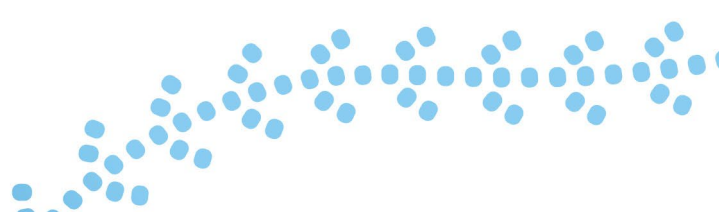
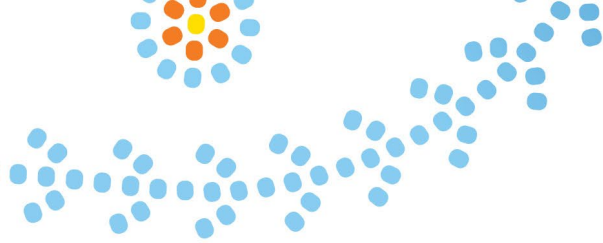


Outcomes	Indicators	Receptive Language	Expressive Language	Essential Michif/Metis Experiences
The learner will build their intellectual understanding and experiences through Michif Language and Culture.	<p>The learner will solve problems through: Curiosity</p> <p>Exploring</p> <p>Observing</p> <p>Cause/effect</p> <p>Predicting</p>	<p>awîna kiya? Who are you?</p> <p>kîkwây kiwâpahtîn? What do you see?</p> <p>kîkwây kiwispi ispay in _____?</p> <p>What happened next?</p> <p>tânihki eḡosi kiyispa yik?</p> <p>Why did that happen?</p>	<p>awîna - who</p> <p>kîkwây- what</p> <p>tânisi- how</p> <p>tânôwâ- where (animate)</p> <p>tânôwî- where (inanimate)</p> <p>tântî- where</p> <p>tânihki- why</p> <p>tânispi- when</p> <p>What about me? niya mâka?</p> <p>Who are you? awîna kiya?</p>	<ul style="list-style-type: none"> • Signs of Fall-leaves turn colours, fur changes, nature walk, sounds, listening • Change, New Life • Respect for Plants and Animals • Celebrating Nature • Habitats- Insects, animals, frogs, beaver, birds, deer • Demonstration of Making Ducks • Berry Picking- what to eat/ not to eat Moss • Nature walks • I am Happy to See You –song • awîna niya, Introduction Song (Kinship) – sâḡitawak naḡamona

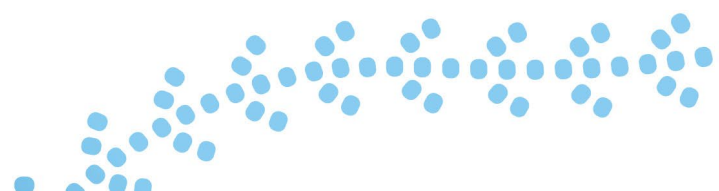


<p>The learner will explore their world through creating and imagining.</p>	<p>kîkwây ___itôtam? What is ____ doing? kîkwây ___ î-pohc'ska? What is ____ wearing? mahti _____ Let's see _____ ki _____cî? Did _____? ki-nohtî _____? Would you like to? kîkwây kimitawân? What are you playing</p>	<p>come in- pihtikwî clean this up- kanâcihtâ cook/bake- pinawa so/nawacî draw- tâpasinahwâ dress up- pohtêyiwinsî drink- minihkwî eat-mîciso let's dance- nîmihit otân sing- naķ amo play-mîtwawî work- atoskî read- ayamih tâ write- masi nahikî wash your hands- sîpîkincihci dry hands- kâsîcihcî</p>	<ul style="list-style-type: none"> • Drops of Brandy anthology of Metis Music • Simon itwêw • kohkom pina wasô- sâķitaw ak naķamona • Story of the Rabbit Dance - Jeanne Pelletier • Dancing in My Bones, Fiddle Dancer - Wilfred Burton and Anne Patton
<p>The learner will be able to recognize attributes and characteristics.</p>	<p>kîkwây ôma? (gesture or point inanimate) What is this? kîkwây awa? (gesture or point animate) What is this? tânisi isi kîsikâw? What is the day/weather like? kîkwây itasinâstêw? What colour is it?</p>	<p>Colours white - l'blâñ black - linwârr red - lirrôsh blue - l'blô yellow -l'jôñ green - l'vârr</p>	<ul style="list-style-type: none"> • Collecting from Mother Earth • Different Types of Plants (thorn bushes) • Types of Bugs • Play "I spy" • Go on a colour hunt



