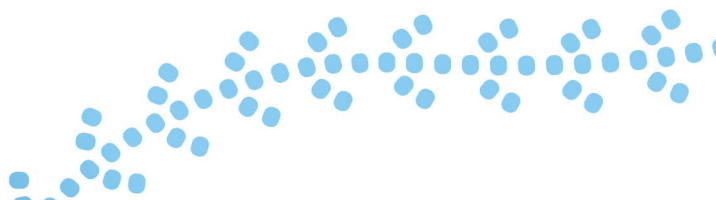


Social Emotional				
Outcomes	Indicators	Receptive Language	Expressive Language	Essential Dene/Metis Learning Experiences
The learner will learn to interact with others and develop kinship ties.	The learner will learn to interact with others and develop kinship ties.	Edłanët'e? <i>How are you?</i>	K'abı nēzu <i>Good morning</i>	<ul style="list-style-type: none"> Assisting our ąłnēdhē (elders) into the space Offering food and drink Making ąłnēdhē (elders) comfortable Greeting in Dene Knowing individual needs and protocols (ie. health issues, offering tobacco/tea/gift) Knowing what ąłnēdhē (elders) and guests would like to be called (saq'íé/auntie, sētsuné/ grandma, sē?é/my uncle, sētsíé/grandpa) Interacting and behaving appropriately with ąłnēdhē (elders) (respectful listening, carrying a and helping, niceties)
		K'abı nēzu <i>Good morning</i>	Danígħa <i>Come in</i>	
		Danígħa <i>Come in</i>	Nanest'ı losą <i>I will see you again</i>	
		Nanest'ı losą <i>I will see you again</i>	Hhama <i>Mom</i>	
		Dzıdızē tłai nēzu <i>Good afternoon</i>	Habá <i>Dad</i>	
		Nē łahkqö edłaránt'ē? <i>How is your family?</i>	(Nēzi) hushé <i>I am (name)</i>	
		Sēlıázē <i>My little girl</i>	Saq'íé <i>My auntie</i>	
		Sıyesázē <i>My little boy</i>	Hhamáyunē <i>Grandma</i>	
		Sētsuné <i>Grandma (my)</i>	Habáyunē <i>Grandpa</i>	
		Sētsíé <i>Grandpa (my)</i>	Sēbıbíē or Sēbıbíázē	
		Saq'íē		

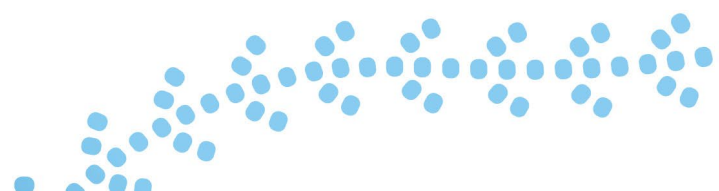


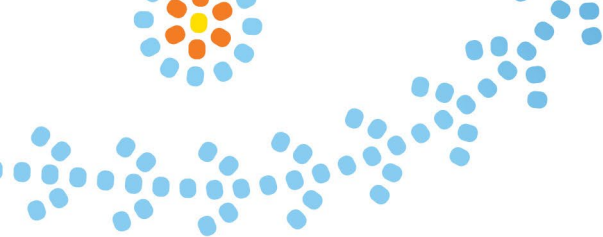
	<p>Auntie (<i>my</i>)</p> <p>Hhama or ënë <i>Mom (my)</i></p> <p>Haba or sëta <i>Dad</i></p> <p>Sëts'ëni <i>My friend</i></p> <p>Dlôtye a? <i>How are you called?</i></p> <p>Ëhk'órilya hádjá síní ë. <i>It was nice to meet you.</i></p> <p>Marsı sənáthıyaı <i>Thank you for coming.</i></p>	<p><i>My little baby</i></p> <p>Sëts'ëni <i>My friend</i></p>	<ul style="list-style-type: none"> • Identifying ɭahkqöë/t heir families through pictures, in person • Field Trips • Family engagement • Family picture wall • Dene song • Sharing circles • Nicknames • Introducing themselves • Self-awareness • Playing house • Visiting/Field Trips
The learner will understand basic commands.	<p>Kosıgal <i>Come</i></p> <p>Nıda <i>Sit</i></p> <p>Sënádhër <i>Go play</i></p> <p>kówúnesá <i>Don't</i></p> <p>Hıyı (Stop walking) Hıltá (Stop Driving) <i>Stop</i></p>	<p>Kosıgal <i>Come</i></p> <p>kówúnesá <i>Don't</i></p> <p>Nıda <i>Sit</i></p> <p>Danıgha <i>Come in</i></p> <p>Shënetı <i>Eat</i></p> <p>Nëda</p>	<ul style="list-style-type: none"> • Dene Command Game (TPR) • Daily routines <ul style="list-style-type: none"> ○ transitioning from one task to another ○ rest time ○ handwashing ○ snack time ○ home time ○ getting ready • Interactions with ɭnëdhë (elders) • Interactions with aunties and guests



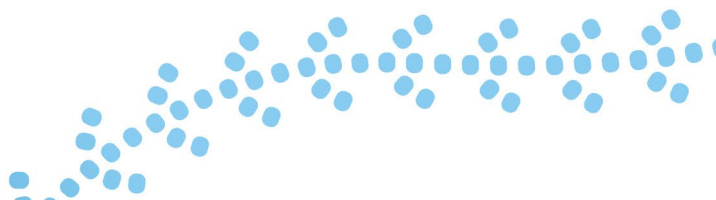


	<p>Urłtth'a <i>Listen</i></p> <p>Sénédé <i>Be ready</i></p> <p>Ja nı?ı <i>Look here</i></p> <p>Nělá k'ënéłtsıl <i>Wash your hands</i></p> <p>Hoıııı <i>Be Careful</i></p> <p>Bëk'ënéłtsıl (Wash it clean) Bëk'ënéłde (Wipe it clean) <i>Clean it</i></p>	<p><i>Drink</i></p>	
<p>The learner will be able to recognize, understand and regulate basic emotions.</p>	<p>Dłánahıt'ë? <i>How are you feeling?</i></p> <p>Asóst'ılë <i>I'm good</i></p> <p>Sınıé <i>I'm happy</i></p> <p>Sadóé <i>I'm sad</i></p> <p>Nınıtsa <i>I'm tired</i></p> <p>Hésch'é or Húsch'o <i>I'm relaxed</i></p>	<p>Asóst'ılë <i>I'm good</i></p> <p>Sınıé <i>I'm Happy.</i></p> <p>Sadóé <i>I'm sad</i></p> <p>Nınıtsa <i>I'm tired</i></p> <p>Hésch'é or Húsch'o <i>I'm mad or I'm angry</i></p> <p>Thıłthër <i>I'm relaxed</i></p>	<ul style="list-style-type: none"> • Self-awareness identifying what makes them happy/sad/mad • Identifying emotions of others • Read Alouds • Oral storytelling • How are you feeling? Game. • Learning consequences for actions • How to calm down • Song "If your happy and you know it"





