

Unit Plan

Teacher: _____ Grade(s): K-6 Subject: Cree Unit Title: Family & Friends Timeline: _____

Essential Question(s): What are the Cree terms for immediate and extended family members? What roles do family members have?

What are the Cree terms for occupations? What types of occupations do people in our community have?

What are the Cree terms for cultural activities and events? What types of activities and events do we have in our community?

Field of Experience: Daily Routine Numeracy & Colors Environment Family & Friends School/Classroom & Household Objects Animals Clothing
 Food Physical Activity/Body Transportation Orthography/Grammar

Outcomes	Assessment	Learning Plan (based on indicators)	Indicator	Resources
<p>Select, use and share suitable strategies to create language meaning and to communicate</p>	<ul style="list-style-type: none"> • Checklist: Visual recognition of terms and/or ability to repeat terms. • Make observation notes of student participation and behavior to be kept in a class folder. • Use oral assessments using flash cards or pictures. Once per unit per student. • Use Evaluation checklist (see attached). Evaluate using a 4 point scale: 1=student watches 2=tries minimally 3=does what is asked 4=beyond what is asked Activities evaluated based on the Learning plan → • Use Ongoing Indicators Observations Checklist (see attached). • Use Language Skill Rating Scale (see attached). • Use student Portfolios to collect work during the year. 	<p>Kindergarten: Family: Teacher asks students to brainstorm the names of immediate family members. Teacher introduces immediate family terms in 1st person possessive. Class discusses roles family members have. Teacher reads a story and discusses events in story. Review terms for immediate family members. Teacher recites a chant/finger play with students, students follow along. The teacher and students sing songs related to family. Students must create a visual representation with the following (all written text must be in aboriginal language): immediate family. The teacher encourages students to use their aboriginal language when they can.</p> <p>Grade One: Family: Teacher reviews immediate family terms in 1st person possessive. Students must create a visual representation with the following (all written text must be in aboriginal language): A picture of an immediate family member. A sentence using terms that describe the family member. Teacher recites a chant with students, students follow along. Students will participate in a number and object recognition activity. Students will play a board game to reinforce terminology.</p> <p>Occupations: Teacher asks students to brainstorm occupations, teacher lists occupations. Discussion on roles involved in various occupations. The teacher and students chant and sing songs related to occupations. Students will participate in a recognition activity. Students will play a charades game to reinforce terminology.</p>	<p>Kindergarten: K.S.1.b K.S.1.g K.S.1.j K.S.1.k K.S.1.l K.S.1.n K.S.1.o K.GF.1.d K.A.3.c K.A.3.d K.LC.4.c K.LC.4.e K.C.5.i</p> <p>Grade One: 1.S.1.e 1.S.1.g 1.S.1.h 1.S.1.i 1.S.1.j 1.S.1.k 1.S.1.l 1.GF.2.b 1.A.3.c 1.A.3.f 1.A.3.i 1.A.3.q 1.LC.4.b 1.C.5.e 1.C.5.k</p> <p>Grade Two: 2.S.1.f 2.S.1.g</p>	<p>Aboriginal Languages K-9 Curriculum</p> <p>Gift of Language K-6 Units, Resources & Website</p> <p>NLSD Aboriginal Language Resources</p>
<p>Communicate meaningfully using appropriate language forms and functions.</p>				
<p>Apply knowledge of the forms and functions of language through use of oral and written language communication.</p>				
<p>Understand and interpret the process of language learning as a connected set of ideas through oral, written and visual communication.</p>				
<p>Identify and compare various aspects and elements of First Nations and Métis cultures.</p>				