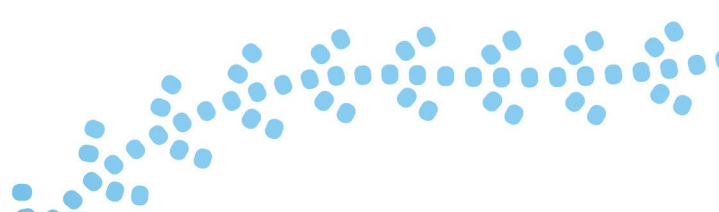


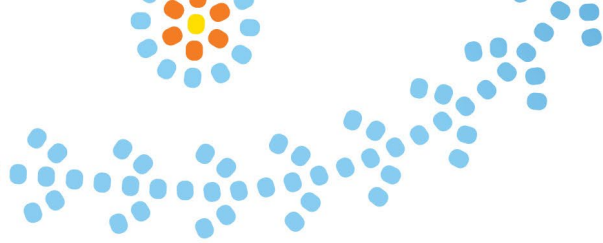
		<p>tânisi isi kîsikâw dah wârr? What kind of day is it out outside?</p>	<p>brown- l'shkwala orange- l'jarrâñsh purple- l'viyôlâ pink- mih konâkwân Weather It is cold-tahkâyâw It is hot - kisâstêw. It is warm/nice day- miyokîsikâw. snow ing- mispon sunny/clear sky- wâsîskwan ra ining- kimôwan windy-yôtin day- kîsikâw night- tipiskâw thunder- lîtanârr storming- macikîsikâw flood- iskipê win melting- tihkitew freezing-ahkwahtin cloudy- îyikwâshk wan sun/ moon- pîsim lightning- wâsasko tîpayin</p>	<ul style="list-style-type: none"> • kîspin ki kwawacin, tahkâyâw – sâqitawak na kwamona • ayîkîshis vârr-sâqitawak na kwamona
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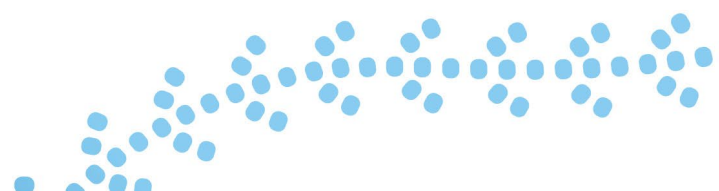


<p>The learner will explore numeracy</p>	<p>tântahto? How many? tânimâyikohk? How much?</p>	<p>0 1 2 3 4 5 6 7 8 9 10</p> <p>nimâkîkwây piyak nîso nisto nêwo niyânan niḱotwâsik tîpaḱohp ayênânêw kîkâ mitâtaht mitâtaht</p> <p>Size big- mishâw small- a psâsin</p>	<p>0 1 2 3 4 5 6 7 8 9 10</p> <p>nimâkîkwây piyak nîso nisto nêwo niyânan niḱotwâsik tîpaḱohp ayênânêw kîkâ mitâtaht mitâtaht</p> <p>Size big- mishâw small- a psâsin</p>	<ul style="list-style-type: none"> • http://abed.sd79.bc.ca/wp-content/uploads/2011/12/The-Metis-Way.pdf • Number Books – Celia Deschambeault • Bannock making • Simon itwêw • michicîsa – sâḱitawak naḱa mona • niyânan sîsîpisak(Five little ducks) sâḱitawak naḱamon a
<p>The learner will explore time.</p>	<p>kîkwây kîsiḱâw ômanohc? What day is it today? ki_____cî? kîko pîsim mîḱwâc? i yiḱopêwipîsim mîḱwâc. What month is it? tânispî kî ḱôsomon? When do you go to bed? tânispî kapîtohtân d al'kwal (kiskinwaha mâtowiḱamik)?</p>	<p>Days of Week Monday lândzî Tuesday mardzî Wednesday mêrrkr redzî Thursday j eudzî Friday vendrre dzî Saturday s am'dzî Sunday dzimâsh</p> <p>Time of Day</p>	<p>Days of Week Monday lândzî Tuesday mardzî Wednesday mêrrkr redzî Thursday j eudzî Friday vendrre dzî Saturday s am'dzî Sunday dzimâsh</p> <p>Time of Day</p>	<ul style="list-style-type: none"> • Seasons – Celia Deschambeault • Alfred's Summer-Darrell Pelletier • When the Trees Crackle with Cold-Bernice Johnson



