



Date: _____

Poonataak! Michif Language Lesson #3

Let's build a fire (Michif)

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

The following members of the Manitoba Michif Speech Community: Elvis Demontigny, Verna Demontigny, Terri Dixon, Laura Forsythe, Connie Henry, Vivian Smith and Heather Souter (in alphabetical order) and Prairies to Woodlands Indigenous Language Revitalization Circle. Our work took place on the homelands of the Métis Nation and the original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples.

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. Use language related to building a fire in shared writing;
2. Collaboratively build a (real or simulated) fire and assess the group's performance and comprehension;
3. Understand language regarding fire building.



Indigenous Language

Origin

Manitoba Michif Speech Community
Manitoba

Learning Level / Grade

7

Also: 10, Beginner Language, 12, 9, 8, 11



60 mins

Cross-Curricular (Related) Subjects

Indigenous Language,
Indigenous Ways of Knowing & Being, Science

TEACHING NOTES

Words/Phrases to review from previous lessons	Words/Phrases to introduce this lesson	Words/Phrases to use that lead students from one concept or topic to another (language scaffolding)

DESCRIPTION

Lesson #3 in the Michif language series concentrates listening comprehension using a physical demonstration of how to make a “pretend campfire.” It is the third of four Michif language lessons, forming a unit entitled “Towards Visiting Around the Campfire: Family, Tea and Talk.”

To gain an overview of the unit and all four lesson plans, two documents available for you to review (in the ‘Materials’ section) are: 1) the “Background/Overview Document: Michif Integrated Lesson/Unit Plan” and 2) “Lesson 1 ‘My Family’ – Sample Daily Instructional Framework Document.”

The structure of the lessons in this unit is based on meeting teachers “where they are at” –in terms of language proficiency, language teaching skills and educational environment. In a perfect world, we would be teaching in culturally safe and supportive Indigenous-controlled schools that are wholistic in orientation and well-integrated into the community. While working towards the realization of this dream, the hope is that this approach to language teaching approximates some of what we aspire to and helps us on our continued journey to decolonize and bring our ways of being, knowing, and teaching to the fore.

REINFORCING THE LANGUAGE

Here are some tips to use in class, supporting students in learning the language:

- Create an environment where it is safe to make mistakes
- Create a routine built on repetition
- Involve a fluent/proficient speaker in the classroom; they are ‘living libraries’
- Relate the language to land and philosophy; this is where identity flourishes
- Flood the learner with vocabulary, images, and written language
- What words/phrases of encouragement can you repeat regularly to positively engage students and reinforce learning? For example, how do you say ‘Well done’ or ‘Excellent’ in your language?

Below are some words in the language that are part of this lesson plan:

A list of basic words of encouragement are included in the teacher language list and the associated audio file in Resources.

Here are a few of the phrases to be found in additional materials:

Pee-piitikwee	Come inside!
Pee-piitikweek	Come inside you guys!
Api	Sit down!
Apik	Sit down you guys!
Pashikoo!	Get up!
Pashikook!	Get up you guys!
Ayamihatak!	Let’s pray.
Kwayesh!	Good! Correct!
Mitoni kwayesh!	Very good! Excellent!
Ki-nipwaahkaan!	You are smart!
Ki-nipwaahkaanawaaw!	You guys are smart!
Aeñ smart kiiya!	You are smart!
Lii smart kiiyawaaw!	You guys are smart!
Wahwaa!	Wow!
Maamaskach!	Amazing! Awesome!
En bon job anima!	That’s good work!
Kiiyaam.	Don’t worry! Never mind! Oh well!
Kwayesh natohta	Listen carefully!
Kwayesh natohtak	Listen carefully you guys!
Yaeñk natohta	Only listen!
Yaeñk natohtak	Only listen you guys!
Kaaya piikishkwee	Don’t talk!
Kaaya piikishkweek	Don’t talk you guys!
Kaaya toota	Don’t do it!
Kaaya tootak	Don’t do it you guys!
Kiiyamapi	Settle down! Be quiet!
Kiiyamapik	Settle down you guys! Be quiet you guys!
Oshipeehikeetaak!	Let’s write!
Amishchikeetaak!	Let’s read!

Haam maaka	Come on.
Eekwaa	And, now...
Kiiya eekwaa	Your turn
Kiiyawaaw eekwaa	Your guys turn
Kahkiyaw la klas	The whole class.
Eekoshi.	That's it; it's over; it's done

INSTRUCTION METHOD

A useful document for the instructor to read and gain an overview of the entire unit, "*Towards Visiting Around the Campfire: Family, Tea and Talk*," is the document, *Michif Integrated Lesson/Unit Plan*.

Even if you, the teacher, do not speak the language, you are still able to deliver these lessons as all the resources you need are provided: 1) audio recordings to hear the language, 2) written scripts that correspond to the audio recordings, and 3) any additional materials needed for each step. If you know a language speaker and would like them to come teach with you, please continue reading this section and familiarize yourself and the language speaker with the unit as a whole and the Instructional Approach ('Stepping Stones Framework'). Again, the two documents, *Overview Document: Michif Integrated Lesson/Unit Plan*.