		<p>Culture: Teacher uses flashcards to introduce Treaty Day and Festivals terminology. The teacher and students chant and sing songs related to Treaty Day and Festivals. Students will play a board game to reinforce Treaty Day terminology. The teacher encourages students to use their aboriginal language.</p> <p>Grade Two: Family: Teacher reviews immediate family terms in 1st person possessive. Students will play a board game to reinforce terminology. Teacher reads a story. Class discusses events in story and completes story sequencing activity. Review terms for immediate family members. Students must create a visual representation with the following (all written text must be in aboriginal language): immediate family. The teacher and students sing songs related to family.</p> <p>Occupations: Teacher uses visuals to review basic terminology related to occupations. Teacher reads a story and discusses events in story. Review terms for occupations introduced. Teacher recites a chant with students, students follow along. The teacher and students sing songs related to family. Students will participate in a recognition activity.</p> <p>Culture: Teacher uses visuals to review terminology related to Treaty Day and Festivals. Students will participate in a role play activity. Students will play a charades game to reinforce Treaty Day terminology. Students will participate in a recognition activity-7 Up. Teacher recites a chant with students, students follow along. Teacher reads a story and discusses events in story. Review terms for Festivals. The teacher encourages students to use their aboriginal language.</p> <p>Grade Three: Family: Teacher reviews terms for immediate family members-1st person possessive. Teacher introduces immediate family terms in 2nd person possessive using visuals. Students will participate in a dialogue activity.</p> <p>Occupations: Teacher reviews terms for occupations. Students will participate in a repetitive dialogue activity. Students will participate in a recognition activity. Teacher recites a chant with students, students follow along.</p> <p>Culture:</p>	<p>2.S.1.h 2.S.1.i 2.S.1.k 2. GF.2.c 2.GF.2.d 2.A.3.f 2.A.3.h 2.A.3.j 2.LC.4.a 2.LC. 4.c 2.LC.4.e 2.C.5.j</p> <p>Grade Three: 3.S.1.f 3.S.1.j 3.S.1.l 3.S.1.n 3.S.1.p 3.GF.2.a 3.GF.2.d 3.A.3.c 3.A.3.g 3.LC.4.b 3.LC.4.d 3.C.5.f 3.C.5.o 3.C.5.x 3.C.5.y</p> <p>Grade Four:</p> <p>4.S.1.e 4.S.1.f 4.S.1.h 4.S.1.o 4.S.1.s 4.S.1.w 4.GF.2.a 4.A.3.c 4.A.3.f 4.A.3.g 4.LC.4. 4.LC.4.h 4.C.5.e 4.C.5.t</p> <p>Grade Five:</p> <p>5.S.1.d 5.S1.h 5.S.1.j</p>	
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	<p>Teacher uses visuals to review terminology related to Treaty Day and Festivals. Teacher reads a story and discusses events in story. Review terms for Treaty Day. The teacher and students chant and sing songs related to Treaty Day and Festivals. Students will participate in a word recognition activity.</p> <p>Grade Four: Family: Teacher reviews terms for immediate family members-1st and 2nd person possessive. Teacher introduces immediate family terms in 3rd person possessive using visuals. Students will create sentences through a game using verbs and family terms.</p> <p>Occupations: Teacher reviews terms for occupations. Students will play charades to reinforce terminology.</p> <p>Culture: Teacher uses visuals to review terminology related to Treaty Day and Festivals. Teacher introduces terminology for local traditions. The teacher and students chant and sing songs related to Treaty Day. Teacher reads a story and discusses events in story. Review terms for Treaty Day. Students will participate in a game to reinforce Treaty Day terminology. The teacher and students chant and sing songs related to Festivals. Students will participate in a game to reinforce Festivals terminology.</p> <p>Grade Five: Family: Teacher reviews terms for immediate family members-1st, 2nd and 3rd person possessive. Teacher introduces terminology for extended family members. Teacher reads a story and discusses events in story. Students will identify family members introduced in story. Review family terms. Students will participate in a family recognition activity.</p> <p>Occupations: Teacher reviews terms for occupations. Students will participate in a vocabulary recognition game.</p> <p>Culture: Teacher uses visuals to review terminology related to festivals and local activities. The teacher and students chant and sing songs related to traditions. Students will participate in a game to reinforce terminology.</p> <p>Grade Six: Family: Teacher reviews terms for immediate family members-1st, 2nd and 3rd person possessive and terms for extended family members.</p>	<p>5.S.1.k 5.GF.2.a 5.GF.2.d 5.A.3.d 5.A.3.e 5.A.3.g 5.LC.4.a 5.LC.4.d 5.C.5.k 5.C.5.l</p> <p>Grade Six:</p> <p>6.S.1.a 6.S.1.c 6.S.1.e 6.S.1.m 6.GF.2.b 6.LC.3.c 6.LC.3.d</p>	
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		<p>Occupations: Teacher reviews terms for occupations. Students will participate in a word mapping activity. Students will create dialogue comic strips.</p> <p>Culture: Teacher uses visuals to review terminology related to festivals and local activities. Students will participate in practical conversational dialogue.</p>		
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Learning Plan

