. Have the raven beside the chair and then repeat with the dog is beside the car emphasizing the word beside. Etc. Again, don't introduce too many words at once – each day repeat the activity with the same words and adding one new one.

#### Activity 4: Centres for Review

3. Have three centres set up using language blocks with pictures of the animals AND the preposition of place pictures from the black box – (it's a girl standing beside a table, under a table etc.)
  - a. First Centre: two **language blocks** – one block has the animals and the other has the preposition of place – students roll the two dice and have to put the sentence together – the raven is under the table, the wolf is on the table etc. when they can't remember the words they should use the poster
  - b. Second Centre: 4 **blank posters** of the preposition of place with dry erase markers – ask students to write down how many they know – when they don't know they can go look and fill it in, see if they can have races with each other if that helps motivate.
  - c. Centre Three: **Barrier Games** –using the plastic animals and if possible, the plate or cup from the dish set – have kids play the game saying name of animal and if it's on the plate, beside the cup etc.

#### Activity 5: Lives on the Land, Lives in the water, Lives in Yellowknife, Lives in Fort McPherson

- Use a large image of a lake (could be frozen) with land in the background –
- Using plastic animals such as a fox and fish say, *I live in Detah* while you point to yourself. Then, hold the fox and put him in the land area of the picture and say, *fox lives on the land*, hold the plastic fish over the water and say *fish lives in the water* –
- then just move the plastic fox from the kit and fish to the different places – use fish to extend the sentence to the negative as well (*fish do NOT live on the land*)- again reinforcing the negative and introducing an important phrase.

- From this activity they should get *I live in Fort McPherson, where do you live, where does a fish live etc.?*
- Use different animals they know and ask them, *where does it live?* Then they should say, *polar bear lives in the water and on the land, wolf lives on the land etc. Fish lives in the lake – etc.*
- You can bring out the image and use this quick activity often a refresher – or exit routine as kids leave the class.

### **Activity 6: READ THE BONES BOOK**

By now – when you read the book they will be able to follow along with you – they’ll quickly get the repeated question, *whose bones are these* – but you can also do the following on each page...

5. Whose bones are these?
6. Where is the spider? – kids will be able to answer, *the spider is on the wing* etc.
7. Also point out different parts of the animals – wings, legs, etc. – ask them, where is the wing? This will check for comprehension so the students should be able to point to the right body part on the picture. This is the wing etc.
8. Where does the animal live? – it lives on the land, it lives in the water etc. when you get to the different images of habitat

## Cranberry Books



### Materials List:

- *I like Berries* -Powerpoint books – all on website
- Three *Cranberry Bannock* books
- *Berry* deck of cards – you have them
- *Yoga videos* – Berry picking sequence
- Adding to word wall

### Prep ahead of time...

1. Gather all your materials
2. Download the three different *I love Berries* power point books from the website, [www.ourlangaugesnwt.com](http://www.ourlangaugesnwt.com)
3. Translate over the English into your language.
4. Save for use for later (share with ECE if you'd like and we can put your translations up on site – Willideh is already on there)
5. NOTE: if you don't have words for some of those berries – just delete those slides – use only what makes sense in your language – does not have to be translation – more of an adaptation

### Activity 1: A Taste of Fresh Berries

Have some fresh or frozen berries the kids can taste– strawberries or blueberries or cranberries etc. Kids can say “*These are cranberries*” or “*I love cranberries*”. Introduce the verb, to eat – *I eat cranberries*, etc.

- For older learners introduce I ate the cranberries for past tense.
- Also the word, 'and' – I like strawberries and blueberries.
- Also the negative if possible, I like cranberries and blueberries but I don't like strawberries.

### **Activity 2: Berry Vocabulary – using language blocks**

- Students start in circle – either on the floor (young ones) or on chairs – or possibly have students at their tables
- Ask question – *which berry is this?* As you hold up pictures of the berries or use the computer to show the berry pictures from the website
- Go through until they have learned the 6 berries you have in the language blocks
- Toss the language block around and each student has to catch it and respond with full sentences – *these are blueberries*
- Toss randomly to students until they can understand question and answer and have reviewed the berry names – don't spend too long or they will get bored

### **Activity 3: Card Game**

- Ask all students to gather around the floor or a table where they can all see you. They need to be able to stand, and then sit as part of the game so even when they are sitting they need to be able to see you
- Ask them all to stand (in your language of course)
- Shuffle the deck of cards – flip one over – say *what berry is this?*
- The first person to say what it is gets to sit down
- Repeat until almost everyone has sat down – only the one who says it first gets to sit down
- Shuffle again and this time, pick a leader to flip the card over instead of you – they need to ask, *what berry is this?*
- Play again

### **Activity 4: Powerpoint Berry Books**

- Using the powerpoint books on the website (put your language in) – ask for volunteers to read through the books
- They should have some success at this stage after playing those first three activities
- Start with BE 1 – it's simply, I love berries and then repeats as the berries change.
- As you move up to BE3 – you will need to pre-teach the vocabulary – BE 1 is good enough for now as this is to have success reading the cranberry books

