

## Lesson Plan: Building a Camp Fire in Michif

### Some Fire-Building Language for Instructor Review

(Bolded words are suggested for general use. All commands are in the singular.)

<b>Poonatak!</b>	Poonatak!	Let's make a fire!
<b>Paytaw lee rip</b>	Peetaa lii rip.	Bring tinder.
Paytaw li kours di bouloo.	Peetaa li kors di boloo.	Bring birch bark.
Paytaw li papyee	Peetaa li papyii.	Bring paper.
<b>Paytaw lee pchi bwaw.</b>	Peetaa lii pchi bwaa	Bring small sticks/kindling.
<b>Paytaw lee groo bwaw.</b>	Peetaa lii groo bwaa	Bring big sticks.
Paytaw lee log.	Peetaa lii log	Bring logs.
<b>Ashtaw lee rip shesh oota.</b>	Ashtaa lii rip shesh oota.	Put the tinder here.
Ashtaw li kours di bouloo oota.	Ashtaa li kors di boloo oota.	Put the birch bark here.
Ashtaw li papyee oota.	Ashtaa li papyii oota.	Put the paper here.
<b>Ashtaw lee pchi bwaw oota.</b>	Ashtaa lii pchi bwaa oota.	Put the small sticks/kindling here.
<b>Ashtaw lee groo bwaw oota.</b>	Ashtaa lii groo bwaa oota.	Put the large sticks here.
Ashtaw lee log oota.	Ashtaa lii log oota.	Put the logs here.
<b>Shushkaha en mesh.</b>	Shashkaha en mesh.	Light a match.
<b>Shushkaha lii rip shesh.</b>	Shashkaha lii rip.	Light the tinder.
Shushkaha li kours di bouloo.	Shashkaha li kours di boloo.	Light the birch bark.
Shushkaha li papyee	Shashkaha li papyii	Light the paper.
<b>Potataw li feu.</b>	Potaata li feu.	Blow on the fire.
<b>Kiyapich ashtaw lee bwaw daw li feu.</b>	Kiyapich ashtaa lii bwaa daañ li feu.	Put more sticks/wood in/on the fire.
Awshtawayha li feu.	Aashtaweeha li feu.	Put the fire out.

### Props Needed for this lesson -

Pictures of 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**

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.

<b>Paytaw lee rip.</b>	Peetaa lii rip.	Bring dry tinder.
<b>Paytaw lee pchi bwaw.</b>	Peetaa lii pchi bwaa	Bring small sticks/kindling.
<b>Paytawa lee groo bwaw.</b>	Peetaa lii groo bwaa	Bring big sticks.
<b>Ashtaw lee pchi bwaw shesh oota.</b>	Ashtaa lii pchi bwaa shesh oota.	Put the tinder here.
<b>Ashtaw lee pchi bwaw oota.</b>	Ashtaa lii pchi bwaa oota.	Put the small sticks/kindling here.
<b>Ashtaw lee groo bwaw oota.</b>	Ashtaa lii groo bwaa oota.	Put the large sticks here.
<b>Shushkaha en mesh.</b>	Shashkaha en mesh.	Light a match.
<b>Shushkaha lee rip shesh.</b>	Shashkaha lii rip shesh.	Light the tinder.
<b>Potataw li feu.</b>	Potaata li feu.	Blow on the fire.

<b>Kiyapich ashtaw lee bwaw daw li feu.</b>	Kiyapich ashtaa lii bwaa daañ li feu.	Put more sticks/wood in/on the fire.
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### **Guided Oral Input**

Input 0 – I’m going to build a fire. **Ni-wee-poonan.** (Ni-wii-poonan.)

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

**Lee rip shesh ouma.** (Lii rip shesh oma.) This is tinder.

Li kours di bouloo ouma. (Li kors di boloo oma.) This is birch bark.

Li papyee ouma. (Li papyii oma.) This is paper.

**En mesh ouma.** (En mesh oma.) This is a match.

**Lee pchi bwaw ounhin.** (Lii pchi bwaa oñhiñ.) These are small sticks/kindling.

**Lee groo bwaw ounhin.** (Lii groo bwaa oñhiñ.) These are large sticks.

Input 1 - Pick up the kindling and say three times. **Paytaw lee rip.** Bring tinder.

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

Input 2 – Pick up the small sticks and say three times, **Paytaw lee pchi bwaw.** 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 kindling, some small sticks and some larger sticks again.

Pick up the bigger sticks and say three times, **Paytaw lee groo bwaw.** Bring big sticks.

Using body language and gestures get the campers 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 kindling, and small and big sticks, ask the question, **Pchi ou baen groo ouma li bwaw?** “Is this stick big or small? Eekwa, keekwaai ouma? What is this? **li pchi bwaw sheesh ouma chee ou baen lee pchi bwaw?** Is this tinder or small sticks/kindling?

Input 4 – Using gestures 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. Repeat: **Ni-wee-poonan.** I’m going to build a fire.

Now, repeat the target phrases 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.

<b>Paytaw lee rip.</b>	Bring tinder.
<b>Paytaw lee pchi bwaw.</b>	Bring small sticks/kindling.
<b>Paytawa lee groo bwaw.</b>	Bring big sticks.

<b>Ashtaw lee pchi bwaw shesh oota.</b>	Put the tinder here.
<b>Ashtaw lee pchi bwaw oota.</b>	Put the small sticks/kindling here.
<b>Ashtaw lee groo bwaw oota.</b>	Put the large sticks here.
<b>Shushkaha en mesh.</b>	Light a match.
<b>Shushkaha li pchi bwaw shesh.</b>	Light the tinder.
<b>Potataw li feu.</b>	Blow on the fire.
<b>Kiyapich ashtaw lee bwaw daw li feu.</b>	Put more sticks/wood in/on the fire.

(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 Translation

Do meaning chunk by meaning chunk choral translation. 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

Listen and draw?

To indicate that the lesson is over say, “Ekoshi” and let your learners know they may speak English again.