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
Fields of Experience						
<p>Family: Introduce terms for immediate family members-1st person possessive.</p>	<p>Family: Review terms for immediate family members-1st person possessive.</p> <p>Occupations: Introduce basic terminology related to various occupations. (c)</p> <p>Culture: Introduce terms and language related to Treaty Day and Festivals. (c)</p>	<p>Family: Review terms for immediate family members-1st person possessive.</p> <p>Occupations: Review basic terminology related to various occupations.</p> <p>Culture: Review terms and language related to Treaty Day and Festivals.</p>	<p>Family: Review knowledge of terms for immediate family members-1st person possessive. Introduce 2nd person possessive. (c)</p> <p>Occupations: Review basic terminology related to various occupations.</p> <p>Culture: Review terms and language related to Treaty Day and Festivals.(c)</p>	<p>Family: Review and extend knowledge of terms for immediate family members-from 1st and 2nd person possessive. Introduce 3rd person possessive.(c)</p> <p>Occupations: Review basic terminology related to various occupations.</p> <p>Culture: Review terms and language related to Treaty Day and Festivals. Introduce local traditions.(c)</p>	<p>Family: Review and extend knowledge of terms for immediate family members-from 1st, 2nd and 3rd person possessive. Introduce terms for extended family members. (c)</p> <p>Occupations: Review basic terminology related to various occupations and extend knowledge of terms for other local occupations. (c)</p> <p>Culture: Participate in practical conversational dialogues related to the terminology of events and activities such as Treaty Day, Louis Riel Day and summer/winter festivals. (c)</p>	<p>Family: Review and extend knowledge of terms for immediate family members-from 1st, 2nd and 3rd person possessive. Review terms for extended family members.</p> <p>Occupations: Review basic terminology related to various occupations and extend knowledge of terms for other local occupations.</p> <p>Culture: Participate in practical conversational dialogues related to cultural events and activities.</p>
Indicators						
<p>K.S.1.b Participate in simple interactions using isolated words.</p> <p>K.S.1.g Use visuals and nonverbal communication to express meaning.</p> <p>K.S.1.j Shows interest in the listening experience (looks at the speaker, book, or photo, sits quietly).</p> <p>K.S.1.k Repeats familiar or repetitive phrases with the speaker.</p> <p>K.S.1.l Points to real objects or illustrations when requested.</p> <p>K.S.1.n Repeats parts of songs or messages.</p> <p>K.S.1.o Participates in games, songs and chants using modeled language and gestures.</p> <p>K.GF.1.d Use grammatical elements such as: possession forms for nouns</p> <p>K.A.3.c Recognize basic kinship relationships.</p> <p>K.A.3.d Identify immediate family members.</p>	<p>1.S.1.e Use visuals and nonverbal communication to express meaning.</p> <p>1.S.1.g Shows interest in the listening experience.</p> <p>1.S.1.h Repeats familiar or repetitive phrases with the speaker.</p> <p>1.S.1.i Points to real objects or illustrations when requested.</p> <p>1.S.1.j Repeats new words or phrases.</p> <p>1.S.1.k Repeats parts of songs or messages.</p> <p>1.S.1.l Participates in games, songs and chants using modeled language and gestures.</p> <p>1.GF.2.b Use grammatical elements such as: nouns, commands or requests.</p> <p>1.A.3.c Use words and phrases in familiar contexts; for example clothing, things around me.</p> <p>1.A.3.f Identify and label immediate family members.</p> <p>1.A.3.i Dramatize immediate family</p>	<p>2.S.1.f Use visuals and nonverbal communication to express meaning.</p> <p>2.S.1.g Guesses at the meaning of an unknown word or phrase with support.</p> <p>2.S.1.h Predicts story content in English or by using a familiar word.</p> <p>2.S.1.i Looks at story illustrations as a context clue.</p> <p>2.S.1.k Discusses in English what a reading experience was about.</p> <p>2.GF.2.c Use grammatical elements such as: answer forms, commands or requests.</p> <p>2.GF.2.d Organize elements of a simple story, process or series of events, characters, who, what, why, where, and when.</p> <p>2.A.3.d Use words and phrases in familiar contexts; for example: food, school.</p> <p>2.A.3.f Label immediate family members, including grandparents.</p> <p>2.A.3.h Describe relationships with immediate family members,</p>	<p>3.S.1.f Use visuals and nonverbal communication to express meaning.</p> <p>3.S.1.j Asks questions in English about content that was not understood.</p> <p>3.S.1.l Predicts the content of a text (i.e. by matching a key word to a picture or by using a familiar word).</p> <p>3.S.1.n Reads along with the teacher as the text is re-read.</p> <p>3.S.1.p Asks questions in English about content that was not understood.</p> <p>3.GF.2.a Use grammatical elements such as: commands or requests.</p> <p>3.GF.2.d Arrange words or groups of words in simple ways.</p> <p>3.A.3.c Identify kinship relationships.</p> <p>3.A.3.g Review and write names of immediate family members in the first person possessive using a model.</p> <p>3.LC.4.b Develop meaning from</p>	<p>4.S.1.e Recognize a variety of short, simple written texts.</p> <p>4.S.1.f Express meaning through the use of visuals in a variety of media.</p> <p>4.S.1.h Describes what is seen in a picture, a title, or a photograph (i.e. by selecting pictures or by saying a single word).</p> <p>4.S.1.o Logically sequences a topic using visual supports (i.e. charts, pictures).</p> <p>4.S.1.s Identifies and uses parts of illustrations and photos to assist understanding.</p> <p>4.S.1.w Refers to environmental print (i.e. bulletin boards, dictionaries, word lists or charts) when searching for a word.</p> <p>4.GF.2.a Use simple grammatical elements such as: commands or requests,</p> <p>4.A.3.c Produce messages, for example: commands, encourage or discourage others.</p> <p>4.A.3.f Identify immediate family</p>	<p>5.S.1.d Recognize short, simple written texts.</p> <p>5.S1.h Uses context clues to determine the meaning of unknown words or phrases.</p> <p>5.S.1.j Tries out new words and phrases.</p> <p>5.S.1.k Predicts and verifies the content of a text(i.e. by recognizing familiar words in the title, matching key words to pictures in the text, selecting appropriate pictures on a worksheet or by using familiar words or phrases in the target language) and verifies predictions.</p> <p>5.GF.2.a Use grammatical elements such as: personal pronouns, tense markers, commands or requests, simple sentences.</p> <p>5.GF.2.d Makes words plurals by using appropriate forms.</p>	<p>6.S.1.a Participate in short, spontaneous exchanges with pauses to formulate oral text and self correct.</p> <p>6.S.1.c Recognize important social conventions in everyday interactions (i.e. shaking hands).</p> <p>6.S.1.e Recognize a variety of short, simple written texts.</p> <p>6>s.1.f Express meaning through the use of visuals in a variety of media.</p> <p>6.S.1.m Searches for context clues in the text (i.e. with illustrations).</p> <p>6.GF.2.b Use grammatical elements such as: noun possessive forms, simple sentences, commands or requests.</p> <p>6.LC.3.c Develop meaning from the visual elements of a variety of media.</p> <p>6.LC.3.d Produce a variety of short, simple written texts.</p>