### **Activity 5: Yoga videos**

- Watch the yoga videos available on the website. Review the berry picking video and do that in your language with your children

### **Activity 6: What are you doing?**

- Using the Elder puppet, walk the puppet around the classroom with a bag or a bucket in your hand. Look all around the room. Ask the puppet, *what are you doing?*
- The answer would be, *I am looking for berries.* - get the puppet to say that.
- Using the puppet, look all around the room.
- Then have the puppet act surprised and begin to pick the berries – again using the puppet ask, *what are you doing?*
- Puppet responds, *I am picking berries.*
- Have the puppet pretend to eat the berries – again ask the puppet, *what are you doing?* Have the puppet respond, *I am eating berries.*
- Next ask two students to take turns acting out (looking, picking, eating) – and then the other students asking, *what are you doing?*

### **Activity 7: Cranberry Bannock books**

- You should have enough books for a small center – or perhaps if you have a small class they can be in pairs and you read it aloud to them. When students are ready you can either have them read it on their own, listen to the book on the website or read in pairs.
- Don't translate for them – but see if they know what it means. They should have all the necessary vocabulary to understand each of the leveled books.
- Remember that reading fluency is also one of the outcomes. You could have them practice with each other and when they are ready to read it to you.



## Cleanup Book



### Activity 1: Song

- Sing the clean-up song with the kids. Hopefully you've been using it. If you don't know the song, go to the website they are on there.

### Activity 2: Reading the book

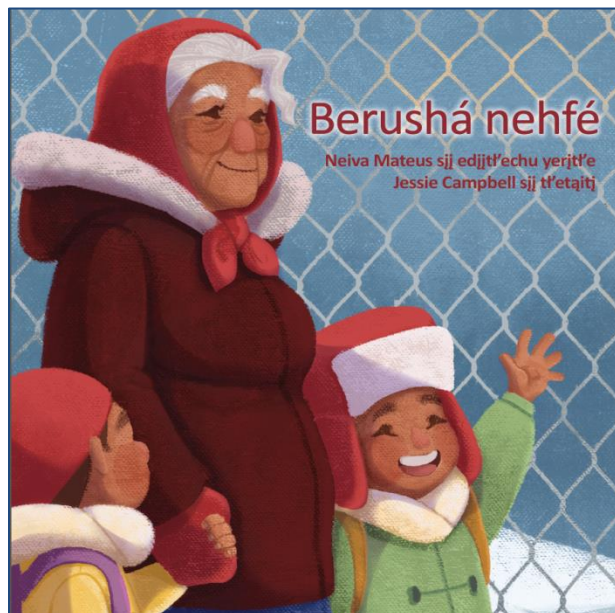
Read the book with your students – see if they notice any differences in the phrase, clean up – when it changes from one person to two people to the group of people

- give them time, point out the 1 person in the picture –and say it to them – you 1 person clean up– then point to two people, say the phrase for two people to clean up
- See if they can get what you're trying to point out without telling them
- Act it out – say the phrases randomly – all of you clean up etc.

### Activity 3: Practicing our Singular and Plural

- If possible, use another example of when the verb changes based on the number of people ex. Point to the number of people – you don't need to say the number. You (one person) jump, you (two people) jump, you (everyone) jump – if that makes sense in your language – OR say, sit down (pointing to one person), again, sit down (pointing to two people), sit down (pointing to everyone)
- The idea for this book is that they are learning how a word changes when the number of people changes – singular (dual), plural etc.

## I want to Learn My Language



### Activity 1: Survival Phrases –how do you say this in \_\_\_\_\_ (name of your language)?

- Use the phrase, *how do you say \_\_\_\_\_ it in different ways*. For example, walk around class and say, *How do you say this in \_\_\_\_\_(name of your language and of course you're saying this sentence in your language)* – see if the kids know. Start with words they know (example, point to one of the animal puppets, or a chair etc.)
- Then get kids to be the ones asking the question – get them to ask about things they don't know and you answer.
- Finally, get them in pairs to walk around and they can ask and answer. When they don't know what it is, they can come and ask you, or look it up in the dictionary.
- Perhaps get points for how much they know if they're the ones answering – take turns – walk and talk

### Activity 2: The Verb – so see

- Ideally, go for a walk outside, ask them, What do you see? – while using your hands over your eyes to gesture what you're asking.
- Try and ask for things that you think they know. What do you see – kids say, I see a tree. What do you see. I see a dog. What do you see? I see a house.

- Next get the kids to take turns playing this game – it’s like eye spy but with the phrase, what do you see. They should be asking the question to each other and then answering.

### **Activity 3: The Verb to see for homework**

- We know that walking and actions are an excellent way to help remember. Ask them to do that on the way home from school. The next day, ask them, *what did you see?*
- It would be great if they taught this phrase to their teachers.

### **Activity 4: Walk to TUK**

- If your school participates in Walk to Tuk – use the verbs, to walk and to see.
- Each time you go for a walk play the, what do you see? Game – and see if they can remember more and more of what is in their surroundings.