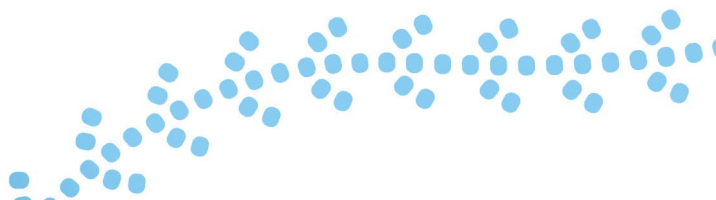


	<p>When do you come to school? tânispi kî mâcân?</p> <p>When do we hunt? tânispi ki tipiskân?</p> <p>What month is your birthday?</p>	<p>day kîsiḱâw</p> <p>night tipiskaw</p> <p>morning kîk'sîpa</p> <p>evening otâkosin</p> <p>afternoon aprre mi dzî</p> <p>Seasons</p> <p>Fall taḱwâḱin</p> <p>Spring sîḱwan</p> <p>Winter pipon</p> <p>Summer</p> <p>nîpin</p> <p>Months</p> <p>January</p> <p>kisîpîsim Cold Moon February</p> <p>mikisôwipîsim Eagle Moon March</p> <p>niskipîsim Goose Moon April</p> <p>ayîḱipîsim Frog Moon May</p> <p>apimiyâwêw ipîsim Egg Laying Moon June pâsk</p> <p>âwîhôwipîsim Egg Hatching Moon</p>	
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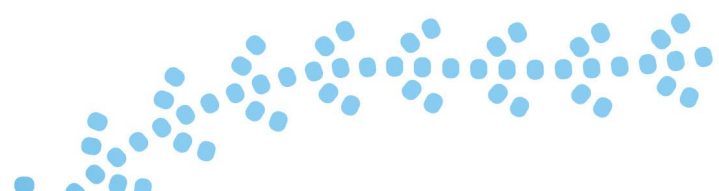


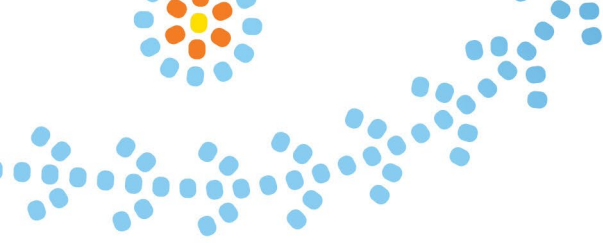
			<p>July paskowipîsim Moulting Moon August</p> <p>ohpahôwipîsim Flying Up Moon September</p> <p>nôcihitôwipîsim Mating Moon October</p> <p>pimahâmôwipîsim Migrating Moon November</p> <p>iyîkopêwipîsim Frost Moon December</p> <p>nîpâyamihâwipîsim Midnight Mass Moon</p>	
The learner will explore position and direction	<p>tantî _____ apô? Where is it?</p> <p>tantî _____ astêw? Where is it?</p> <p>tantî ___ êḵwa ___ apôwak? Where are they?</p> <p>tantî ___ êḵwa ___ ayâwak? Where are they?</p> <p>tânawâ _____? Where is _____?</p>	<p>on top</p> <p>tahko in</p> <p>pihcâ</p> <p>yihk</p> <p>under/underneath</p> <p>sîpâ front</p> <p>nîḵân</p> <p>back</p> <p>ahk</p> <p>ot near</p> <p>by cîḵi</p>	<ul style="list-style-type: none"> nâpêw pihcâyihk l'skif- sâḵit awak naḵamo na Prepositions- Celia Deschambeault 	
Language and Emerging Literacy	<p>Listen carefully.</p> <p>as natohta</p> <p>Please speak more slowly.</p> <p>mahti piyahtak itwî</p>	<p>kway</p> <p>nisi</p> <p>How are you?</p> <p>tânisi eḵwa kîya?</p> <p>Fine. How about you?</p> <p>namoy</p>	<ul style="list-style-type: none"> Storytelling Listening Games (Simon itwêw) 	