<p>K.LC.4.c Duplicate simple spoken words and phrases.</p> <p>K.LC.4 e Uses gestures to accompany words in songs, rhymes, or games.</p> <p>K.C.5.i Participate in songs, chants, and other forms of communication used to celebrate occasions.</p>	<p>roles.</p> <p>1.A.3.q Makes labeled illustrations for inclusion in a class book (i.e. copying a word from a word wall).</p> <p>1.LC.4.b Produce simple spoken words and phrases.</p> <p>1.LC.4.l Uses gestures to accompany words in songs, rhymes, or games.</p> <p>1.C.5.e Discuss respectful behavior during ceremonies and family traditional celebrations. Review and provide examples of family gatherings and special celebrations.</p> <p>1.C.5. k Participate in cultural activities such as games, singing and chants.</p>	<p>including grandparents.</p> <p>2.A.3.j Name family roles.</p> <p>2.LC.4.a Develop meaning from visuals and other forms of nonverbal communication.</p> <p>2.LC. 4.c Duplicate simple spoken sentences.</p> <p>2.LC.4.e Categorize items in different ways.</p> <p>2.C.5.j Identify the significance of ceremonial activities in the local community that were or are still practiced in local traditional landmarks.</p> <p>2.C.5.o Uses knowledge of aboriginal cultures to participate in cultural activities.</p>	<p>visuals and other forms of nonverbal communication and indicate understanding (i.e. points to a picture, makes a gesture, draws a picture or matches words to a picture).</p> <p>3.LC.4.d Duplicate short, simple, oral texts.</p> <p>3.C.5.f Discuss the importance of kinship.</p> <p>3.C.5.o Examine elements of aboriginal culture in the classroom and school, such as posters and books.</p> <p>3.C.5.x Discuss the four sacred medicines (tobacco, sage, sweet grass and cedar)</p> <p>3.C.5.y Use knowledge of aboriginal cultures to participate in cultural activities.</p>	<p>members in the second person possessive.</p> <p>4.A.3.g Uses words and expressions to indicate understanding.</p> <p>4.LC.4.Develop meaning from a variety of media, for example: watch video clips or read stories and show understanding through creating short, oral and written sentences.</p> <p>4.LC.4.h Draws pictures to represent understanding of an oral story.</p> <p>4.C.5.e Describe aboriginal festivals and events in the area.</p> <p>4.C.5.t Use knowledge of aboriginal cultures to participate in cultural activities.</p>	<p>5.A.3.d Recognize extended family members in the first person possessive.</p> <p>5.A.3.e Question to gain knowledge and clarify understanding.</p> <p>5.A.3.g Uses simple instructions or commands, such as sit, write.</p> <p>5.LC.4.a Listen or view short presentations and show understanding of media.</p> <p>5.LC.4.d Produce, duplicate and understand short, simple written and oral texts.</p> <p>5.C.5.k Name famous Canadian Aboriginal people in art, music, dance and sport.</p> <p>5.C.5.l Use knowledge of aboriginal cultures to participate or lead others in cultural activities.</p>	
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Vocabulary