Lesson Three concentrates listening comprehension using a physical demonstration of how to make a "pretend campfire". This demonstration is what ensures that the content is comprehensible. This lesson, again, follows a structured framework that ensures copious repetition of the key target expressions. Literacy is used as an affordance to create opportunities for oral repetition by the educator and also allows students to have the opportunity to see and notice grammar patterns in the language through the written word. The focus is first and foremost on oral communication. At the same time, students should not be asked to repeat after the educator. A flood of aural input will eventually result in a trickle of oral output, but this takes time. And, it is important NOT to put anyone on the spot when learning as this heightens the affective filter unnecessarily.

I. The Stepping Stones Lesson Plan Framework

The Stepping Stones Lesson Plan Framework was created by Tina Hargaden and, with her permission, has been adapted to the Michif cultural context. Tina Hargaden is a teacher trainer who, until last year, was also a classroom world language (e.g., French and Spanish) teacher. She has been using a proficiency-based comprehensible input (CI) approach in her classes for many years now. What is different about Tina is that she also has taught English to students of other languages (ESOL), English language arts (ELA) and social studies. Tina has taken additional strategies from those fields, blended them with CI and brought the resulting product into world language classrooms to great success.

Note that this lesson plan framework is just one small part of an integrated, flexible, culturally responsive and socially just approach to multi-year program and curriculum creation that spans the needs of educators of all levels and ages.

Once you become familiar with the Stepping Stones Lesson Plan Framework and would like to see how, specifically, it has been adapted to the Michif Cultural Context, please read the 'Additional Information' section in the Teachers' Guide.

The strategies selected focus on whole class and group work in order to create an effective filter for language acquisition. The focus is on providing as much oral input as possible and do so as slowly and clearly as possible. Learners are not expected to produce more than hand signals—thumbs up for 'yes', thumbs down for 'no' and maybe a few other gestures and perhaps single words in response to questions. Responding in English is even acceptable in the first few classes because this use of English ("translanguaging") allows them to express their understanding of the materials when they cannot yet do so in the target language. However, as much as possible, slowly and gently model the Michif words or phrases for them after they answer in English.

II. The Steps of the Modified Stepping Stones Framework for Michif and Related Indigenous Languages

The overall layout of the Stepping Stone Framework is illustrated in '*Let's Make Tea*' - *Sample Instructional Framework*. Written below is some useful information for the instructor for each of the different steps in the Stepping Stone Framework; it is used in the first three lessons of this Unit.

A number of resources are provided for each 'Step.' Each material includes clear notations so you understand which resource corresponds to which 'Step.' Many of these resources are part of the other lesson plans as well. Lessons #1, #2, and #3 use the same framework but the CONTENT differs. There are MANY different strategies that could be used to deliver Guided Oral Input, Scaffolded Oral Review, Shared Writing, and Task-based Learning. Only the most basic are used in these lessons. Please see the reference list for further ideas (attached).

Note: Times are approximate and can be adjusted for shorter and longer classes. There is an example of how to split the