		<i>I'm mad or I'm angry</i>		
		Thı̄thèr <i>I'm relaxed or lazy</i>		
The learner will demonstrate empathy towards others using language and actions.	Bèk'èshı̄ <i>I'm sorry</i> Asónèt'ılú? <i>Are you ok?</i> Dłánèt'e? <i>How are you?</i> Nètsédı hurıl'ıú? <i>Do you need some help?</i> Asóst'ılë. <i>I'm ok</i>	Bèk'èshı̄ <i>I'm sorry</i> Asónèt'ılú? <i>Are you ok?</i> Dłánèt'e? or Dłánèt'ú? <i>How are you?</i> Asóst'ılë. <i>I'm ok</i>	<ul style="list-style-type: none"> • Interacting with peers • Interacting with ą̄nèdhë (elders) <p>Actions hug, high five, thumbs up, pat on back</p>	
The learner will develop skills to resolve conflicts and problem solve.	Kowune sáná. <i>Don't (do that)</i> Èłqnt'ë <i>For sure</i> Ā or Hą <i>Yes or Okay (in agreement)</i> ı̄la <i>No</i> Sèts'énëı ọ́hó? <i>Would you help me?</i> Ała bèt'órúl?a (Let's use it together)	Kowunesá. <i>Don't (do that)</i> Èłqnt'ë <i>For sure</i> Ā or Hą <i>Yes or Okay (in agreement)</i> ı̄la <i>No</i> Hı̄ı (Stop walking)	<ul style="list-style-type: none"> • Playing and working with ą̄nèdhë (elders) and teachers • Helping others • Team building activities • Role playing and modeling • Asking an adult for help • Sharing, your turn my turn • Trading • Routines-getting ready for home, riding the bus, playground 	





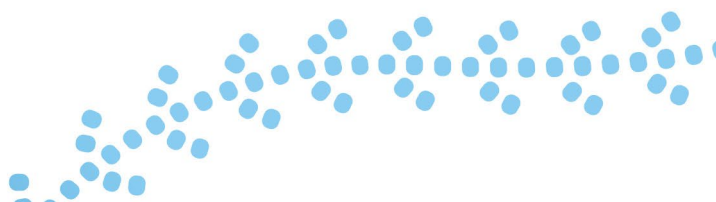
	<p>Ĕłólchu (Let's share food) Ĕłónúdl (Let's give to each other) <i>Share</i></p> <p>Bënëřiní husá? <i>Do you understand?</i></p> <p>Dırı sēba walé? <i>Can I have this?</i></p> <p>Sēts'ēnēņ walúsá? <i>Could you help me?</i></p>	<p>Hılta (Stop Driving) <i>Stop</i></p> <p>Sañúnıdhēr <i>My Turn</i></p> <p>Sıtt'h'u <i>Me too</i></p>	<ul style="list-style-type: none"> • Dressing for weather • Take care of the earth
<p>The learner will develop self awareness.</p>	<p>Hás?ą (I have the object) Hasdzá (I have many small objects) Haschúth (I have the cloth) Haska (I have the container of liquid) Hasta (I have the long object or covered container) <i>Have</i></p> <p>_____ siníé. <i>I like _____</i></p> <p>_____ ghanıta. <i>I love _____.</i></p>	<p>Hás?ą (I have the object) Hasdzá (I have many small objects) Haschúth (I have the cloth) Haska (I have the container of liquid) Hasta (I have the long object or covered container) <i>Have</i></p>	<ul style="list-style-type: none"> • Family engagement • Sharing circles • Opportunities to make choices • Recognize strengths and abilities <p>everyone has their own gifts</p>





			____ siníé. <i>I like</i> ____ ____ għanıtą <i>I love</i> ____	
The learner will demonstrate a sense of self worth and confidence to try new experiences.	Kónéne?ó hasą. <i>You can do it</i> Něžų hánélá. <i>Good job</i> Něžų. <i>That's nice</i> T'ant'u ěghálęnaı kó wunt'e holé. <i>Keep up the good work</i> Hotię ěghálęná. <i>Work hard</i> Anawųldhı <i>Finish it</i> Hurıłdzá <i>Try it</i> Ęyı něba něų. <i>That's good for you</i>	Thıłtsı <i>I did it</i> Hęstı?óha. <i>I can do it</i> Něžų hánélá <i>Good job.</i> Ęyı něų. <i>That's nice.</i>	<ul style="list-style-type: none"> • Trying traditional Dene/Metis foods • Ensuring tasks and activities are finished to the best of their ability • Provide opportunities for responsibility cleaning setting table taking care of their belongings <ul style="list-style-type: none"> • Jigging • Playing the spoons and fiddle • Inquiry uses of the sash • Fishing • Gathering • Beading • Sewing 	

Physical				
Outcome	Indicators	Receptive Language	Expressive Language	Essential Dene/Metis