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
My mother	My mother	My mother	My mother	My mother	My mother	My mother
My father	My father	My father	My father	My father	My father	My father
My sister	My older sister	My older sister	My older sister	My older sister	My older sister	My older sister
My brother	My older brother	My older brother	My older brother	My older brother	My older brother	My older brother
	My younger brother/sister	My younger brother/sister	My younger brother/sister	My younger brother/sister	My younger brother/sister	My younger brother/sister
	My grandmother	My grandmother	My grandmother	My grandmother	My grandmother	My grandmother
	My grandfather	My grandfather	My grandfather	My grandfather	My grandfather	My grandfather
			Your mother	Your mother	My aunt (mom's sister)	My aunt (mom's sister)
Teacher	Teacher	Teacher	Your father	Your father	My uncle (mom's brother)	My uncle (mom's brother)
	Janitor	Janitor	Your older sister	Your older sister	My aunt (dad's sister)	My aunt (dad's sister)
	Principal	Principal	Your older brother	Your older brother	My uncle (dad's brother)	My uncle (dad's brother)
			Your younger brother/sister	Your younger brother/sister	Your mother	Your mother
Treaty Days	Treaty	Treaty	Your grandmother	Your grandmother	Your father	Your father
Metis Days	Benefits	Benefits	Your grandfather	Your grandfather	Your older sister	Your older sister
	Spirit	Spirit		Their mother	Your older brother	Your older brother
	Intent	Intent	Teacher	Their father	Your younger brother/sister	Your younger brother/sister
	Rights	Rights	Janitor	Their older sister	Your grandmother	Your grandmother
	Symbol	Symbol	Principal	Their older brother	Your grandfather	Your grandfather
	Responsibilities	Responsibilities		Their younger brother/sister	Your aunt (mom's sister)	Your aunt (mom's sister)
	Treaty Days	Treaty Days	Treaty	Their grandmother	Your uncle (mom's brother)	Your uncle (mom's brother)
	Metis Days	Metis Days	Benefits	Their grandfather	Your aunt (dad's sister)	Your aunt (dad's sister)
			Spirit		Your uncle (dad's brother)	Your uncle (dad's brother)
			Intent	Teacher	Their mother	Their mother
			Rights	Janitor	Their father	Their father
			Symbol	Principal	Their older sister	Their older sister
			Responsibilities		Their older brother	Their older brother
			Treaty Days	Treaty	Their younger brother/sister	Their younger brother/sister
			Metis Days	Benefits	Their grandmother	Their grandmother
			Feast	Spirit	Their grandfather	Their grandfather
			Powwow	Intent	Their aunt (mom's sister)	Their aunt (mom's sister)
				Rights	Their uncle (mom's brother)	Their uncle (mom's brother)
				Symbol	Their aunt (dad's sister)	Their aunt (dad's sister)
				Responsibilities	Their uncle (dad's brother)	Their uncle (dad's brother)
				Treaty Days		
				Metis Days	Teacher	Teacher
				Feast	Janitor	Janitor
				Powwow	Principal	Principal
					Firefighter	Firefighter
					Hunter	Hunter
					Chief	Chief
					Doctor	Doctor

