

Lesson Plan: Building a Camp Fire in Michif

Fire-Building Language for Instructor
All commands are in the singular.

Props Needed for this lesson -

Realia and a series of pictures showing the steps of building a fire.

Materials for building a fire: matches, tinder such as birch bark or paper, small and larger sticks according to the size of fire you will build (and if making a real fire, a bucket of water to douse it and a shovel for stirring the ashes). Make sure you have enough to place a few piles around the presentation room.

Norming-

Tell learners in English that by the end of the session they will be able to follow directions to build a small fire and will recognize phrases that identify steps for building a fire.

Tell the learners in English that you will be teaching them to build a fire and go over any safety regulations that are appropriate for the area where you will be building the fire. Tell them that you will speak to them only in Michif and that they should not speak in any language other than Michif.

(Only if you are building an actual fire: Tell the learners in English that you will be teaching them to build a fire and go over any safety regulations that are appropriate for the area where you will be building the fire. Be sure that anyone with long hair has it tied back. Tell the learners that once you start the fire building session that you will speak to them only in Michif and that they should not speak in any language other than Michif.)

Preview (takes the place of “Reading Workshop”)

Visual phrasebook

Introduce your target language by showing the series of fire-building picture cards to all and repeating the phrases with each one several times. (If a fluent speaker is present, ask them to do this or repeat the words several times for the learners.)

Guided Oral Input

Introduction:

Ni-wii-poonenaan.

(We are going to build a fire.)

Lay out the kindling (birch bark and paper), some small sticks and some larger sticks, naming them as you do so.

Li kors di buloo ooma.	(This is birch bark.)
Li papyii ooma.	(This is paper.)
En mesh ooma.	(This is a match.)
Lii pchi bwaa oñhiñ.	(These are small sticks/kindling.)
Lii groo bwaa oñhiñ.	(These are large sticks/logs.)

Input 1 -

Pick up the paper and say three times:

Peetaa li papyii. (Bring paper.)

Peetaa li kors di buloo. (Bring birch bark.)

Using body language and gestures get the participants to wander about, pick up paper and birch bark, and bring it to the fire building location.

Input 2 –

Pick up the small sticks and say three times:

Peetaa lii pchi bwaa. (Bring small sticks/ kindling.)

Using body language and gestures get the participants to wander about, pick up small sticks, and bring them to the fire building location.

Input 3 –

Name the paper and the birchbark, some small sticks and some larger sticks again. Pick up the bigger sticks and then say three times:

Peetaa lii groo bwaa. (Bring big sticks.)

Using body language and gestures get the participants to wander about, pick up bigger sticks, and bring them to the fire building location.

Comprehension Check - Learners give a yes or no answer.

Hold up one of the paper, birch bark and small and big sticks, ask questions such as:

Aeñ _____ ooma chiiñ? (Is this a _____?)

Pchi o baeñ groo oma li bwaa? (Is this stick big or small?)

Eekwa, keekwai ooma? (And now, what is this?)

Li payee ooma chiiñ ou baeñ aeñ pchi bwaa? (Is this paper or small sticks/kindling?)

Input 4 –

Using gestures (think TPR!) indicate that your learners should listen and watch. Clear an area on the ground to lay out the fire or use a fire ring or grill. (In the classroom, use a table or the floor for creating a pretend fire.)

Repeat:

Ni-wii-poonenaan. (We are going to build a fire.)

Now, repeat the target phrases (See Input above.) slowly and clearly many times and then help a team of volunteers to do each command as you go. Make sure you have a pile of materials placed to the side and a place to make a fire in front of you.

Guide the learners actions if they start doing something wrong. Just smile, say the phrase again and guide them by making gestures, like striking a match, blowing on the fire, acting out that flames are there and that you are warming your hands, etc. Do not correct them by saying it is wrong. Only model the correct way.

Use the script below to get your learners to bring up materials/props and build a fire together. Repeat each phrase slowly at least two or three times. DO NOT USE ENGLISH! Make a big deal at the end when you say “Wahwaa! Kwakoteew!”

Peetaa li papyii.	Bring paper.
Peetaa li kors di buloo.	Bring birch bark.
Peetaa lii pchi bwaa.	Bring small sticks/kindling.
Peetaa lii groo bwaa.	Bring big sticks.

Ashtaa li papyii pi li kors di buloo oota.	Put the paper and birch bark here.
Ashtaa lii pchi bwaa disoor.	Put the small sticks/kindling on top.
Ashtaa lii groo bwaa disoor.	Put the large sticks/logs on top.
Shoshkaha en mesh.	Light a match.
Shoshkaha li rip.	Light the tinder.
Potataa li feu.	Blow on the fire.
Kiyapich ashtaa lii bwaa disoor li feu.	Put more sticks/wood on the fire.
Wahwaa. Kwakoteew!	Wow! It's burning (nicely)!
Mitoni kwayesh!	Really good!

(If you have actually made a fire, when you are done, show the proper technique for locating a fire ring or making one and putting out your fire, by dousing with water, stirring, and dousing again.)

Review

Write and Discuss

Write the steps while asking yes/no and either/or questions and purposely putting things in the wrong order as you go. Ensure the participants answer or correct you before write down a sentence.

Choral Reading and Decoding

Decoding here means chunk by chunk literal translation of the words in the sentence. Ask if anyone notices anything and wants to share it with the group. Do a "pop up" grammar explanation as needed.

Application: TPR with Realia

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.

Assessment

Oral Q &A or Listen and draw?

To indicate that the lesson is done say: Eekoshi. (That's it.)