lesson over two classes in the *'Michif Integrated Lesson/Unit Plan.'*

1. **Norming the Class.** During the two minutes of the class, students are greeted in Michif using the simple language found in the Resource Section. There is written text for creating a poster and an audio file for teachers to learn the pronunciation of the words. Next, the teacher settles the class and offers the simple opening prayer. This takes approximately a minute. Following this, in one to two minutes, the teacher tells students what the day's objectives are in English. (Example: "Okay class, today I'm going to tell you a little about my family while drawing a chart for you. After we read and write about it together, I will ask you some questions about it to make sure you understand it"). The total allotted time for this activity is **5 minutes**.
2. **Reading Workshop.** Students silently read texts that they have co-created as a class or those supplied by the teacher to match their level of proficiency. As students progress, they transition to Free Voluntary Reading from the class library of texts for this purpose. In this iteration of the framework, **three minutes** is allotted.
3. **Guided Oral Input (GOI).** This is the longest part of the lesson (**10 minutes**) because learners require comprehensible input (CI) more than anything else to acquire language. CI strategies that are familiar to many Indigenous language instructors are Total Physical Response and the Accelerated Second Language Acquisition. However, there are many, many others that could be effectively used in our classrooms. Just a few developed by practicing World Language teachers are Storylistening (Mason, n.d), Teaching Proficiency through Reading and Storytelling (Rowan, 2017) (often mistakenly called Total Physical Response Storytelling) (Link #2 for TPR-S)(Cantoni, 1999), Storyasking (Bex, 2018), Movie Talk (Bex, n.d.) Picture Talk (Stoltz, 2018), One Word Images (Slavic, n.d.) or Special Person Interviews (Special Person Interview, 2019). These resources are listed in the Reference section More comprehensible input is also provided in the activities below. A video model of Guided Oral Input in Michif is given in the Resources.
4. **Scaffolded Oral Review.** This section is about **seven minutes** long, during which the instructor goes over what was covered in GOI (Step 3). For this and other lessons in the four-lesson unit, a quick whole-class question and answer game is used. Using any visual created or realia (i.e., everyday items, props) used during the GOI to review the content is highly recommended. A video model of this is given in the Resources.
5. **Shared Writing.** On a flip chart, the instructor, together with the class, writes out what they talked about and reviewed during Scaffolded Oral Review (Step 4) and then review one sentence at a time. This section should be kept to about **five minutes**. This technique is sometimes also called "Write and Discuss." It can be as simple as starting to write a sentence in the target language, in our case Michif, with one or two words while saying them out and having the class finish it for you. If learners don't offer a correct answer, the instructor can orally scaffold them by giving them a choice of two, saying "Is it _____ or is it _____?" A video model of this is given in the resources.
6. **Shared Reading.** The teacher slowly reads the text created in the Shared Writing out loud sentence by sentence. The class is instructed to "decode" (translate) the sentence into English chunk by chunk in the order it appears in Michif. This should take about **five minutes**. If a new vocabulary item (a term for a family member, for example) has been added, underline or circle the word and give its translation. Be prepared for someone in the class to give you additional words from their own knowledge or the poster of the expanded list of family members you have created and put up in the class. As you go along, ask the class if they noticed anything different between Michif and English—particularly in the word order or what constitutes a "word." You can ask, "Does anyone have something they noticed about Michif that is different than English?" Word order in Michif can be the opposite of or more flexible than English. Also, one word in Michif often needs two or more words in English and single verb in Michif can be used to express a whole sentence in English. If you want a framework for "helping" learners to notice things about the language a technique called pop-up grammar may be of interest. A model video of this is given in the resources section.
7. **Brain Break.** This is an active part of the class when you get the students up and out of their seats to expend some pent-up energy. Here we use a tried and true technique called Total Physical Response (TPR). There are many others you can find if you search on the Internet. **Five minutes** is allotted for this. A video model of this is given in Resources.
8. **Student Application.** During this time students are invited to use what they remember, the charts created, the shared writing and posters in the classroom to do a learning task, in this case create a "family chart" that will be used later on in the Unit to share with invited guests in small groups. **Ten minutes** of time is allocated for this. The teacher is encouraged to circulate among the students as they create their charts or do the other application activities in the other lessons. Although teachers are encouraged to use the model video and audio resources to master the words and phrases being used in each lesson, the wall charts and posters are for your use as well.
9. **Student Reflection.** **Five minutes** has been allocated for this activity. Students are asked to write a paragraph about what they learned in a journal that is to remain in the classroom. Illustrations are also allowed to demonstrate learning. The writing can be in English, but students should be encouraged to use as much Michif as they can. They may use any of the charts, posters and diagrams to scaffold their writing. Having access to the journals, gives teachers a way to assess learning in a private manner.
10. **Assessment.** In this set of lessons, a "Quick Quiz"(CI Liftoff, 2017) of five yes/no questions is suggested for either an

informal oral or more formal written assessment. What you choose to do will depend on your style and the requirements of your administration for grades in your gradebook. This should take about **three minutes**.

11. **Closing Routine.** **Two minutes** is allotted to this. The teacher settles the class and says the closing prayer. Then everyone is encouraged to say "Ka-waapamitin" ("see you again") as their parting words to you and to each other.

MOTIVATIONAL/ANTICIPATORY SET

INTRODUCTION

Michif Language Revival: We Are All Michif Language Activists!

By using this and the other lesson plans and accompanying resources on this site both you, the teacher, and your students are becoming part of a Michif speech community. We need everyone to share in the work of language revitalization as we can only revive/revitalize our language as a community. We need to honor our mother-tongue speakers and encourage all teacher-learners, learners and language "users". This is work that can't be done alone by any one person. We are happy you have decided to join us—fluent mother-tongue speakers, latent speakers, language reclaimers, heritage language learners, additional language learners and our supporters. Everyone has an important part to play and needs to be courageous in teaching, learning and using Michif.

Let's encourage each other and our students to use Michif whenever and wherever they can. And, let's encourage others to do so as well even if it is only one word. Finally, let's not be shy about speaking our language AND including it in textual form on social media as well. Ahkameeyimotaak! Let's keep on trying!

STEPS IN THE LESSON

Step 1

Norming the Class: Greetings, Prayer, "Can Do's"

Time: 5 min.

Note 1: Times are approximate and can be adjusted for shorter and longer classes. For instance, there is an example of how to split the lesson over two classes in the '*Michif Integrated Lesson/Unit Plan*' (first attachment in the 'Materials' section).

Note 2: In preparation for this and the other three lessons, the teacher is encouraged to read the attached document (in the 'Materials' section), '*Michif Integrated Lesson/Unit Plan*,' for an overview of all four lessons, additional detailed instructions, and how they fit together in the unit, "Towards Visiting Around the Campfire: Family, Tea and Talk. You can use the "Daily Instructional Framework Lesson Planning Document" to plan out some of the details of your lesson. The following steps on this webpage follows the format of this document.