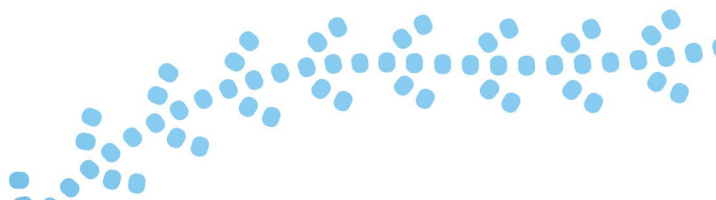


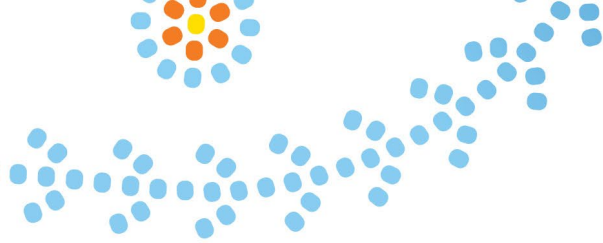
				Learning Experiences
The learner will build their physical skills through traditional and contemporary Dene games, activities and experiences.	The learner will develop fine motor skills through traditional and contemporary Dene/Metis activities.	<p>Náłt'ath <i>Cut</i></p> <p>Dı́t'ís <i>Write</i></p> <p>Ēłłt'us (Glue together) Dorłt'us (Glue onto) <i>Glue</i></p> <p>Berłhr <i>Paint</i></p> <p>łłts'uzė <i>Bead</i></p> <p>Ēńłkq <i>Sew</i></p> <p>Nėłtsı <i>Make</i></p> <p>Hıntth'ı (pinch) or Ēłts'ėn bėk'łmı (press together) <i>Squeeze</i></p> <p>Dėyė nėnl <i>Pour</i></p> <p>Huntón <i>Hold</i></p> <p>Yėnėłmı</p>	<p>Náłt'ath <i>Cut</i></p> <p>Nėłtsı <i>Make</i></p> <p>Dı́t'ís <i>Write</i></p> <p>Bėkłł?ł (to pick or gather) <i>Pick</i></p> <p>Layúė <i>Tools</i></p>	<p>Traditional Artistic Design</p> <ul style="list-style-type: none"> • Beading • Braiding • Sewing and threading a needle • Lacing • Cutting • Pointillism <p>Cooking (Bannock, Pemmican, fish)</p> <ul style="list-style-type: none"> • Stirring • Kneading • Cutting • Scooping • Pounding • Grinding • Crushing <p>Berry Picking</p> <ul style="list-style-type: none"> • Blueberries • Cranberries • Raspberries • Saskatoons <p>Harvesting</p> <ul style="list-style-type: none"> • Willow • Bark Peeling • Weaving the bark <p>Gardening</p> <ul style="list-style-type: none"> • Planting seeds





		<i>Knead</i> Bënëgës <i>Stir</i> Nët'ų <i>Braid</i> Néle <i>Deal</i>		<ul style="list-style-type: none"> • Watering plants • Trimming plants and herbs • Harvesting the food cutting and picking Playing Cards <ul style="list-style-type: none"> • Dealing Cards • Matching
	The learner will develop locomotor skills through traditional and contemporary Dene/Metis activities.	Įgha <i>Hurry</i> Nanılna huyá <i>Go slow</i> Ts'éthië <i>Carefully</i> Danëlth <i>Dance</i> Tthıbaıgal <i>Run</i> Yánéka <i>Hop</i> Hıttı (container) Hı?al (a solid object) Hıchuth (a cloth) <i>Carry(Lug)</i>	Náıda <i>Move</i> Įgha <i>Hurry</i> Norı?ı <i>Wait</i>	Learning various Dene/Metis dances, such as: <ul style="list-style-type: none"> • Jigging • Square dance Voyageur games <ul style="list-style-type: none"> • Sash tug of war • Gunny sack race • Tumpline • Bucket filling • Relay race • Strength pulling with the sash



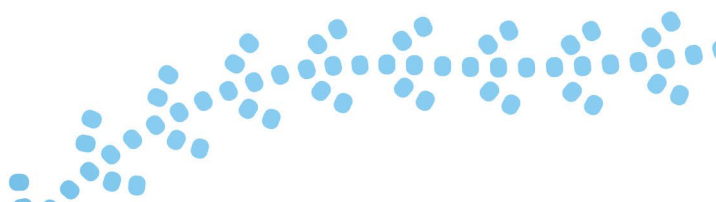


		<p>Kozë <i>Bring</i></p> <p>Huríłdzá <i>Try</i></p> <p>Hołnı <i>Watch out</i></p> <p>Nënaghé dáháril <i>e</i> <i>Open your eyes</i></p> <p>Náıdá <i>Move</i></p>		
	<p>The learner will develop balance skills through traditional and contemporary Dene/ Metis activities.</p>	<p>Narıgha <i>Turn</i></p> <p>Hıgher <i>Bend</i></p> <p>Hılyıs <i>Bend down</i></p> <p>Hunıłt'ı (pull) <i>Stretch</i></p> <p>Hunıłnı <i>Push</i></p> <p>Údzı <i>Dene hand game</i></p> <p>Ghıkel <i>Paddle (a canoe)</i></p> <p>Nırıgha <i>Rise(Stand Up)</i></p>	<p>Hunıłt'ı (pull) <i>Stretch</i></p> <p>Nırıgha <i>Rise(Stand Up)</i></p> <p>Natthírıt'a (wake up) or Ëhteyé hots'ı nırıgha <i>Get out of bed</i></p>	<ul style="list-style-type: none"> • Hop • Scotch • Skipping • Canoeing • Sledding <p>Hand games</p> <ul style="list-style-type: none"> • cup and ball • string games • Dene hand games • pick up sticks • marbles



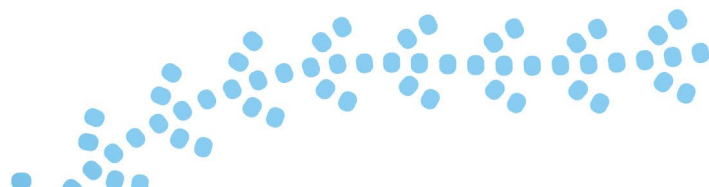


		<p>Natthírít'a (wake up) or Ĕhteyé hots'ı nrı́gha <i>Get out of bed</i></p> <p>Náltth'ër <i>Fall down</i></p> <p>Ĕłk'ëzi (the same) <i>Balance</i></p> <p>Yánéłgus <i>Jump</i></p>		
	The learner will develop manipulative skills through traditional and contemporary Dene/Metis activities	<p>Sëts'ıshúl <i>Toss it to me</i></p> <p>Hı?ıth <i>Kick</i></p> <p>Hındzıh <i>Catch</i></p> <p>Nanıłghal (With a bat) Nanıkar (With open hand) <i>Hit</i></p>	Sëts'ıshúl <i>Toss it to me</i>	<p>"Kitty Can" game</p> <ul style="list-style-type: none"> • toss • throw • catch • hit <p>Horse Shoes Kicking a ball/Soccer</p>
	The learner will develop space and body awareness with self and others through varied environments.	<p>K'aré or Dınıgha <i>Move out of the way</i></p> <p>Bëtethıgha <i>Go over it</i></p> <p>Bëyerıgha</p>	<p>Banıandı <i>Infront</i></p> <p>Bëné <i>Behind</i></p> <p>Ĕłënëkái <i>Clap your hands</i></p>	<ul style="list-style-type: none"> • Sensory Bin • Water table • Kitchen Play • Dress up • Harvesting plants



