



Date: _____

Oshtaataak li tii! - Michif Lesson #2

Let's make tea! (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.:

Prairies to Woodlands Indigenous Language Revitalization Circle and the following members of the Manitoba: Elvis Demontigny, Verna Demontigny, Terri Dixon, Laura Forsythe, Connie Henry, Vivian Smith and Heather Souter (in alphabetical order).

LEARNING OUTCOMES

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

1. Understand food and drink vocabulary and related verbs as used in interpersonal exchanges.
2. Use food and drink vocabulary and related verbs to create a short written text as a group.
3. Respond to some oral commands.
4. Collaboratively "make" a cup of tea and assess their group's performance.



**Indigenous
Language**

Origin

**Manitoba Michif Speech
Community
Manitoba**

Learning Level / Grade

7

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



60 mins

Cross-Curricular (Related) Subjects

**Health, Indigenous Ways of
Knowing & Being, Indigenous
Language**

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 #2 in the Michif language series concentrates listening comprehension with a physical demonstration of how to make a cup of tea.

This lesson plan is one 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) “Let’s Make Tea– Sample Instructional Framework.”

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

Useful documents for the instructor to read and gain an overview of the entire unit, "*Towards Visiting Around the Campfire: Family, Tea and Talk*" (all four lessons) are: 1) *Overview Document: Michif Integrated Lesson/Unit Plan*, and 2) *'Let's Make Tea' - Sample Instructional Framework* (in the 'Materials' section).

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* and *'Let's Make Tea' - Sample Instructional Framework* provide important information.

Lesson Two concentrates listening comprehension using a physical demonstration of how to make tea. 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 Lutoff, 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 and "Can Do's"

Approximate Time: 5 minutes

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. As well, the document, "Let's Make Tea– Sample Instructional Framework" provides helpful details for this specific lesson.

Activity Instructions:

At the beginning of this and every class, the teacher will first greet students in Michif 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:

- understanding food and drink vocabulary and related verbs in interpersonal exchanges
- use food and drink vocabulary and related verbs to create a short written text as a group
- follow directions
- respond to some commands

Materials and Resources for this Activity (found in the 'Materials' section):

- 1) 'Background/Overview Document: Michif Integrated Lesson/Unit Plan' (in the 'Materials' section)
- 2) Let's Make Tea-Sample Instructional Framework
- 3) Language for Greetings and Leave-Takings Poster (see PDF file in 'Materials' section)
- 4) Audio recording of the poster, 'Language for Greetings and Leave-Takings' (see audio file in 'Materials' section)
- 5) Opening Prayer (see PDF script in 'Materials' section for 'STEP 1 - Simple Opening Prayer')
- 6) 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 (Ma Famii - Michif Language Lesson #1). 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.

The students will be asked to do the following:

- The students will be listening to two videos, Parts 1 & 2 of 'Making a Cup of Tea.' Alternatively, if the teacher speaks the language, the students will listen to the teacher as s/he gives comprehensible oral input. Students will listen without anything in their hands or talking to each other.

Materials for this Activity:

- 1) STEP 3-'Making a Cup of Tea' Video Part 1 (*in 'Materials' section*)
- 2) STEP 3-'Making a Cup of Tea' Video Part 2 (*in 'Materials' section*)
- 3) Supplies: flip chart, markers and tape to post on the wall any charts/writing created in class.
- 4) STEP 3-Making a Cup of Tea "Do you like X__ and bannock? - script
- 5) STEP 3-Making a Cup of Tea "Do you like X__ and bannock? - audio

Step 4

Scaffolded Oral Review

Time: 7 min.

Purpose of this Activity: This activity helps students reinforce their understanding of food and drink 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.

The 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 is recommended to help scaffold understanding. Students will be asked to 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 is included in the teacher language list and the associated audio file in Resources.

Materials and Resources for this Activity:

- 1) STEP 4-Language for Poster: "Do you like this . . . ?" PDF
- 2) STEP 4-Language for "Do you like this . . . ?" - audio
- 3) STEP 4-'Making a Cup of Tea'-Scaffolded Oral Review PDF
- 4) Teacher Language for the Classroom - script
- 5) Teacher Language for the Classroom - audio

Step 5

Shared Writing

Time: 5 min.

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

The 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 making and drinking a cup of tea. Here we recycle the language that has been used thus far. The teacher may refer to the script included in resources from previous steps (that are posted on the wall or in handouts) 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 this_____ or is this_____?"
- 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.

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

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 food and drink vocabulary in full sentences.

The 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 a 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 is 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. 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.

2) ‘Teacher Language for the Classroom’ PDF (in the ‘Materials’ section)

3) ‘Teacher Language for the Classroom’ Audio File (in the ‘Materials’ section)

4) Other videos and websites illustrating the practice of Shared Writing and Shared Reading:

[https://www.youtube.com/watch?v=Y6To5Tu-LM4;](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.

The 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 is better 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.

Materials 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 making a cup of tea. It is task-based learning and it will support their participation in Lesson 4 of the Unit, which is a special family/community event.

The students will be asked to do the following:

- Distribute realia (everyday objects)/pictures to students.
- Working in pairs or groups of up to four, they "make the tea" as the teacher reads the script from the video of the speaker making tea. Then, the teacher asks "Do you like ...?" and students respond "yes/no". The teacher can add words like "pizza" or "sushi" or other foods.
- The teacher mixes with students to support them and also do a formative assessment to see what they may need to reinforce.
- When the time comes, the teacher says "eekoshi" (that's it) to end the activity. The teacher asks in English if there are any questions and answers them as best they can.