Activity Instructions:

- The teacher will first greet students as they enter class using gestures to support their understanding. Then, the teacher will settle the class and recite the opening prayer in Michif and give the English meaning afterward. Finally, the teacher will explain the goals which are to:
 - start using and responding to greetings
 - use food and drink vocabulary and related verbs in interpersonal exchanges
 - use food and drink vocabulary and related verbs to create a short written text
 - follow directions
 - respond to some commands

Materials and Resources for this Activity:

- 1) Michif Integrated Lesson/Unit Plan' (in the 'Materials' section)
- 2) Daily Instructional Framework Lesson Planning Document (in the 'Materials' section)
- 3) Details of Lesson Plan - Building a Campfire (in the 'Materials' section)
- 4) Language for Greetings and Leave-Takings Poster (see PDF file in 'Materials' section)
- 5) Audio recording of the poster, 'Language for Greetings and Leave-Takings' (see audio file in 'Materials' section)
- 6) Simple Opening Prayer (see PDF script in 'Materials' section for 'STEP 1 - Simple Opening Prayer)
- 7) Audio recording of 'Simple Opening Prayer' (see audio file in 'Materials' section)

Step 2

Reading Workshop

Time: 3 min.

Purpose of this Activity: This is a review of some of the language used during the previous lesson.

Students will be asked to do the following:

Students silently read copies of the co-created text from the previous class (from the 'Shared Writing' exercise). As students progress, they transition to Free Voluntary Reading from the class library of texts for this purpose.

Free Voluntary Reading (FVR) (or sustained silent reading (SSR), etc.) is the reading of ANY reading material that learners select for themselves and is not subject to assessment. It is important that the reading be at the level of student.

Access to and, therefore, creation of levelled reading material (not translated from English) is key. Krashen (2003) claims that it 'may be the most powerful educational tool in language education' because it improves the learning of vocabulary and development of literacy. FVR can provide significant comprehensible input in a low stress manner, thus reducing the affective filter—critical for language acquisition.

Materials for this Activity:

1) Students will need a copy of the "Shared Writing" that was produced from the previous lesson (Let's Make Tea - Michif Language Lesson #2). You can project it on a wall or photocopy it for handouts.

Step 3

Guided Oral Input

Time: 10 min.

Purpose of this Activity: This activity introduces the vocabulary of the lesson in full sentences. It models the task they will be expected to do later in the lesson and provides repetition of the oral language—comprehensible input— to build their listening comprehension.

Students will be asked to do the following:

- The students will be watching listening to the video "Building a Campfire" or to the teacher as s/he gives comprehensible oral input (the script is provided in the "Details of Lesson Plan - Building a Campfire"). Students will listen without anything in their hands or talking to each other.
- After watching the video, the teacher will lead the students through the Guided Oral Input. There are four 'Inputs' and a 'Comprehension Check' (see teacher's document, 'Details of Lesson Plan-Building a Campfire'). Audio recordings of all the Inputs and the Comprehension Check are provided in the 'Materials' section.

Materials for this Activity:

- 1) Teacher's Resource: "Details of Lesson Plan - Building a Campfire" (in 'Materials' section)
- 2) Video: "Building a Campfire" (in 'Materials' section)
- 3) STEP 3-Making a Campfire-Key Vocabulary in the Video (for a poster and/or handout)
- 4) STEP 3-Building a Campfire-Introduction-1st AUDIO RECORDING
- 5) STEP 3-Building a Campfire-Inputs 1-3 - 2nd AUDIO RECORDING
- 6) STEP 3-Building a Campfire-Input 4-3rd AUDIO RECORDING
- 7) STEP 3-Building a Campfire-Comprehension Check - 4th AUDIO RECORDING

Step 4

Scaffolded Oral Review**Time:** 7 min.

Purpose of this Activity: This activity helps students reinforce their understanding of 'building a campfire' vocabulary in full sentences. It also allows the teacher to provide more repetitions of oral comprehensible input and to do a formative assessment of the class.

Students will be asked to do the following:

- The students will be listening to the teacher as s/he asks yes/no questions based on the comprehensible oral input given. Using a teacher-created chart of the steps in the video or realia (i.e., in this case, items for building a fire) is recommended to help scaffold understanding. Students will be asked listen without anything in their hands or talking to each other. They will engage with the teacher as a group by giving hand signals: Thumbs up for "yes" and/or say "Wii!" and thumbs down for "no" or "Noo!". If the class answers with the correct word, teachers should be especially encouraging. A list of basic words of encouragement are included in the teacher language list and the associated audio file in Resources.

Materials for this Activity:

- 1) 3rd and 4th Audio Recordings from STEP 3, Guided Oral Input
- 2) Vocabulary poster for 'Building a Fire' (from STEP 3)
- 3) Teacher Language for the Classroom - script
- 4) Teacher Language for the Classroom - audio
- 5) Huge Question Mark

Step 5

Shared Writing

Time: 5 min.

Purpose of this Activity: This activity helps students reinforce their understanding of the vocabulary associated with building a campfire. It also allows the teacher to provide more repetitions of oral comprehensible input and do a formative assessment of the class.