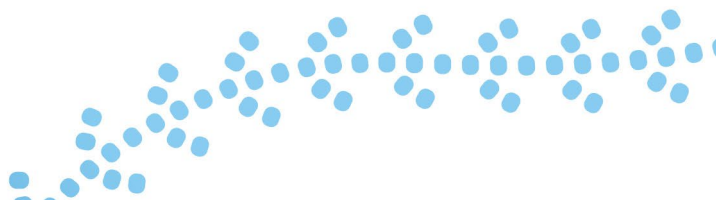


		<p><i>Go under it</i></p> <p>Bënárë húthígha <i>Go around it</i></p> <p>Ēlënëkáí <i>Clap your hands</i></p> <p>Nëdáth <i>That's heavy</i></p> <p>Wé ts'ën <i>Over there</i></p> <p>Wé nıdhá ts'ën <i>Way over there</i></p> <p>Ja <i>Right here</i></p>		<ul style="list-style-type: none"> • Land based walks • Clapping to a rhythm • Metis/Jigging Dance
The learner will develop good habits surrounding health for themselves, the space, and the environment through Dene/Metis values and daily activities.	<p>Bëk'ënëłtsıl (Wash it clean)</p> <p>Bëk'ënëłde (Wipe it clean) <i>Clean it</i></p> <p>Nëlá k'ënëłtsıl <i>Wash your hands</i></p> <p>K'ënánılde <i>Wash your face</i></p> <p>Sëts'énénı <i>Help me</i></p> <p>Yok'ehıntı <i>Sweep</i></p> <p>Bëk'ënëłde</p>	<p>Bëk'ënëłtsıl (Wash it clean)</p> <p>Bëk'ënëłde (Wipe it clean) <i>Clean it</i></p> <p>Tthı <i>Head</i></p> <p>Sëththı (<i>My head</i>)</p> <p>Nëththı (<i>Your head</i>)</p> <p>Naghé <i>Eyes</i></p> <p>Sënaghé <i>(My eyes)</i></p>	<p>Dene Song</p> <ul style="list-style-type: none"> • Head and shoulders, knees and toes <p>Participating in actions that support Dene values</p> <ul style="list-style-type: none"> • helping others • hard work <p>Cleaning up</p> <ul style="list-style-type: none"> • Snack • Lunch • Play centers 	





		<p><i>Wipe</i></p> <p>Nëghú k'ëněłtsıł <i>Brush your teeth</i></p> <p>Tthíněts'ı <i>Brush or comb your hair</i></p> <p>Shënětı <i>Eat</i></p> <p>Nëdą <i>Drink</i></p> <p>Tthı <i>Head</i></p> <p>Sětthı (My head) Nětthı (Your head)</p> <p>Naghé <i>Eyes</i></p> <p>Sënaghé (My eyes) Nënaghé (Your eyes)</p> <p>Dzaghé <i>Ears</i></p> <p>Sëdzaghé (My ears) Nëdzaghé (Your ears)</p>	<p>Nënaghé (Your eyes)</p> <p>Dzaghé <i>Ears</i></p> <p>Sëdzaghé (My ears) Nëdzaghé (Your ears)</p> <p>Dá <i>Mouth</i></p> <p>Sëdá (My mouth) Nëdá (Your mouth)</p> <p>Tsı <i>Nose</i></p> <p>Sëtsı (My nose) Nëtsı (Your nose)</p> <p>Shënětı <i>Eat</i></p> <p>Nëdą <i>Drink</i></p> <p>Bër bastı <i>I am hungry</i></p> <p>Tu sětchı <i>Give me a drink?</i></p>	<ul style="list-style-type: none"> • Inquiry centers • Art Station <p>Food</p> <ul style="list-style-type: none"> • Good food vs Bad food • Good drink vs Bad drink • Dene food guide • Preparing food • Trying new food <p>Body Health</p> <ul style="list-style-type: none"> • Visiting Doctor • Visiting Dentist • Visiting Eye Doctor • Brushing Teeth • Washing your face • Washing your hands • Bathing • Sick/not feeling well • Yá/Lice • Exercise • Sleep <p>Germes</p> <ul style="list-style-type: none"> • Coughing • Sneezing
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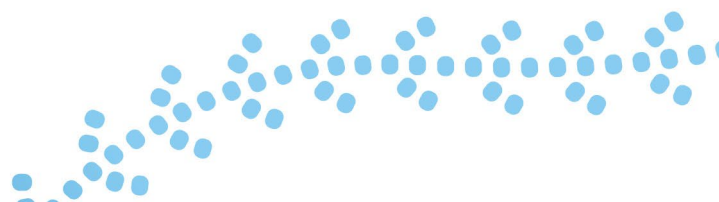


		<p>Dá <i>Mouth</i></p> <p>Sëdá (<i>My mouth</i>) Nëdá (<i>Your mouth</i>)</p> <p>Ghú <i>Teeth</i></p> <p>Sëghú (<i>My teeth</i>) Nëghú (<i>Your teeth</i>)</p> <p>Tsı <i>Nose</i></p> <p>Sëtsı (<i>My nose</i>) Nëtsı (<i>Your nose</i>)</p> <p>Gheth <i>Shoulders</i></p> <p>Sıgheth (<i>My shoulders</i>) Nıgheth (<i>Your shoulders</i>)</p> <p>Chënë <i>Arm</i></p> <p>Sëchënë (<i>My arm</i>) Nëchënë (<i>Your arm</i>)</p>	<p>Tu bastı <i>I am thirsty</i></p>	<ul style="list-style-type: none"> • Hand Washing <p>Mental Health</p> <ul style="list-style-type: none"> • Technology usage • Developing healthy daily routines • Setting boundaries • Taking time to nurture self <p>Safety</p> <ul style="list-style-type: none"> • Police safety • Fire visit • Road safety how to cross the street • Water safety
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		Lá <i>Hand</i>		
		Sělá (My <i>hand</i>) Nělá (Your <i>hand</i>)		
		Latth'ělé <i>Fingers</i>		
		Sělath'ělé (My <i>fingers</i>) Nělath'ělé (Your <i>fingers</i>)		
		Ts'ëzë <i>Elbow</i>		
		Sëts'ëzë (My <i>elbow</i>) Nëts'ëzë (Your <i>elbow</i>)		
		Ghą <i>Waist</i>		
		Sıghą (My <i>waist</i>)		
		Nıghą (Your <i>waist</i>)		
		Ádhë <i>Hip</i>		
		Së?ádhë (My <i>hip</i>) Në?ádhë (Your <i>hip</i>)		





