**Michif Integrated Lesson/Unit Plan**

**Following an Adapted “Stepping Stones” Framework**

By Heather Souter, MEd-Indigenous Language Revitalization

**Competence Outcomes/Relative Standards**

* Language Competence outcomes in the *K-12 Aboriginal Languages and Cultures Curriculum Framework*, beginning on page 18

**Teacher Resources**

* Video, audio and text Files are included for your reference

**Lesson Plans**

* Lesson 1 - My Family: Guided Oral Input: talking about family; basic vocabulary using full sentences; TPR; students create and share their family charts scaffolded by in-class co-created charts.
* Lesson 2 - Making a Cup of Tea: Instructions on making a cup of tea; simple vocabulary using full sentences: TPR; students likes/dislikes scaffolded by charts.
* Lesson 3 - Building a Campfire: Instructions to build a (pretend) campfire; TPR
* Lesson 4 - Tea and Family Talk by the Campfire: Building a fire, preparing tea and socializing with family/friends around the fire; students present and ask about family charts

**Lesson Planning Template from Tina Hargaden**

* Daily Instructional Framework Lesson Planning Document.pdf. Presently found in Lesson 3.
* See Lesson One for an example of a completed Daily Instructional Framework Lesson Plan

**Class and Section Times**

Lesson Plans are for 60-minute classes. For shorter classes, the 5 minutes student reflection can be assigned as homework. Guided input and both shared reading and writing can be shortened by a few minutes as well. For block classes, lengthening the Guided Oral Input time is NOT recommended. Increasing student application time, running TPR twice as brain breaks and creating extension activities is. Many Lessons can be split into two classes. Below you will see sample Delivery Time Charts for your reference.

**Two Sample Delivery Time Charts (for Lessons 1, 2 & 3)**

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| **Time** **60 Min.** | **Lesson Plan/ Framework for Lesson One: *Single Class*** |  | **Time****60 Min.** | **Lesson Plan/ Framework****Lesson One: *Class One*** | **Time****60 Min.** | **Lesson Plan/ Framework****Lesson One: *Class Two*** |
|  |  |  |  |  |  |
| 5 | **Norming the Class** | 5 | **Norming the Class** | 5 | **Norming the Class** |
| 3 | **(Introduction to) Reading Workshop** | 3 | **(Introduction to) Reading Workshop** | 3 | **Reading Workshop** |
| 10 | **Guided Oral Input** | 12 | **Guided Oral Input** | 12 | **Guided Oral Input (Review and Extension)** |
| 7 | **Scaffolded Oral Review** | 7 | **Scaffolded Oral Review** | 7 | **Scaffolded Oral Review (Review)** |
| 5 | **Shared Writing** | 8 | **Shared Writing** | - |  |
| 5 | **Shared Reading** | - |  | 8 | **Shared Reading** |
| 5 | **Brain Break** | 5 | **Brain Break** | 5 | **Brain Break** |
| 10 | **Student Application** | 10 | **Student Application** | 10 | **Student Application** |
| 5 | **Student Reflection** | 5 | **Student Reflection** | 5 | **Student Reflection** |
| 3 | **Assessment** | 3 | **Assessment** | 3 | **Assessment** |
| 2 | **Closing routine** | 2 | **Closing routine** | 2 | **Closing routine** |

**Lesson 1: My Family (for grades 7-8 but adaptable for most grades and adults)**

Please see: Lesson 1 My Family Sample Daily Instructional Framework Lesson Document.pdf

Standards:

1.1.1: A-8 listen and respond to a variety of short, simple sentences in guided and unguided situations

1.3.1: A-8 comprehend and identify the main point and supporting details of short texts on familiar topics in guided situations

1.4.1: A-8 produce short, simple texts in guided situations

Main Objectives: Students will

* **recognize greetings and leaving with scaffolding**
* **recognize family vocabulary with scaffolding**
* **use some family vocabulary orally to explain their “family trees” scaffolded by charts**