Students will be asked to do the following:

- Together with the students, the teacher will write out what has been discussed and reviewed. For this lesson, it will be a summary text about building a campfire. Here we recycle the language that has been used thus far. The teacher may refer to the script included in resources as necessary.
- It is suggested to make intentional mistakes and ask the students for help and/or pretend you forgot and then correct yourself.
- Teachers can also start writing a sentence in the target language while saying it out loud and then have the class finish it. If learners don't offer a correct answer, the teacher can orally scaffold them by giving them a choice of two, saying "Is it _____ or is it _____?"
- Students will engage with the teacher as a group by giving hand signals: Thumbs up for "yes" and/or say "Wii!" and thumbs down for "no" or "Noo!"
- If the class answers with the correct word, teachers should be especially encouraging. A list of basic words of encouragement is included in the teacher language list and the associated audio file in Resources.

Materials for this Activity

- 1) A flip chart and markers are required. Painter's tape is also required to put up the charts/writing created in class.
- 2) Huge Question Mark (see 'Materials' section)
- 3) As an example of 'Scaffolded Oral Review', the teacher can watch this video (an example in French): <https://www.youtube.com/watch?v=Y6To5Tu-LM4> (source: Garner, M. (2019, August 22). Shared Writing + Shared Reading with middle school French - day 3)
- 4) Learner Language Survival Phrases - script
- 5) Learner Language Survival Phrases - audio
- 6) Teacher Language for the Classroom - script
- 7) Teacher Language for the Classroom - audio

Step 6

Shared Reading**Time:** 5 min.

Purpose of this Activity: This activity again allows the teacher to provide oral input for the students. This activity gets the students started with oral output in a scaffolded manner. It also helps them notice the differences in words and sentence structure between Michif and English. Again, this activity helps students reinforce their understanding of family vocabulary in full sentences.

Students will be asked to do the following:

- The teacher slowly reads the text created in the Shared Writing out loud sentence by sentence.
- The class is instructed to “decode” (translate) the sentence into English chunk by chunk in the order it appears in Michif. If a new vocabulary item has been added, underline or circle the word and give its translation.
- As you go along, ask the class if they noticed anything different between Michif and English—particular in the word order or what constitutes a “word”. You can ask, “Does anyone have something they noticed about Michif that is different than English?” Word order in Michif can be the opposite of or more flexible than English. Also, one word in Michif often needs two or more words in English and single verb in Michif can be used to express a whole sentence in English.
- Students will engage with the teacher as a group by giving hand signals: Thumbs up for “yes” and/or say “Wii!” and thumbs down for “no” or “Noo!”. If the class answers with the correct word, teachers should be especially encouraging.
- A list of basic words of encouragement are included in the teacher language list and the associated audio file in Resources. A video model of this activity also found in the resources.

Materials for this Activity

- 1) A flip chart and markers are required. Painter’s tape is also required to put up the charts/writing created in class.
- 2) The flip charts created in 'Shared Writing' are also needed. Other flip charts completed and posted on the wall from other steps can also supplement the lesson.
- 3) 'Teacher Language for the Classroom' PDF (in the 'Materials' section)
- 4) 'Teacher Language for the Classroom' Audio File (in the 'Materials' section)
- 5) Other videos and websites illustrating the practice of Shared Writing and Shared Reading:

<https://www.youtube.com/watch?v=Y6To5Tu-LM4;>

<https://teachingcomprehensibly.com/pop-up-grammar/>

Step 7

Brain Break

Time: 5 min.

Purpose of this Activity: This activity allows the teacher to provide oral input for the students focused on verbs. It uses a combined oral and body-based approach to learning. It also allows students to release pent-up energy so they can focus better on learning afterward.

Students will be asked to do the following:

- This is an active part of the class when you get the students up and out of their seats to expend some pent-up energy. Here we use a tried and true technique called Total Physical Response (TPR).
- In this technique, the teacher starts by modeling the action while saying a command slowly in the target language multiple times. (Three is a good start.) The students simply observe and listen at the beginning.
- Next, the teacher asks the student to do the action along with them as s/he says the command three times in turn. No more than six or seven commands should be done in one set. Actually, it be getter to start with three commands and have the students master them and then do three more.
- Once you think the majority of the students have mastered the commands, tell the students that you will be giving them commands and they have to try to do the actions. Make sure you do them in the same order but without the actions. Encourage the students who get it right and demonstrate the action yourself. The other students will soon be following along. This activity is usually well-loved by students no matter what age. There is a model video for this activity.
- The teacher can choose to do TPR for 'building a campfire' or repeat the TPR as shown in the video: 'STEP 7-Total Physical Response-Verbs - Model Video' (see the video and vocabulary for TPR provided in Lessons 1 and 2).

Materials and Resources for this Activity:

- 1) Watch the video 'STEP 7-Total Physical Response-Verbs - Model Video' prior to class (in 'Materials' section)
- 2) 'Total Physical Response Verbs List' PDF (in 'Materials' section)
- 3) Any props (i.e., objects and materials from everyday life) as required for the actions demonstrated in the TPR exercise.
- 4) 'Teacher Language for the Classroom' PDF (in the 'Materials' section)
- 5) 'Teacher Language for the Classroom' Audio File (in the 'Materials' section)
- 6) 'Learner Language Survival Phrases' PDF (in 'Materials' section)
- 7) Audio recording of 'Learner Language Survival Phrases' (in 'Materials' section)

Step 8

Student Application

Time: 10 min.