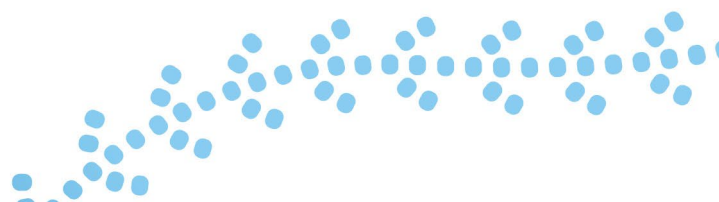
	<p>ni- ng wi- th int er es t • en ga gi ng in co nv er sa tio n • ex pl or in g w or ds • ga ini ng m ea ni ng fr o m vi</p>	<p>It's been nice talking to you. mîyowihtîn ayamihit ân/ ni-mîyowihtîn î- pîkiskwâtîtân It's good to meet you. ni- mîyowihtîn î- nakiskâtân It's good to see you again. ni-mîyowihtîn î- wâpimitân asamîna piyakwâw You can call me _____. _____ka kisihkâsin It's nice to meet you. ni- mîyowihtîn nîsta î- nakiskâtân Nice to meet you too. ni- mîyowihtîn nîsta î- nakiskâtân</p>	<p>a nântaw, kîya mâk a? Okay, thanks. namoya nântaw ma rrsî Welcome back! tawâw Come in. pihtikwî Hello my name is _____. t ânisi _____ nisihkâs on What is your name? tân isi kisihkâson? Where are you from? tântî ohci kiya? I am from Ile-a-la Crosse. sâkitaw ak ohci niya. See you later. m'wîstas kawâpimit onâw Have a good day. miyo kîsihkânsihk Thank you. marrsî Listen natohtamok I don't understand. namoya kinist ohtâtin</p>	
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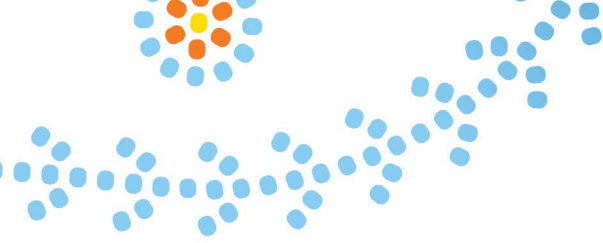


	<p>su al /t ex t m at eri al s</p> <ul style="list-style-type: none"> • re pr es en tin g i de as • ex pl or in g ho w pr int w or ks 		<p>Please say it again. mahti kawî itwî That's okay. m kiyâ</p>	
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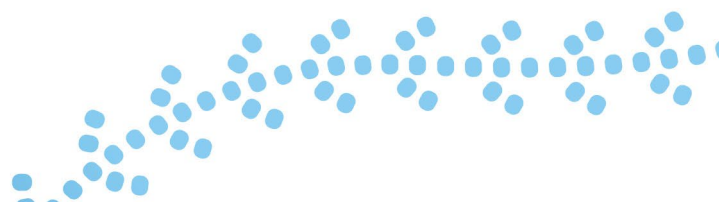
Outcomes	Indicators	Receptive Language	Expressive Language	Essential Michif/Metis Learning Experiences
The learner will build their social emotional	The learner will learn to interact with others	It is good to meet you. ni-mîyowihtîn î-nakiskâtân	Hello tânisi Welcome back! tawâw	<ul style="list-style-type: none"> • Playing and working with elders and teachers



<p>understanding by developing a sense of belonging through Michif Language and Culture.</p>	<p>and develop kinship ties.</p>	<p>It is good to see you again. ni-mîyowihtîn î-wâpimitân asamî na piyakwâw grandmother - kohkom grandfather - moshôm my younger brother - nisîmis my younger sister - nisîmis my friend- nitôtîm/n iwîcîwâkan baby- bîbîsis my older brother - nistîs my older sister - nimis my aunt- matânt my uncle- mônôk</p>	<p>Come in. pihtikwî my mother - nimâmâ my father - nipâpâ my grandfather - nimoshôm my grandmother - nohkom me or I niya you kiya not me namwî niya</p>	<ul style="list-style-type: none"> • Greeting/welcoming guests into the learning space • Identifying their families • Self-awareness • Family engagement- Family fun night • Playing house • Tânsi song • Offering drinks and food for elders • Family picture wall • Visit- library, dental clinic, office,, nutrition room, group home • Buddy System • Carrying and helping • Make a hand family tree
	<p>The learner will understand basic commands.</p>	<p>be careful piyahtak be quiet ka ykito be respectful kâwiya pîwihcikî clean this up kanâcihtâ</p>	<p>come in- pihtikwî go away-awas cook/bake- pinawaso/nawacî count- akihciķî dr aw-tâpasinahwâ drink- minihkwî e at-mîciso</p>	<ul style="list-style-type: none"> • Michif Command game (TPR) • Daily routines • Interactions with elders • Interactions with aunt/elders • Cooking with elders • Simon itwêw