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| --- | --- | --- | --- | --- |
| **Time** **60 Min.** | **Lesson Plan/ Framework** | **Activity** | **Language Required** | **Resources and Materials**  |
| 5 | **Norming the Class** | **Introduce greeting words and guide students** in their response. **Opening prayer****State “Can Do’s”:** By the end of the lesson, you will be able to recognize some family vocabulary and answer specific questions about your family. (Ensure greetings poster and question and answer chart are displayed.) | **Teacher Language****Text and Audio**Lessons 1-4 Teacher Language for the CI Classroom.pdfLessons 1-4 Teacher Language for the CI Classroom.mp3**Learner Language****Text and Audio**Lessons 1-4 Learner Language Survival Phrases.pdfLessons 1-4 Learner Language Survival Phrases.mp3**Greetings****Text and Audio**Lessons 1-4 Language for Greetings and Leave Taking Poster.pdfLessons 1-4 Language for Greetings and Leave-takings Poster.mp3**Opening Prayer****Text and Audio**Lessons 1-4 Simple Opening Prayer for Class.pdfLessons 1-4\_Simple\_Opening\_Prayer.mp3 | **Before classs, create posters for the following:**1. Lesson 1 Who is this\_ What is this\_ Poster.pdf
2. Lessons 1-4 Language for Greetings and Leave Taking Poster.pdf
3. Lesson 1 More Family and Friends for poster.pdf

**Poster paper, felt pens, etc.** |
| 3 | **Introduction to Reading Workshop** | Explain that reading is a great way to gain and reinforce new vocabulary and language patterns for both speaking and writing. Provide **Image-Supported Self Introduction Poster** and ask students to **“read the images”.** |  | **Image Supported Self-Introduction Text**What are you called? Taanshi ee-ishinihkaashoyen?.pdf |
| 10 | **Guided Oral Input (GOI)** | **Introduce vocabulary for immediate family using words and full sentences** while creating a family chart visual in front of the class. Post completed chart.Time permitting, a student volunteer (or two) could be asked simple questions about their family. Students can give one-word answers in Michif or even answer in English. No correcting, only modeling of correct language. | **L.1 GOI: Text and Audio**Lesson 1 My family script.pdfLesson 1 My family script audio.wavWords: (1) me, (2) mom, (3) dad, (4) brother, (5) sister, (6) He/she is called …. (7) I am called …. (8) How about you? (9) Who is this? (10) This is…. (11) These are …. | **Create the visual in class.****Flip chart and pens** (best) ORWhiteboard and pens (do not erase, ensure you take a photo to make a poster and/or share with students.)**Masking Tape** for posting flip chart pages**L.1 GOI Demonstration/model video for teachers**Lesson 1 My Family Guided Oral Input Model Lesson video.MOV |
| 7 | **Scaffolded Oral Review** | **Review vocabulary and target sentences** by asking, and if necessary, answering questions such as : Is (X) my father? Is this my mother? Is this my sister? Etc. Make mistakes on purpose to make things fun. | **Teach Verbal Yes/No question marker: chiiñ** | **Visual of “?” (question mark)**Lessons 1-4\_Huge\_Question\_Mark.pdf |