### **Activity 5: Read the book – I want to learn my language**

- You can read through the book all at once – or you could do it in chunks – see the mood and interest of your students
- Get the students to ask questions on each page –how do you say ( willows) in \_\_\_\_\_? OR, How do you say stars in \_\_\_\_\_. There are many things in the pictures that they can ask about.
- You can ask them, what colour is the hat? Who is talking? Etc.
- Some things are plural on the pages – you could ask, how many stars do you see? Kids can count the stars and then give the answer.
- The main points of this book are that they learn the following phrases in their language
  - How do you say \_\_\_\_\_ in \_\_\_\_\_(name of language)
  - Can you say it slower?
  - I don’t understand.
  - Try again.
  - Good.
  - I want to learn my language.
  - It feels good to speak my language.
- Students should be able to read the book on their own, listen to the phrases on the website to help practice the pronunciations and then be able to read the book aloud to you.

## Full of Feelings



### Materials List:

- *Full of Feelings* -Powerpoint books – all on website
- *Full of Feelings* – print book – large and small copies
- Emotion cards – you have them
- Language Blocks
- Yoga videos – Emotion sequence

### Activity 1: Using Emotion cards within Language Blocks:

1. Print a copy of the images provided on website.
2. Select which emotions you will emphasize and put those in the blocks.
3. Use the language blocks to reinforce the phrases by tossing the blocks around and asking the question, ‘how are you?’ and student responds with whatever image is on the picture.

### Activity 3: Powerpoint Emotion Books

- Using the powerpoint books on the website (put your language in) – ask for volunteers to read through the books

- Start with BE 1 and work your way up to BE3 where the language grows and the phrases with the answer to the question, How are you? Gets more complex

### Activity 3: Emotions Yoga (script provided but no video)

Terms:	Term in Indigenous Language
How are you? (individual) How are all of you? –	
I am happy -She/ he/ we is/are	
I am sad	
I am mad	
I am confused	
I am strong	
I am silly	
I am calm	
I am confident	

#### How to:

Have the students stand in a semi-circle facing you.

Ask one of the students **“how are you?”**

The student replies with **“I am happy”** and does the correlating pose.

All other students say **“S/he is happy”**.

Teacher says **“how are all of you?”**

Students do the same pose and say **“we are happy”**.

The student who was originally called on switches places with the teacher and asks a different student **“how are you?”** and the sequence repeats with a new feeling and pose.

#### Poses:

##### **I am happy – Heart Opener**

Standing with feet hip distance apart, place hands on heart palms facing down and one on top of the other, inhale.

Exhale, open arms out to the sides **“I am happy”**.

##### **I am sad – Rag Doll**

With feet hip distance apart, inhale grow tall.

Exhale, **“I am sad”**, rag dolling forward. Breathe here in forward fold.

Inhale, rolling up to come out of the pose.

### **I am mad – Lion**

Standing with feet hip distance apart, bend arms at 90 degrees (shoulder height), making fists with hands. Inhale raise arms up, **“I am mad”** exhale elbows to sides sticking tongue out and roar like a lion.

### **I am confused – Shoulder Shrug**

Inhale shoulders up toward ears, exhale **“I am confused”** shoulders quickly down. Repeat 2 – 4 times.

### **I am strong – Warrior**

From feet together, step one foot back about a leg length away from front foot, bend the front knee and raise arms to shoulder height with palms down **“I am strong”**. Breathe here. Repeat on other side.

### **I am silly – Goddess**

Take legs wide apart pointing toes outward, raise arms should height and bend elbows at 90 degrees. Inhale arms up, exhale bend arms and knees, take it over to one side **“I am silly”**. Repeat on other side.

### **I am calm – 5 pointed star**

Take legs wide, pointing toes forward, raise arms out to side at shoulder height like a star **“I am calm”**. Breathe here.

### **I am proud – Knee holds**

Standing with feet hip distance apart inhale raise knee, clasping hands around knee **“I am proud”**. Holding here exhale and then take a few breaths together. Exhale place foot back on the floor. Repeat on other side.

### **I am tired – Half moon**

With feet hip distance apart, inhale reach arms up palms facing each other, exhale to one side **“I am tired”**. Take a few breaths here. Inhale to center and repeat on other side.

### **Activity 5: Read the book – Full of Feelings – with actions**

- You can read through the book all at once – or you could do it in chunks – see the mood and interest of your students
- Get the students to ask questions on each page – so when it says, Sometimes I feel happy...you can ask...do you feel happy?
- You can also extend the learning and ask them, what colour is the hat? Who is talking? Etc.
- The main points of this book are that they learn the following phrases for emotions in their language and then the strategies....when you read them do some actions
  - Sometimes I feel happy, scared, excited, calm, angry, sad, silly
  - I am full of feelings.
  - You can help me.
  - We can take a long slow breath (think of the yoga flower breathing)
  - We can sit together.
  - I can have my blanket
  - I can cry.
  - We can talk.
  - I can sing.
  - We can hug
  - When you help me with my feelings I feel safe and loved.
- Students should be able to read the book on their own, listen to the phrases on the website to help practice the pronunciations and then be able to read the book aloud to you.