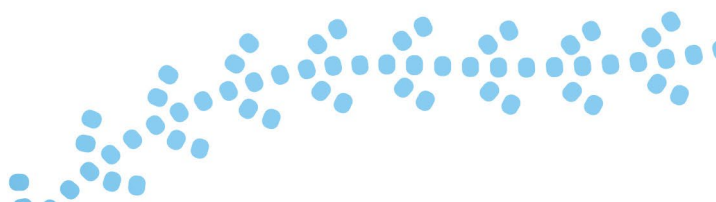
		Tth'éné <i>Leg</i>		
		Sëtth'éné (<i>My leg</i>) Nëtth'éné (<i>Your leg</i>)		
		Ghoth <i>Thigh</i>		
		Sëghoth (<i>My thigh</i>) Nëghoth (<i>Your thigh</i>)		
		Dzagór <i>Knee</i>		
		Sëdzagór (<i>My knee</i>) Nëdzagór (<i>Your knee</i>)		
		Chënë <i>Ankle</i>		
		Sëkëchënë (<i>My ankle</i>) Nëkëchënë (<i>Your ankle</i>)		
		Ké <i>Foot</i>		
		Sëké (<i>My foot</i>) Nëké (<i>Your foot</i>)		





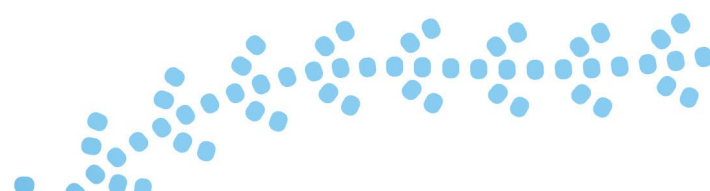
		Këłtalë <i>Heel</i>		
		Sëkëłtalë <i>(My heel)</i>		
		Nëkëłtalë <i>(Your heel)</i>		

Spiritual				
Outcome	Indicators	Receptive Language	Expressive Language	Essential Dene/Metis Experiences
The learner will experience a sense of wonder, awe and joy through Metis/Dene world view. Learning to live in harmony by understanding all things of the natural world are equally valued.	The learner will experience a sense of wonder, awe and joy through Dene/Metis experiences.	Dlant'ı Nıł?ı á? <i>What do you see?</i> Dlánahúnt'ú? <i>How do you feel?</i>	Bą noríyá o r Bëghą noríy á <i>That's amaz ing</i> Ëyı sınıé <i>I like that</i> Hówá <i>Wow</i> Ahëné't'ı <i>It's beautifu l</i> Dlágħą?á? <i>Why</i>	Giving thanks to the Creator <ul style="list-style-type: none"> • Oral storytelling • Visiting with ąłnëdhë (elders) • PWIM Pictures • Cultural Artifacts Beadwork Furs Hides Braided Rugs Embroidery Pictures Land Based Experiences/Field Trips



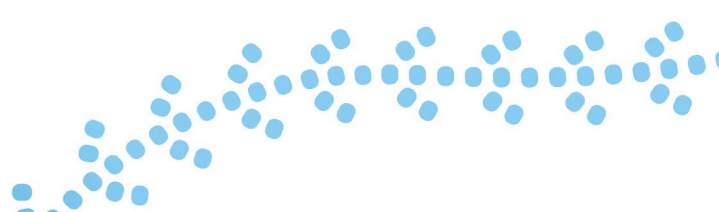


	<p>The learner will experience heightened sensory awareness.</p>	<p>Nëba dlánahúnt'ë? <i>How does that feel?</i></p> <p>Dlánt'í dínth'a á? <i>What do you hear?</i></p> <p>Dláhúlní? <i>How does that taste?</i></p> <p>Dlant'í Nı́?ı́ á? <i>What do you see?</i></p> <p>Dláhúłtsën á? <i>What does it smell like?</i></p> <p>Dënur <i>Soft</i></p> <p>Dëyér <i>Hard</i></p> <p>Darı́t'éth or Darınc há <i>Loud</i></p> <p>Ts'ëthıë hadáruhıı or Chú <i>Be Quiet</i></p> <p>Thëkam <i>Tastes good</i></p> <p>Thëkam hılë <i>Tastes bad</i></p> <p>Hórét'ı <i>Not dark</i></p>	<p>Nëzu <i>thëtsë</i> <i>n</i> <i>Smells good</i></p> <p>Ma <i>thëtsën</i> <i>Smells bad</i></p>	<ul style="list-style-type: none"> • Nature Walks • Community Walks • Harvesting/Gathering • Berry picking • Fishing • Canoeing • Boat Rides • Gardening/Planting <p>Animals</p> <ul style="list-style-type: none"> • Animal Tracks • Animal Scat • Animal Noises • Habitat • Camouflage • Food source • Uses (clothing, sinew, shelter) • Safety around animals • How to care for animals
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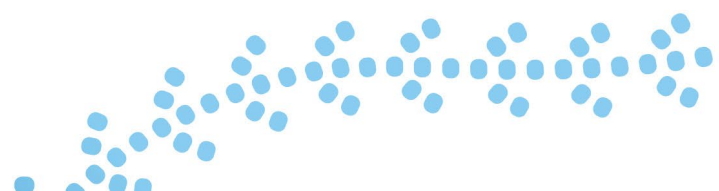


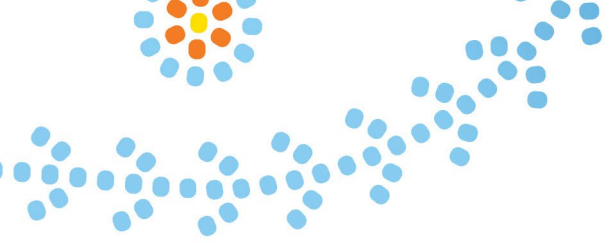
		Ghíthel or Híł yaı <i>Dark</i>		
		Nèzų hêtsèn <i>Smells good</i>		
		Ma thêtsèn <i>Smells bad</i>		
		Homaą (<i>It smells here</i>)		
	Children will gain an appreciation of the natural world and begin to value the interconnected	Animals Łi <i>Dog</i> Báláchízè <i>Cat</i>	Animals Łi <i>Dog</i> Báláchízè <i>Cat</i>	