Purpose of this Activity: This activity allows the students to apply their learning about how to follow directions for building a campfire. It is task-based learning and will support their participation in Lesson 4 of the Unit, which is a special family/community event.

Students will be asked to do the following:

- Divide participants into small groups so that they can practice laying out their own pretend (or real!) fires. Repeat the instruction phrases at least twice and use gestures, and demonstrating with their materials/photos of materials, guide participants in building their own fires.
- Also, the teacher can distribute the handout: STEP 8-'Student Application' worksheet for Building a Campfire. Students can work together or individually to put the sentences in the right order.

Materials and Resources for this Activity:

- 1) Photos/Pictures or real materials for building a fire, depending if the students are in a classroom or outdoors and learning to make real fires.
- 2) STEP 8-'Student Application' worksheet-Building a Campfire

Step 9

Student Reflection

Time: 5 min.

Purpose of this Activity: This activity allows the students to reflect on their learning in the class and how they might be able to use their learning with their families, friends and in their communities.

Students will be asked to do the following:

- Students are asked to write a paragraph about what they learned in a journal that is to remain in the classroom. Illustrations are also allowed to demonstrate learning. The writing can be in English, but students should be encouraged to use as much Michif as they can. They may use any of the charts, posters, and diagrams to scaffold their writing. Having access to journals gives teachers a way to assess learning in a private manner.

Materials for this Activity: Students will need a notebook in which to journal and leave at school and colored markers, pencils, and pens to express themselves in them.

Step 10

Assessment

See 'Assessment' section below.

Step 11

Closing Routine

See 'Closing the Lesson' below.

ALTERNATIVES AND ADAPTATIONS**Alternative Instruction Method****Adaptations to Consider for Different Learner Levels/Different Learning Styles**

This lesson plan is for novice LANGUAGE LEARNERS and cannot be adapted to higher levels. The similar content can,

of course, be addressed at higher levels but this would require building more foundational language skills first and presenting more lexical content. The decision to keep vocabulary to a minimum is a deliberate one in order not to overload working memory and allow for enough repetition of language for acquisition (and not simply rote learning) to happen.

All "learning styles" are addressed in the lesson plan. There are ten parts (activities) to this lesson plan and each addresses one or more learning styles. The spiritual (relational) emotional (intuitive), physical (experiential) and intellectual (logical) are all addressed in one or more of the parts. What is addressed is noted for each activity within the lesson plan.

CLOSING THE LESSON

Closing Routine

Purpose of this Activity: To settle the class and help students understand the connection between language and spirituality. Students practice oral output using leaving takings.

- Students will be listening to the teacher say the prayer and then take leave of each other in Michif using the language on the chart as scaffolding as necessary.

Materials and Resources for Closing the Lesson:

- 1) Language for Greetings and Leave-Takings Poster (see PDF file in 'Materials' section)
- 2) Audio recording of the poster, 'Language for Greetings and Leave-Takings' (see audio file in 'Materials' section)
- 3) 'Simple Closing Prayer for class' (see PDF file in 'Materials' section)
- 4) Audio recording of 'Simple Closing Prayer for class' (see audio file in 'Materials' section)

GAINING PRACTICE

On one's own

Complete the worksheet. Speak Michif whenever they can.

Since novice learners should NOT be required to produce language until they are ready, giving "practice" as homework is not suggested.

In lessons one, two and three, there is no homework. Homework to do with parents/guardians/siblings/extended family/community members is given in lesson 4.

Recommended practice time: 10 minutes

In a group

Learners are just beginning to acquire language and will likely not be able to recreate the Guided Oral Input by the teacher. Therefore, practice in a group with other students is not suggested for this lesson. However, all learners should be encouraged to use any greetings (or other appropriate language) they remember when encountering other learners and the teacher both inside and outside of class. Opportunities to work with fellow students are provided in a number of the 'Steps' in the lesson.

Recommended practice time: 10 minutes

At home with family/relatives

Again for this lesson, learners are just beginning to acquire language and will likely not be able to recreate the Guided Oral Input by the teacher. However, learners should be encouraged to use any greetings they learn and remember with their family and relatives.

Relationship with Family: Homework or assignments to do with parents/guardians/ siblings/extended family/community members:

The student may bring the Lesson 3 worksheet home if it was not completed in class. Students are asked to do it and share

it with parents/guardians/ siblings/extended family/community members. It is found in the Resources.

Recommended practice time: 10 minutes

ASSESSMENT

Assessment for Learning:

Formative: Educators are able to do formative assessments throughout the class during Scaffolded Oral Review, Shared Writing, Shared Reading, TPR and Student Application. Educators are encouraged read and look at their student's reflections in the journals which are to be left at school as well.

Assessment of Learning:

Summative: The assessment method for this lesson and others in this unit is a "Quick Quiz"(CI Liftoff, 2017) of five yes/no questions. It can be used for either an informal oral or more formal written summative assessment. What you choose to do will depend on your style and the requirements of your administration for grades in your grade book.













As an example, here is a youtube video of a 'Quick Quiz' in a Spanish class: <https://www.youtube.com/watch?v=ED9RX0d9wrM>





VIDEOS, AUDIO FILES, DOCUMENTS, ETC.