| 5 | **Shared Writing (SW)** | **“Write and Discuss”** Create a summary text about your family. No more than four short sentences.Make intentional mistakes or “pretend you forgot” and then correct yourself with “help” from students.*(If there are students with low vision and a flip chart is being used, ensure that they are close enough to the chart, or that technology is available and used to enlarge the text)* | **Recycle language** that has been used. | **Flip chart and pens** (because this text will be saved and reused)If a whiteboard is used, take a photo of the text so you can type it out.**L.1 SW Demonstration/model video:**Lesson 1 My Family Shared Writing Model.MOV**Link to additional demonstration video**(Garner, 2019) <https://www.youtube.com/watch?v=Y6To5Tu-LM4> |
| 5 | **Shared Reading (SR)** | **Comprehension check of the “Write and Discuss”** text by having students decode the text into English using the Michif “word” order. Encourage “noticing” and sharing of observations about how the language works. Keep any teacher comments to a bear minimum affirming what you can. |  | **L.1 SR Demonstration/model video:**Lesson 1 My Family Shared Reading Bonus Video.MOVLink to a demonstration video by M. Garner (from 09:28)(Garner, 2019)<https://www.youtube.com/watch?v=Y6To5Tu-LM4>  |
| **5** | **Brain Break** | **Total Physical Response (TPR):** a small set of simple verbs to start demonstrated by the teacher with students copying the gestures or movements. *(Students with mobility issues have picture cards to point to or hold up.)* | **List of Total Physical Response Verbs**Lessons 1-4 Total Physical Response Verbs List.pdfListenGet upSit downLaughCryDance the jig | **Total Physical Response Model Video**Lessons 1-4\_Total\_Physical\_Response\_Verbs\_Model\_Video.MOV**Total Physical Response Model Video Additional Format**1-4.mp4Create picture cards of the verbs used for students with mobility issues. |
| **10** | **Student Application** | **Working in pairs, students** begin to **create their family charts** which will be shared in a future lesson. (Write & Discuss text is still posted for students to refer to if they need to. Those with mobility issues may need an assistant to help with drawing/writing). They ask their partner “Who is X / X is my (father/mother/etc)”*With a block (longer) class period (75-90 minutes) there should be time to share the family charts before the end of class*.Teacher collects family charts with student names on them, makes a photocopy of each, saves the copy for the presentation in lesson 4, and returns the original to the student at the start or end of lesson 2. | **L.1 Additional Family Vocabulary** **Text and Audio**Lesson 1 More Family and Friends for poster.pdfLesson 1 More Family Vocabulary for poster.mp3 | **Paper and markers** for students to use |
| 5 | **Student Reflection** | **Journal writing**: paragraph on what you learned today. |  | **Notebooks** for journaling in class. |
| 3 | **Assessment** | **Quick Quiz** on the core vocabulary. Could be as simple as using the English sentence frame “What does “\_\_\_\_\_\_” mean?” Students answer as a class or write out .Can be oral or written as needed.Give five questions only. As much as possible use full (short and simple!) sentences. |  | **Paper and pens/pencils** if a written quiz is used.**Link to a demonstration video of activity (quick quiz) done in Spanish by T. Hargaden.**(CI Liftoff, 2017) <https://www.youtube.com/watch?v=zYR00Q7C_fM> |
| 2 | **Closing routine** | **Closing Prayer****Announcements**Everyone says “**Ka-waapamitin miina**” to each other when parting. | **Text and Audio of Closing Prayer**Lessons 1-4 Simple Closing Prayer for Class.pdfLesson 1-4 Simple Closing Prayer for Class.mp3“I will see you again.”**“Ka-waapamitin miina”** |  |