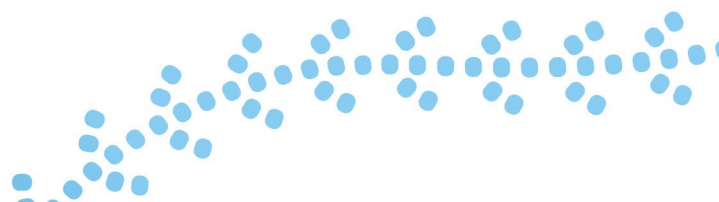


	ness to the plants, animals, and elements through land based teachings.	<p>Łuë <i>Fish</i></p> <p>Iyezë <i>Bird</i></p> <p>Gah <i>Rabbit</i></p> <p>Łi cho <i>Horse</i></p> <p>Sas <i>Bear</i></p> <p>Yahtuë <i>Deer</i></p> <p>Dënië <i>Moose</i></p> <p>Dzëdhił <i>Elk</i></p> <p>Ëthën <i>Caribou</i></p> <p>Nağidhë <i>Fox</i></p> <p>Nunië <i>Wolf</i></p> <p>Tł'oghjërë <i>Bison</i></p> <p>Tsá <i>Beaver</i></p>	<p>Łuë <i>Fish</i></p> <p>Tł'oghjërë <i>Bison</i></p> <p>Gah <i>Rabbit</i></p> <p>Land Terms</p> <p>Dëchën <i>Tree</i></p> <p>Įmbai <i>Flower</i></p> <p>Tu <i>Water</i></p>	
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		Nʌłtsı <i>Skunk</i>		
		Ts'ələ <i>Frog</i>		
		Garáməl <i>Butterfly</i>		
		Gu <i>Bug</i>		
		Ch'adıē <i>Ant</i>		
		Tʌ'istthoē <i>Bee</i>		
		Land Terms		
		Dēchēn <i>Tree</i>		
		Dēchēn yaı <i>Woods</i>		
		K'ēyaı <i>Bush</i>		
		İmbaı <i>Flower</i>		
		Tʌ'ogh <i>Grass</i>		
		T'achai <i>Leaf or leaves</i>		
		Yēdá <i>Sky</i>		

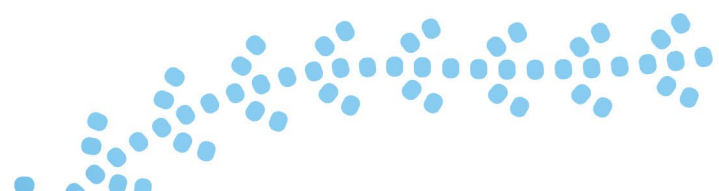


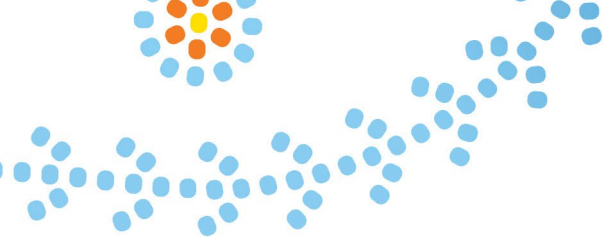


		Sa <i>Sun</i> Garadzı yélú <i>Rainbow</i> K'oth <i>Cloud</i> Tu <i>Water</i> Nih <i>Land</i> Kon <i>Fire</i> Nıłts'ı (wind)		
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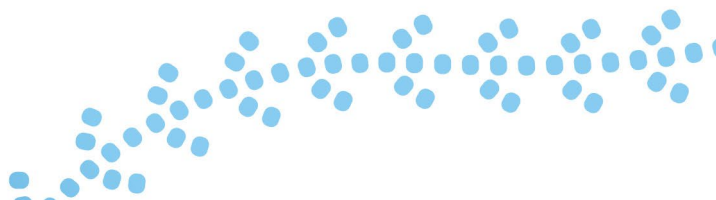
Intellectual

Outcomes	Indicators	Receptive	Expressive	Essential Dene/Metis Learning Experience
The learner will build their intellectual understanding and experien	The learner will solve problems through: <ul style="list-style-type: none"> • Curiosity • Exploring • Observing • Cause/effect • Predicting 	Dlant'ı nıł?ı á? <i>What do you see?</i> Dlánódhër á? <i>What happened?</i> Dlant'ë á kónódhër á? <i>Why did that happen?</i>	Dláí? <i>Who?</i> Dlántí? <i>What?</i> Dlántú? <i>How?</i> Dlíné? <i>Where?</i>	<ul style="list-style-type: none"> • Seasonal Changes <ul style="list-style-type: none"> ○ Leaves changing colours ○ Snow falling, melting, freezing ○ Flowers Blooming



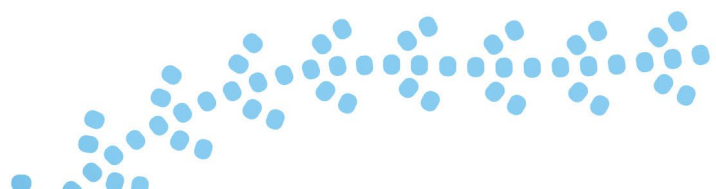


<p>ces through Dene Language and Culture.</p>		<p>Dlái? <i>Who?</i></p> <p>Dlántí? <i>What?</i></p> <p>Dlántú? <i>How?</i></p> <p>Dlíné? <i>Where?</i></p> <p>Dlágħá á? <i>Why?</i></p> <p>Dló? or Dlahú? <i>When?</i></p> <p>Kú sí? <i>What about me?</i></p>	<p>Dlágħá á? <i>Why?</i></p> <p>Dló? or Dlahú? <i>When?</i></p> <p>Kú sí? <i>What about me?</i></p>	<ul style="list-style-type: none"> ○ Fur on animals changing colour and/or shedding ○ Sounds • Change • Life Cycle • Respect for Plants and Animals • Celebrating Nature • Habitats- Insects, animals, frogs, beaver, birds, deer • Berry Picking- what to eat/ not to eat • Nature walks • Hand Games
	<p>The learner will explore their world through creating and imagining.</p>	<p>Dlánéne á? <i>What are you doing?</i></p> <p>Dlánt'ı nēłtsı á? <i>What are you making?</i></p> <p>Dlái nēłı á? <i>Who are you?</i></p> <p>_____ hurıl?ı hú? <i>Would you like to _____?</i></p>	<p>Ts'ēda <i>Drinking</i></p> <p>Hēsda <i>(I drink)</i></p> <p>Nēda <i>(You drink)</i></p> <p>Shēch'ētı <i>Eating</i></p> <p>Shēstı <i>(I eat)</i></p> <p>Shēnētı <i>(You eat)</i></p>	<ul style="list-style-type: none"> • Dramatic Play ○ Puppets ○ Puppet Show ○ Playing house ○ Dressing up ○ Playing Pretend • Moving to fiddle music • Drawing • Painting • Building • Sculpting • Sand and Water Table