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Michif Integrated Lesson/Unit Plan	File (Michif Integrated Lesson-Unit Plan with list of resources.docx) 📄
This document is key to gaining an overview and understanding of all four lesson plans in this unit.	
Details of Lesson Plan - Building a Campfire	File (Details of Lesson Plan-Building a Campfire-for Lessons 3 and 4.pdf) 📄
<p>This resource provides in-depth details for delivering this lesson plan about building a 'pretend fire.' This document is useful for both lessons #3 and #4 and includes details regarding:</p> <ul style="list-style-type: none"> • Props (or 'realia') needed for the lesson • Introduction to the lesson • Scripts for 'Inputs' 1 to 4 • Scripts for Comprehension Check 	
Daily Instructional Framework Lesson Planning Document	File (Daily Instructional Framework Lesson Planning Document.pdf) 📄
Daily Instructional Framework Lesson Planning Document	
Language for Greetings and Leave-Taking Poster - script	File (Lessons 1-4 Language for Greetings and Leave Taking Poster.pdf) 📄
For Lessons 1-4 - Language for Greetings and Leave Taking Poster PDF	
Language for Greetings and Leave-Taking - audio	File (Lessons 1-4 Language for Greetings and Leave-takings Poster.mp3) 📄
For Lessons 1-4.	
Simple Opening Prayer for Class - script	File (Lessons 1-4 Simple Opening Prayer for Class.pdf) 📄
For Lessons 1-4. You can use this or another opening prayer that you may know to begin class.	
Simple Opening Prayer - audio	File (Lessons 1-4_Simple_Opening_Prayer.mp3) 📄

Resource Title	Type
This is the audio that corresponds to the script for a 'simple opening prayer.'	
STEP 3-VIDEO-Building a Campfire	Link 
Watch this video as a class to hear the vocabulary associated with building a fire.	
STEP 3-Making a Campfire-Key Vocabulary in the Video	File (Michif Integrated Lesson-Unit Plan with list of resources.docx) 
This list can be made into a poster and/or a handout for students	
STEP 3-Building a Campfire-Introduction-1st AUDIO RECORDING	File (Lessons 3-4 Building a Campfire Audio Part 1 Introduction.wav) 
This audio recording corresponds to the words written in the 'Introduction' section (pages 1-2) in the document "Details of Lesson Plan-Building a Campfire-for Lessons 3 and 4."	
STEP 3-Building a Campfire-Inputs 1-3 - 2nd AUDIO RECORDING	File (Lessons 3-4 Building a Campfire Audio Part 2 Inputs 1-3.wav) 
This audio recording corresponds to the words written in the sections Input 1, Input 2, and Input 3 (on page 2) in the document "Details of Lesson Plan-Building a Campfire-for Lessons 3 and 4."	
STEP 3-Building a Campfire-Input 4 - 3rd AUDIO RECORDING	File (Lessons 3-4 Building a Campfire Audio Part 3 Input 4.wav) 
This audio recording corresponds to the words written in the section Input 4 (on pages 3-4) in the document "Details of Lesson Plan-Building a Campfire-for Lessons 3 and 4."	
STEP 3-Building a Campfire-Comprehension Check - 4th AUDIO RECORDING	File (Lessons 3-4 Building a Campfire Audio Part 4 Comprehension Check .wav) 
This audio recording corresponds to the words written in the section, 'Comprehension Check' (on page 3) in the document "Details of Lesson Plan-Building a Campfire-for Lessons 3 and 4." The Comprehension Check can be done before Input 4, which is going through the whole lesson and building a real or pretend fire.	
Teacher Language for the Classroom - script	File (Lessons 1-4 Teacher Language for the CI Classroom.pdf) 
This document provides supportive phrases, questions, and other words for Comprehensible Input (CI) in the classroom.	
Teacher Language for the Classroom - audio	File (Lessons 1-4 Teacher Language for the CI Classroom.mp3) 
This is the audio recording corresponding to the script for the 'Comprehensible Input' (CI) work of STEP 4.	
Huge Question Mark	File (Lessons 1-4 Huge Question Mark.pdf) 
This huge question mark can be used for all lessons in this unit.	
Learner Language Survival Phrases - script	File (Lessons 1-4 Learner Language Survival Phrases.pdf) 
Learner Language Survival Phrases - audio	File (Lessons 1-4 Learner Language Survival Phrases.mp3) 
This is the audio recording that accompanies the script/poster for Learner Language Survival Phrases.	
STEP 7-Total Physical Response Verbs List - script	File (Lessons 1-4 Total Physical Response Verbs List.pdf) 

Resource Title	Type
For Lessons 1-4, this is the same Total Physical Response Verbs List from the previous two lessons.	
STEP 7-Total Physical Response-Model Video	Link 
Model Video for the teacher to watch to learn about TPR and how to do it.	
STEP 8-'Student Application' Worksheet-Building a Campfire	File (Lesson 3 Building a Campfire Student Application Worksheet.pdf) 
This can be completed during Step 8, 'Student Application.'	
Simple Closing Prayer for Class - script	File (Lessons 1-4 Simple Closing Prayer for Class.pdf) 
For Lessons 1-4. Simple Closing Prayer for class. Feel free to use a prayer that you know.	
Simple Closing Prayer for Class - audio	File (Lesson 1-4 Simple Closing Prayer for Class.mp3) 
This is the audio that corresponds to the script for a 'simple closing prayer.'	