**Lesson 2 Making Tea**

Standards:

1.1.2: A-8 derive meaning from and respond to multiple visual elements in a variety of media in guided situations

1.4.1: A-8 produce short, simple texts in guided and unguided situations

Main Objectives

Students will

* **Recognize vocabulary used in making a cup of tea**
* **Understand and produce short, simple oral texts using food and drink vocabulary and related verbs in interpersonal**

**exchanges scaffolded by Guide Oral Input and Shared Writing charts**

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| **Time****60 Min.** | **Lesson Plan/ Framework** | **Activity** | **Language Required** | **Resources and Materials** |
| 5 | **Norming the Class** | **Greet and guide students** in their response as required. **Opening Prayer.** **State “Can Do’s”:** By the end of the lesson, you will be able to recognize words having to do with tea and express likes and dislikes.(Ensure greetings poster and question and answer chart are displayed.) | **See Lesson One** | **See Lesson One** |
| 3 | **Reading Workshop** | Have students read the “**Shared Writing” from the day before.**   |  | **Type up Shared Writing from the previous class** and project onto a screen or handout to the class. |
| 10 | **Guided Oral Input (GOL)** | **Use video -** speaker describes the process of **making a cup of tea.**Teachers can use the audio to learn the words and phrases before use with class.(Provide realia to teaching assistant to pass to students with visual impairments or low vision during the lesson.) | **L. 2 GOL****Vocabulary for making tea**: What is this? This is … (1) cup, (2) spoon, (3) tea, (4) sugar, (5) milk, (6) bannock, (7) drink, (8) eat, (9 and 10) the two different “Do you like...?” (11) take, (12) stir**L.2 GOL: Text and Audio**Lesson 2 Making a cup of tea plus bonus script of Do you like X\_ and bannock.pdfLesson 2 Making a Cup of Tea plus bonus audio of Do you like X\_ and bannock.wav | **Realia**: Watch video to make a list of your needs based on the vocabulary given.**Flip chart and pens** ORWhiteboard(s) and pens**L.2 GOL Model Videos: Part 1 and Part 2** Lesson 2 Making\_a\_Cup\_of\_Tea\_Video\_Part\_1.MOVLesson 2 Making a cup of Tea Video Part 2.MOV |
| 7 | **Scaffolded Oral Review****(SOR)** | **Q &A** (“Is this a …? / This is ...”)Do you like….?  | **L.2 SOR Text 1**Lesson 2 Making a Cup of Tea Scaffolded Oral Review.pdfDo you like this? Do you like\_\_\_\_?(ooma)Do you like this?Do you like\_\_\_\_?(awa)**L.2 SOR Text 2 and Audio**Lesson 2 Language for “Do you like this\_” Yes, I like it. No, I don't like it Poster.pdfLessons 2 and 4 Language for Do you like this\_ Poster.mp3 | **Create poster** with **what** and the **two words for “this”****Yes** and **No****L.2 SOR Text 1 for Poster**Do you like this? Do you like\_\_\_\_?(ooma)Do you like this?Do you like\_\_\_\_?(awa)**L.2 SOR Text 2for Poster** Lesson 2 Language for “Do you like this\_” Yes, I like it. No, I don't like it Poster.pdf |
| 5 | **Shared Writing** | **Write & Discuss** - class creates a summary of the videoTry doing only Part 2 if doing both seems daunting.For block classes both Part 1 and Part 2 can be done.*(If there are students with low vision and a flip chart is being used, ensure that they are close enough to the chart, or that technology is available and used to enlarge the text)* |  | **Flip chart and pens** ORWhiteboard and pensIf a whiteboard is used, take a photo of the text so it can be reused**See Lesson One**  |
| 5 | **Shared Reading** | **Comprehension check** of the Write and Discuss text (students interpret the text in English). “Noticing” and sharing of students’ observations about how the language works. |  | **See Lesson One**  |
| 5 | **Brain Break** | **Total Physical Response (TPR**): very simple verbs *(students with mobility issues have picture cards to point to or hold up)* | ListenGet upSit downLaughCryDance the jigPut  | **See Lesson One** |
| 10 | **Student Application** | Distribute realia / pictures to students. They **“make the tea”** **as the teacher reads the script** from the video of the speaker making tea.**Teacher asks “Do you like …?” and students respond “yes/no”***With a block (longer) class, students could also ask each other Yes/no questions for the vocabulary items and a chart or graph could be created.* | **Questions about liking tea, sugar, milk, bannock, and pizza, etc.****Adding words like “pizza” or “sushi” that are “cognates” (very similar or the same in English) can make this fun!** | **Teacher needs to create sets of pictures or gather set of items shown in the video for the students to use.** |
| 5 | **Student Reflections** | Journal: Paragraph on what I learned today. |  |  |
| 3 | **Assessment** | **See Lesson One** | **Use questions similar** to those used in **Scaffolded Oral Review** | **See Lesson One** |
| 2 | **Closing Routine** | **Closing Prayer****Announcements**Everyone says “**Ka-waapamitin miina**” to each other when parting. | **See Lesson One** | **See Lesson One** |

**Lesson 3 Making a Fire**

Standards:

1.1.2: A-8 derive meaning from and respond to multiple visual elements in a variety of media in guided situations

2.2.1: C-8 assess own performance or comprehension at the end of a task

2.3.1: A-8 take part in group decision making

Objectives:

* use and respond to greetings
* use vocabulary related to building a fire orally, in interpersonal exchanges, and in writing
* collaboratively build a (real or simulated) fire and assess their group’s performance