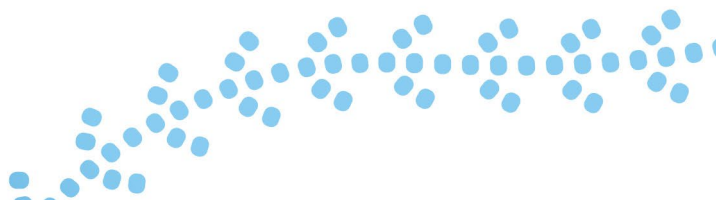


		<p>Dlánt'í á sënádhër á? <i>What are you playing?</i></p> <p>Sënódhër? <i>Let's Play</i></p> <p>Ts'ëda <i>Drinking</i></p> <p>Hësdq (<i>I drink</i>) Nëdq (<i>You drink</i>)</p> <p>Shëch'ëtı <i>Eating</i></p> <p>Shëstı (<i>I eat</i>) Shënëtı (<i>You eat</i>)</p> <p>Dats'ëlth <i>Dancing</i></p> <p>Dasth (<i>I dance</i>) Danëlth (<i>You dance</i>)</p> <p>Sënáts'ëdhër (<i>Singular</i>) Sënáhedhër (<i>Two people</i>) Sënáts'ëdé (<i>Three or more</i>) <i>Playing</i></p> <p>Ts'ëjën Hëjën (<i>Singular</i>)</p>	<p>Dats'ëlth <i>Dancing</i></p> <p>Dasth (<i>I dance</i>) Danëlth (<i>You dance</i>)</p> <p>Sënáts'ëdhër (<i>Singular</i>) Sënáhedhër (<i>Two people</i>) Sënáts'ëdé (<i>Three or more</i>) <i>Playing</i></p> <p>Ts'ëjën Hëjën (<i>Singular</i>) Hejën (<i>Two people</i>) Dajën (<i>Three or more</i>) <i>Singing</i></p> <p>Sënódhër? (<i>Two people</i>) or Sënódé? (<i>Three or more</i>) <i>Let's play</i></p>	<ul style="list-style-type: none"> • Colouring • Creating using multiple mediums
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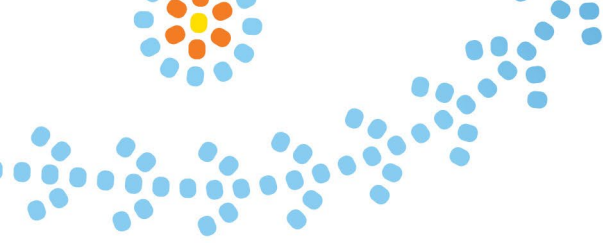
		Hejën (Two people) Dajën (Three or more) <i>Singing</i>		
	The learner will be able to recognize attributes and characteristics.	Dirı dlánt'ı á? <i>What is this?</i> Bıt'ázi dláhúnt'é? <i>What is the weather today?</i> Dláhotı á? <i>What colour is it?</i> Nëchá hú nëchılë hıtó? <i>Is it big or small?</i> Weather Ędza <i>It's cold</i> Ędu <i>It's hot</i> Tsıł <i>Snowing</i> Ts'e?al <i>Sunny</i> Ča	Weather Ędza <i>It's cold</i> Ędu <i>It's hot</i> Colours Be able to say three colours Dëlgai <i>White</i> Dëlzën <i>Black</i> Dëlk'os <i>Red</i> Dëhtlés <i>Blue</i> Dëltthogh <i>Yellow</i> Ęl láhót'ı <i>Green</i>	<ul style="list-style-type: none"> • Collecting from our Earth • Sorting objects by attributes and characteristics <ul style="list-style-type: none"> ○ colour ○ size ○ shape • Identifying weather by looking outside • Identifying weather by going outside • Dressing for the weather • Read Alouds <ul style="list-style-type: none"> ○ Colour Books ○ Weather Books



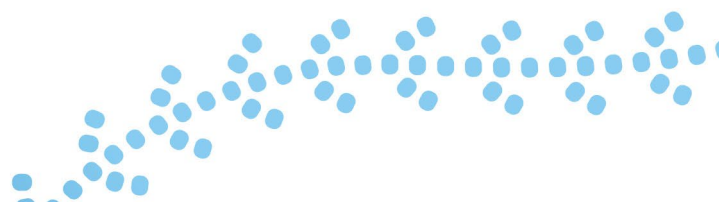


		<i>Raining</i>	Dëltsës <i>Brown</i>	
		Nłtsh <i>Windy</i>	Jíechogh Láhót' í	
		Ēts'ěl <i>Fog</i>	<i>Orange</i>	
		Tsıł lu <i>Hail</i>	Jíetúé Láhótí <i>Purple</i>	
		Colours		
		Dēlgaı <i>White</i>	Dzé Láhótí <i>Pink</i>	
		Dēlzēn <i>Black</i>		
		Dēlk'os <i>Red</i>	Size	
		Dēntłés <i>Blue</i>	Nēchá <i>Big</i>	
		Dēltthogh <i>Yellow</i>	Nēchılē <i>Small</i>	
		Ēl láhót'í <i>Green</i>		
		Dëltsës <i>Brown</i>		
		Jíechogh Láhót'í <i>Orange</i>		



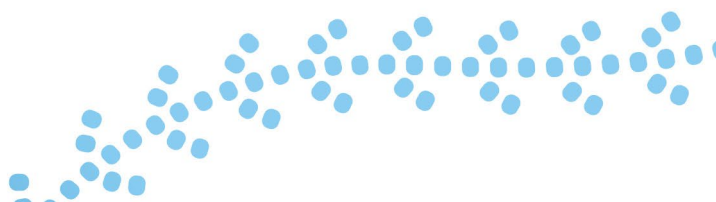


		<p>Jíètúé Láhótí <i>Purple</i></p> <p>Dzé Láhótí <i>Pink</i></p> <p>Size</p> <p>Nëchá <i>Big</i></p> <p>Nëchílä <i>Small</i></p>		
	The learner will explore numeracy.	<p>Dlánélt'ë á? <i>How much?</i></p> <p>Ho?ázi? <i>More</i></p> <p>Dodı <i>Zero</i></p> <p>İłághë <i>One</i></p> <p>Náke <i>Two</i></p> <p>Taghë <i>Three</i></p> <p>Dıghı <i>Four</i></p> <p>Sqlághë <i>Five</i></p>	<p>Dodı <i>Zero</i></p> <p>İłághë <i>One</i></p> <p>Náke <i>Two</i></p> <p>Taghë <i>Three</i></p> <p>Dıghı <i>Four</i></p> <p>Sqlághë <i>Five</i></p>	<ul style="list-style-type: none"> • Number Books • Counting objects, people, food • Representing(Manipulitives, Pictorially) • Subitizing (Dice, Cards, Pictures)