Materials for this Activity: Sets of pictures or realia (i.e., objects from everyday life - in this case, related to making tea) for the process of making a cup of tea as in the video.

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.

The 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 address 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

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.

Opportunities to practice speaking in class are provided throughout the lesson.

Recommended practice time: 300 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 practice speaking in small groups and as a class are provided throughout the lesson.

Recommended practice time: 600 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.

Recommended practice time: 300 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) 

Resource Title	Type
This document illustrates how the four lessons fit together in this unit. There is a one-day format and a two-day format for you to choose from and adapt to your particular situation.	
Let's Make Tea-Sample Instructional Framework	File (Sample Instructional Framework-Michif Lesson 2.docx) 📄
This document provides an overview of Lesson #2 in this unit with a short description of all the 'Steps' and resources required for each.	
Language for Greetings and Leave-Takings Posters	File (Language for Greetings and Leave-Takings-Poster.pdf) 📄
Text to create a poster with language for greetings and leave-takings.	
Language for Greetings and Leave-Takings - audio	File (Language for Greetings and Leavetakings-audio.mp3) 📄
This is the audio file to go with the poster: Language for Greetings and Leave-Takings."	
STEP 1-Simple Opening Prayer - script	File (Lessons 1-4 Simple Opening Prayer for Class.pdf) 📄
You can use this or another opening prayer that you may know to begin class.	
STEP 1-Simple Opening Prayer-audio	File (Lessons 1-4_Simple_Opening_Prayer.mp3) 📄
This is the audio that accompanies the script. You can choose to use this or another opening prayer that you may know.	
STEP 3-Making a Cup of Tea Video Part 1	Link 🔗
Part 1 of 2 videos for Guided Oral Input	
STEP 3-Making a cup of Tea Video Part 2	Link 🔗
Video 2 of 2 for Guided Oral Input	
STEP 3-Making a cup of tea "Do you like X_ and bannock?"- script	File (STEP 3-Making a cup of tea 'Do you like X and bannock' script.pdf) 📄
This is the script for Step 3, Guided Oral Input.	
STEP 3-Making a Cup of Tea-'Do you like X and bannock' audio	File (STEP 3-Making Tea 'Do you like X and bannock' - audio.wav) 📄
STEP 4-Language for Poster: "Do you like this ...?"	File (STEP 4-Language for 'Do you like this' POSTER.pdf) 📄
Create a poster with these phrases to hang on the wall to support the work done in Step 4, Scaffolded Oral Review.	
STEP 4-Language for "Do you like this ...?" - audio	File (Lessons 2 and 4 Language for Do you like this_ Poster.mp3) 📄
This is the audio file that accompanies the script of the same name, for Scaffolded Oral Review.	
STEP 4-'Making a Cup of Tea'-Scaffolded Oral Review pdf	File (STEP 4-Making_a_Cup_of_Tea_Scaffolded_Oral_Review.pdf) 📄
Making a Cup of Tea Scaffolded Oral Review PDF	
Teacher Language for the Classroom - script	File (Lessons 1-4 Teacher Language for the CI Classroom.pdf) 📄
Script for 'Teacher Language for the Comprehensible Input (CI) Classroom'	
Teacher Language for the Classroom - audio	File (Lessons 1-4 Teacher Language for the CI Classroom.mp3) 📄

Resource Title	Type
Audio for the script: Teacher Language for the Comprehensible Input Classroom	
Huge_Question_Mark	File (Lessons 1-4_Huge_Question_Mark.pdf) 📄
Huge_Question_Mark PDF	
Learner Language Survival Phrases - script	File (Lessons 1-4 Learner Language Survival Phrases.pdf) 📄
Learner Language Survival Phrases - for poster and/or handouts	
Learner Language Survival Phrases - audio	File (Lessons 1-4 Learner Language Survival Phrases.mp3) 📄
audio file to accompany script: Learner Language Survival Phrases	
Total Physical Response Verbs - Model Video	Link 🔗
Model Video for the teacher to watch to learn about TPR and how to do it.	
Total Physical Response Verbs List	File (Lessons 1-4 Total Physical Response Verbs List.pdf) 📄
Total Physical Response Verbs List PDF	
Simple Closing Prayer for Class - script	File (Lessons 1-4 Simple Closing Prayer for Class.pdf) 📄
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 file that accompanies the script for Simple Closing Prayer for class.	

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.

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

Spiritual Learners

- **Language and Culture:** This is a language lesson and cannot be separated from culture.
- **Relationship with Other Classmates – Practicing Ethics in the Classroom:** 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 making tea, 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 tea drinking, and not coffee, 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 cup of tea 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 language 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

cup of tea. Student reflection demands students think about their learning and how they experienced the lesson. 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
Connections are made with everyday life
Different learning styles; attention given to mind, body, and spirit
Personal reflection time (connecting with thoughts and feelings)

OTHER INFORMATION

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

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

Standards Used

Manitoba Education, Citizenship and Youth. (2007). Kindergarten to grade 12 Aboriginal languages and cultures: Manitoba curriculum framework of outcomes. Retrieved from https://www.edu.gov.mb.ca/k12/abedu/framework/k-12_ab_lang.pdf

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