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| **Time** **60 Min.** | **Lesson Plan/ Framework** | **Activity** | **Language needed** | **Resources needed** |
| **5** | **Norming** | **Introduce greeting words and guide students** in their response. **Opening prayer****State “Can Do’s”:** By the end of the lesson, you will be able to recognize some tea-related and other food and drink vocabulary and answer specific questions about your likes and dislikes. (Ensure greetings poster and question and answer chart are displayed.) | **See Lesson One** | **See Lesson One** |
| **3** | **Reading Workshop** | Have students read the “Shared Writing” for the day before.  |  | **Type up Shared Writing** from the previous class and project onto a screen or handout to the class. |
| **10** | **Guided Oral Input** | **Video demonstration** - speaker describes the process of building a fire (Provide a set of realia to teaching assistant to pass to students with visual impairments or low vision as the lesson progresses.)**Or, instructor may also choose to demonstrate themselves** after reviewing the Guided Oral Input Section and associated audio files from the Building a Campfire lesson Plan | **L.3 GOI Text for Building a Fire**Lessons 3-4 Building a Camp Fire in Michif Full Lesson Plan with Introduction, Input 1-4scripts and Comprehension Check Scripts.pdf**L.3 GOI Audio for Building a Fire**Lessons 3-4 Building a Campfire Audio Part 1 Introduction.wavLessons 3-4 Building a Campfire Audio Part 2 Inputs 1-3.wavLessons 3-4 Building a Campfire Audio Part 3 Input 4.wav | **Pictures and realia**Suggestion: Take snaps from a video of making a fire to create a picture sequence to use in class.**L.3 GOI Video for Making a Campfire**Lessons 3 &amp; 4 Building a Campfire Video Revised.MOV**L.3 GOI Text for Video**Lesson 3 Making a Campfire Video.pdf |
| **7** | **Scaffolded Oral Review** | **Q &A (yes/no, either/or)** Refer to Building a Campfire Lesson Plan and Comprehension Check audio file**.** | Review “**this is**” andLanguage for “**either/or”** | **See Lesson One**  |
| **5** | **Shared Writing** | Teacher together with class creates a **summary of the fire-building process**. *(If there are students with low vision and a flip chart is being used, ensure that they are close enough to the chart, or that technology is available and used to enlarge the text)*  |  | **Flip chart and pens** **See Lesson One** for model of technique. |
| **5** | **Shared Reading** | **“Write and Discuss”** Whole class reading and “decoding” into English. “Noticing” and sharing of students’ observations about how the language works. |  |  |
| **5** | **Brain Break** | **Total Physical Response (TPR)** *(students with mobility issues have picture cards to point to or hold up)* | ListenGet upSit downLaughCryDance the jigPut **Same words from lesson 1 with the addition of “put” or “*ashta*”** as used in the demonstration video **and “bring” or “peehta”** as in the audio file.  | Create **picture cards** for students with mobility issuesHave a **book** handy for a prop.**Pictures or realia** for students **to use for “bring” and “put”.** |
| **10** | **Student Application** | In groups, **students follow the steps as spoken/read out by the teacher to build the simulated “fire”** indoors, using pictures provided.(Provide realia for visually impaired students.)*With a block (longer) class, teacher could use the script from making a cup of tea from lesson 2 as well.* | **Text for Student Application**Lessons 3-4 Building a Camp Fire in Michif Full Lesson Plan with Introduction, Input 1-4scripts and Comprehension Check Scripts.pdf | **Sets of pictures/photos or realia** (with fake matches)Suggestion: Take snaps from a video of making a fire to create a picture sequence to use in class. |
| **5** | **Student Reflections** | **Journal**: Paragraph on what I learned today. |  |  |
| **3** | **Assessment** | Explain the **homework**: a sheet with sentences (out of order) describing the process, students put them in the correct order. Students can start working in class and take them home to finish. |  | **Building a Campfire** **Worksheet**Lesson 3 Building a Campfire Student Application Worksheet.pdfLesson 3 Key to Building a Campfire Student Application Worksheet copy.pdf |
| **2** | **Closing Routine** | **Closing Prayer****Announcements**Everyone says “**Ka-waapamitin miina**” to each other when parting. | **See Lesson One.** |  |

**Lesson 4: Inviting Guests for Tea and Family Talk by the Campfire**

Standards:

2.4.1: A-8 work with others (e.g., peers, teachers) to monitor own language learning

3.1.1: B-8 give examples of and discuss ways to converse respectfully with people at home

Note: This lesson builds on the “fire” text from Lesson 3 and the food preparation from Lesson 2 and the “family chart” activity

from lesson 1.