					Pilot	Pilot
						Band councilor
					Treaty	Carpenter
					Benefits	Mechanic
					Spirit	
					Intent	Treaty
					Rights	Benefits
					Symbol	Spirit
					Responsibilities	Intent
					Treaty Days	Rights
					Metis Days	Symbol
					Feast	Responsibilities
					Powwow	Treaty Days
					For as long as the sun shines, the grass grows, and the rivers flow	Metis Days
						Feast
						Powwow
						For as long as the sun shines, the grass grows, and the rivers flow

Evaluation Checklist

Grade: _____

1=student watches 2=tries minimally 3=does what is asked 4=beyond what is asked

	Activities:							
Student								

Ongoing Indicators Observations Checklist

Grade: _____

	Indicators:				
Student					

Language Skills Rating Scale

SAMPLE ONLY

Student: Rose

	Independent Students function on their own to make choices based on familiar material, and to select appropriate language to communicate their own original messages	Semi-Guided Students are beginning to rely less on scaffolding provided by the teacher as they use language in pairs or in small groups.	Guided Students are given slightly more responsibility in functioning on their own for very short periods in pairs or in small groups.	Semi-Structured Students are able to make broad choices from the language models provided as they learn to express themselves in a large group sharing situation.	Structured Provision of specific learning supports which allow limited choice in language models used by the students in a large group sharing situation.	Highly Structured Provision of specific learning supports which allow no choice in language models used by the students in a large group sharing situation.	Modeled Language models are provided by the teacher which are closely observed by the students.
4.S.1.h Describes what is seen in a picture, a title, or a photograph (i.e. by selecting pictures or by saying a single word).							
4.GF.2.a Use grammatical elements such as: commands or requests,							
4.A.3.f Identify immediate family members in the second person possessive.							
4.LC.4. h Draws pictures to represent understanding of an oral story.							
4.C.5.e Describe aboriginal festivals and events in the area.							