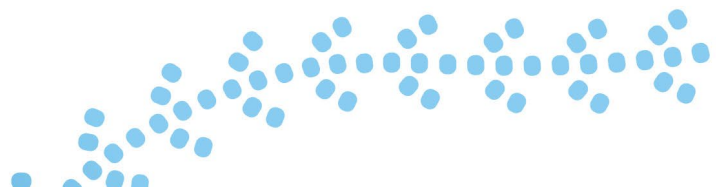


			<i>August</i>	
			Dënië Ęłk'ënád e Zaghë <i>September</i>	
			łłts'uzı Zaghë <i>October</i>	
			Ęyunë Dziné Z aghë <i>November</i>	
			Tët'eghë Yatı Zaghë <i>December</i>	
			Seasons	
			Nıh T'at'ë <i>Seasons</i>	
			Hhait'ázı <i>Fall</i>	
			Łuk'ë <i>Spring</i>	
			Hhaiyë <i>Winter</i>	
			Sinë <i>Summer</i>	
			Days of the week	
			Dzık'ë <i>Sunday</i>	



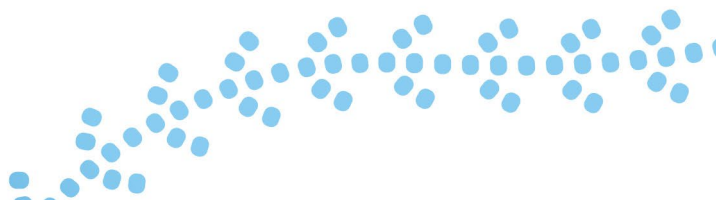


			Dzɨk'éré <i>Monday</i>	
			Náke Dziné <i>Tuesday</i>	
			Taghë Dziné <i>Wednesday</i>	
			Dɨghɨ Dziné <i>Thursday</i>	
			Łuë Ts'ëldéłı D ziné <i>Friday</i>	
			Dzɨt'ázɨ <i>Saturday</i>	
			Time of Day	
			Dzinë <i>Day</i>	
			Tëdhë <i>Night</i>	
			K'abıdąné <i>Morning</i>	
			Dzɨdızotłái <i>Afternoon</i>	
			Horéłhhal <i>Shortly after sunset</i>	



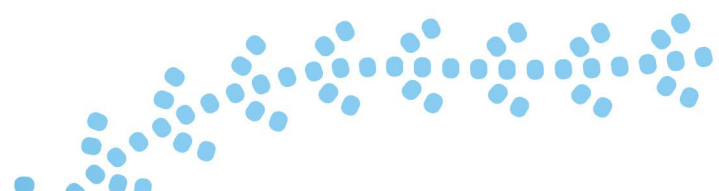


			Ghíthhél <i>Evening</i>	
	The learner will explore position and direction.	Dlíné? <i>Where?</i> Bëyé <i>In</i> Bëyaı <i>Under</i> Banandaı <i>Front</i> Bënéts'én (Behind) Yot'azı (Back of building) Bët'azı (Back of person) <i>Back</i> Directions Tthızı <i>North</i> Sayızı <i>East</i> Nazı <i>South</i> Dázı <i>West</i>	Dlíné? <i>Where?</i> Banandaı <i>Front</i> Bënéts'én (Behind) Yot'azı (Back of building) Bët'azı (Back of person) <i>Back</i>	<ul style="list-style-type: none"> • Prepositions • Kinesthetic Opportunities • Land Based • School Bus • Lining Up





	<p>Language and Emerging Literacy</p> <ul style="list-style-type: none"> • listening with interest • engaging in conversation • exploring words • gaining meaning from visual/text materials • representing ideas • exploring how print works 	<p>Greetings</p> <p>Dlánét'ë? or Dlánét'ú? <i>How are you?</i></p> <p>Hą. <i>Ok</i></p> <p>Asóstilë. <i>I'm Good</i></p> <p>Dánígha. <i>Come in.</i></p> <p>Introduce Yourself</p> <p>_____ húshye. <i>My name is _____.</i></p> <p>Closing a conversation</p> <p>Nanest'ı losá. <i>See you later</i></p> <p>Nëdzinë nëzų walé. <i>Have a good day</i></p> <p>Expressing Thanks</p> <p>Marsı. <i>Thank you</i></p>	<p>Greetings</p> <p>Dlánét'ë? or Dlánét'ú? <i>How are you?</i></p> <p>Hą. <i>Ok</i></p> <p>Asóstilë. <i>I'm Good</i></p> <p>Dánígha. <i>Come in.</i></p> <p>Closing a conversation</p> <p>Nanest'ı losá. <i>See you later</i></p> <p>Nëdzinë nëzų walé. <i>Have a good day</i></p> <p>Expressing Thanks</p> <p>Marsı. <i>Thank you</i></p> <p>Marsı cho. <i>Thank you very much</i></p> <p>Classroom Words</p>	<ul style="list-style-type: none"> • Storytelling • Listening Games • Playing with peers • Interacting with ąłnëdhë (elders) • Meeting new guests • Family Engagement <ul style="list-style-type: none"> ○ Excursions ○ Cooking ○ Making Art <p>Listening Games (Simon Says)</p>
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		<p>Marsı cho. <i>Thank you very much</i></p> <p>Classroom Words</p> <p>Uřıttth'a. <i>Listen</i></p> <p>Dënë árıńı. <i>Say it in Dene</i></p> <p>Hotié uřıttth'a. <i>Listen carefully</i></p> <p>Asónt'ılë. <i>That's ok</i></p> <p>Nëk'óshá hájá në zı. <i>It's good to meet you.</i></p> <p>Sëts'ën náyéltı ha asónt'ılë <i>You can call me</i></p> <p>_____.</p>	<p>Dënë árıńı. <i>Say it in Dene</i></p> <p>Hotié uřıttth'a. <i>Listen carefully</i></p> <p>Asónt'ılë. <i>That's ok</i></p> <p>Nëk'óshá hájá në zı. <i>It's good to meet you.</i></p>	
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