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| **Time****60 Min.**  | **Lesson Plan/ Framework** | **Activity** | **Language Needed** | **Resources needed** |
|  | **Preparatory Note** | If speakers are invited, provide them with the texts and a brief explanation of the method in advance, along with instructions for how they can best support the learning in today’s lesson.If speakers are present, ask them use short full sentences and use gestures and objects as much as they can when addressing the students.**Since this is an outdoor activity involving fire and food, teacher will need appropriate permissions and approval from administration, plus equipment to put the fire out and to prepare and serve the tea and bannock. There may be a requirement for a small budget to purchase the food and small gifts for elder speakers who attend (according to local protocols). Prepare copies of the family charts from Lesson 1.****As a contingency plan, the activity can be done in the classroom or even using the video online as part of a synchronous class.** |  | **Prepare an explanation of your methods to give to any speakers who attend before class.** **Printed texts of Shared Writing** created in Lesson 2 and Lesson 3  |
| 10 | **Norming** | **Greeting****Opening prayer.** (If a speaker is present, ask them to say the prayer in Michif if they’re comfortable doing so.) Welcome family members and honored guests and shake hands.**“Can Do’s”** for lesson and special procedures for an outdoor lesson. | **Greetings** **Opening Prayer****Introductions****See Lesson One** | Poster or handouts of two forms of **Do you want this….?****Do you want….?** and**Yes/No****Here you go.****Thank you.****OK.** |
| 20 | **Reading Workshop / Guided Oral Input (Review)** | First, participants **read the** **Fire-Building Write & Discuss** text from Lesson 3. **Students assist** teacher and volunteers/guests **in building a fire**.**Choral reading of the “Tea” Shared Writing from lesson 2 as students demonstrate** with gestures and/or realia. Teacher, volunteers, and **students distribute the tea (and bannock or cookies.)** (Provide extra set of realia for educational assistant working with students with disabilities. For students with visual impairments, position them as close as possible to the text or provide a large-format handout or electronic copy of the text.) | **Text of Class-Created Shared Writing from Lesson 3** (on chart or printed text) Refer to poster and/or handouts.**Text of Shared Writing from Lesson 2** **Firebuilding Terminology and Commands**Lesson Plan for Building a Fire in Michif. Final.pdf**TPR Verbs: Put “Ashta” and Bring “Pehta”.****L.4 SR/GOI Text and Audio** “Do you want…?”“Yes/ No”“Here you go”“Thank you”“OK”Lesson 4 Language for “Do you want this\_” Yes\_No, Here you go. Thank-you. Poster.pdfLesson 4 Language for Do you want this\_ Poster.mp3 | **Fire-building materials to build one central fire****Tea and bannock/cookie supplies.****L.4 RW/GOI** **Video for Contingency Plan**Lessons 3 &amp; 4 Building a Campfire Video Revised.MOV |
| 5 | **Scaffolded Oral Review****(Use as formative assessment)** | **Do you like….?** | **See Lesson Two**Additional “awa words”:Bannock: la galetCake: li kekA cookie: aeñ biskwii | **Realia:** “**Ooma words**” sugar, milk, tea, book, cup“**Awa words**”: spoon (bannock, cake…) |
| 15 | **Student Application** | **Students form groups** (including any invited elders or caregivers from their own family) **and present their family charts from Lesson** 1. They introduce their guests, if present, “This is my (X). He/she is called.” They talk about their charts in their groups.*With a longer class, if a speaker is present, ask them (in advance) to bring a picture and talk about their family in simple language.* | **See Lesson one.** | **Student-created family charts (or copies) created in lesson 1****Poster of expanded list of family members with both Michif and English**  |
| 5 | **Student Reflections** | **Journal**: Paragraph on what I learned today. |  | **Journals or Paper**Take this time to speak with guests and family. |
| 5 | **Closure** | **Closing prayer****Announcements****Shake hands, as appropriate, with honored guests and thank them.** **Students assist with clean-up.**While speaking in Michif, demonstrate to the class by picking up a piece of garbage and putting it in a garbage bag. **Dismissal** (Everyone says “**Ka-waapamitin mina**” | Even if there no guests who are speakers of Michif, if an Elder present, consider asking her/him to pray. Otherwise consider using your Michif prayer as usual, or do both as appropriate. (**See Lesson One.)****L.4 ClosureText and Audio for Thanking Guests and Clean-up**Lesson 4. Language for Thanking Guests and Clean Up..pdfLesson 4. Language for Thanking Guests and Clean-up.mp3“Thank you for coming today.”“Class, please pick up the garbage.” “Please put it in the bag.” | **Clean-up supplies: garbage bags, etc.** |
|  | **Assessment/ Homework**  | **Assessment (delayed):** students take tea instructions home, follow them with a family member and have them sign the instruction sheet to be returned to the teacher. |  | **L. 4 Li Tii Oshitataak! Homework and Instructions for Caregivers**Lesson 4 Homework Li Tii Oshitataak! Let's Make Tea!.pdfLesson 4 Homework Li Tii Oshitatak!.mp3Lesson 4. Homework Instructions for Caregivers Li Tii Oshitatak! Let's Make Tea!.pdf |

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