TEACHERS' GUIDE

People and Place

Is this a land-based course, held in the classroom, taken into the community, or a combination? Is there an opportunity to invite other language speakers, including Elders, to teach part of the lesson?

Context: This lesson is meant to be delivered in a classroom but it could be delivered on the land.

Intergenerational Learning: There is always an opportunity to invite other language speakers, including Elders, to teach part of the lesson. In addition to inviting speakers/Elders to pray at the start and end of the class (using the simple format provided), these important knowledge holders should be invited to model correct pronunciation and voice melody by having them repeat the language being presented. This added input would add greatly to the class. In addition, their participation in the student application section would be extremely helpful. It may be very helpful for these knowledge holders to also view the model videos prepared for teachers in the resources as they may not be familiar with this language teaching approach.

Bringing in speakers via video link (Skype, Messenger, Zoom, etc.) may also be a possibility.

Additional Information

- Please read the 'Description' and 'Instruction Method' sections. Also, for a good overview of the Unit and each of the four Lesson Plans, in the 'Materials' section please read through the document entitled: 1) "Background/Overview Document: Michif Integrated Lesson/Unit Plan." The document "Let's Make Tea-Sample Instructional Framework" is also useful in providing helpful details for this specific lesson.

The early use of literacy as an affordance to developing oral language may be surprising to some. However, its inclusion allows for additional input of oral language in a way that is aligned with how we acquire languages and also with the American Council on the Teaching of Foreign Languages and other similar bodies. Still many, including some of our knowledge holders, counter that ours was a completely oral language and, therefore, literacy should have no place in the Michif language classroom or learning activities. The reality, however, is that literacy is a key skill in ANY language today. So many modes of everyday, academic, and professional communication require its use. Thus, if we don't develop literacy in addition to aural/oral competence, our language will become irrelevant and be rejected by our youth and others who rely on both orality and written text to communicate in the digital world.

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How does this lesson plan relate to learners with different learning styles?

Spiritual Learners

- **Relationship with The Land:** This activity can be done on the land outside by creating an actual fire. However, most instances will be inside the classroom.
- **Language and Culture:** This is a language lesson and cannot be separated from culture.
- **Relationship with Other Classmates:** In greeting one and other, we are showing care and respect for each other. Students can use these greetings with their families, friends and in the community. In praying, we are respect for the Creator and respect and care for each other and our relations. Students may learn the prayers if they continue to be repeated in all subsequent lessons or even in other classes at the beginning and end. By expressing goals at the start of the lesson and meeting them by the end of the lesson, we are modeling truthfulness and trust as well as integrity. By sharing in the process of building a fire, students learn how to scaffold and support each other in their understanding of the language. This gives the students the opportunity to show caring to their classmates.
- **How are students encouraged to reflect and think about ways in which the Lesson Plan applies to one's everyday life?**

Students are invited to be Michif language revivalists with their instructor and get others to use Michif—if even just one word. They are encouraged to take their learning home to their families and friends and use it both orally and in text on social media.

Emotional Learners

- **Student Reflection (nurturing identity and relationship with self):** There is a five-minute journaling time at the end of every lesson, except lesson four with is a special event. Learning the Michif reinforces students a sense of identity and may make them think about what it must have been like when their families and communities spoke the language more extensively and when building fires both indoors and out was the norm.

Physical Learners

Throughout the whole lesson, a variety of gestures are demonstrated to students to make the language input comprehensible. Students are encouraged to gesture their comprehension through the use of “thumbs up” and “thumbs down” gestures. In addition, during the “brain break”, Total Physical Response is used to get the students to use their bodies to act out their comprehension. During student assessment, learners either use realia or sets of photos to physically act out the making of a campfire allowing for kinetic processing of language.

Intellectual Learners

During “norming the class”, goals are clearly spelled out helping logical learners understand the purpose of the class. The focus of the lesson is provided as much oral comprehensible input as possible, and at times the class is invited to

answer using gestures or words in the language as they are able. Both listening comprehension and expressing that comprehension either through movement, gesture or oral output are both intellectual activities. In addition, engaging in decoding of language, noticing and discussing grammar patterns are all intellectual activities. Also, during student application, students are required to follow oral directions and think of the steps and sequence required to make a fire. Student reflection demands students think about their learning and how they experienced the lesson. Finally, assessment demands students listen and respond to questions providing them with the opportunity to exercise their minds.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

Relationship with the land
Participatory and experiential learning activities
Language and Culture
Different learning styles; attention given to mind, body, and spirit

OTHER INFORMATION

Stream: General, Academic

Unit Plan Title: Por chi-kiyokeehk o bor li feu dahor: Minihkweehk li tii eekwa piikishkweehk la famii oschi "Towards Visiting Around the Campfire: Family, Tea and Talk"

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 and unguided situations

Standards Used

Manitoba Education, Citizenship and Youth. (2007). Kindergarten to grade 12 Aboriginal

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