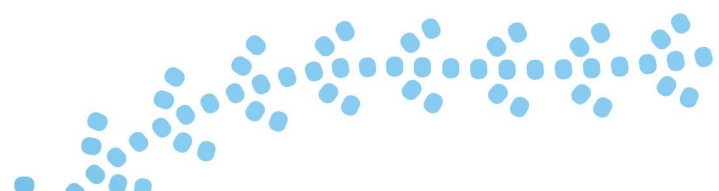


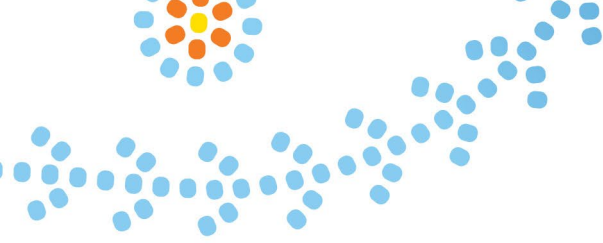
	<p>come here âstam pîtkwâskohti ohtî don't do that kâ nîmihitôtân wiya eḡosi itotâ naḡamo dress up listen- po natohta htêyiwinsî on't-kâwiya dry hands play- kâsîcihci mîtawî give it to me read-ayamihtâ pîtisinaḡ run- ôwin pîmpahtâ Let's play sit down-api outside. da sleep-nipâ hwârr dô- comb mîtawîtan. your hair-sîḡaho look over here speak-pîkiskwê ôḡtî stand tâpi up-nîpawi look over stop-naḡî there an wait- tîtaḡi cîskwa pick that up walk-pimohtî work-atoskî môsaḡkinâ yakw write-masinaḡikî anima bring settle down it-pîta kiyâmapî wash your hands sîpî kincihcî</p>	<p>jump- kwâskohti ough-pahpi let's dance- nîmihitôtân naḡamo listen- natohta on't-kâwiya play- mîtawî read-ayamihtâ run- pîmpahtâ sit down-api sleep-nipâ comb your hair-sîḡaho speak-pîkiskwê stand up-nîpawi stop-naḡî wait- cîskwa walk-pimohtî work-atoskî write-masinaḡikî bring it-pîta</p>	<ul style="list-style-type: none"> • Play musical chairs • Play Red Light Green Light (rrôsh wâsaskotîniḡani s vârr wâsaskotîniḡani s) • Daily routines
The learner will be able to understand	How are you? tânisi eḡwa kîya?	How are you? tânisi eḡwa kîya?	<ul style="list-style-type: none"> • Self-awareness/emotions/self regulation



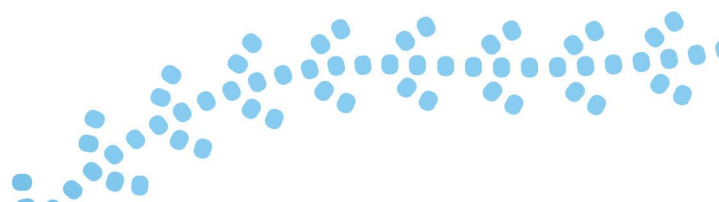


	and regulate basic emotions	Fine. How about you? namoya nântaw, kîya mâka?	Fine. How about you? namoya nântaw, kîya mâka? Okay, thanks. namoya nântaw marrsî I am sad. nikaskiy ihtîn/nikaskihtamihtîn I am happy. nimiyowihtîn I am not feeling well. namoya ni-miyomacihon I feel great! ni-miyomahcihon	<ul style="list-style-type: none"> • Awareness of others/emotions • Read Alouds • Playing with others • How are you? game • kîspin kimiyowihtîn- sâkítawak naqamona • Oral storytelling
	The learner will demonstrate empathy towards others using language and actions	I'm sorry. mihtâtîn eḡosi kî tôtamân Do you need some help? kintawihtîn cí ta wîcihitân No, you don't have to help me. namoya katâhc ta-wîcihiyin	How are you? tânisi eḡwa kîya? That's okay. kiyam	<ul style="list-style-type: none"> • Conflict resolution, saying sorry, using words • hug, high five, thumbs up, pat on back
	The learner will develop skills to resolve conflicts and	Do you understand? kinistohtawin cí Can I have this? naḡî ayân cí ôma	Yes, I do. âha, tapweyes marrsî kawicihîyan	<ul style="list-style-type: none"> • During teamwork activities like building a skiff or a canoe as a team. • Routines-getting ready



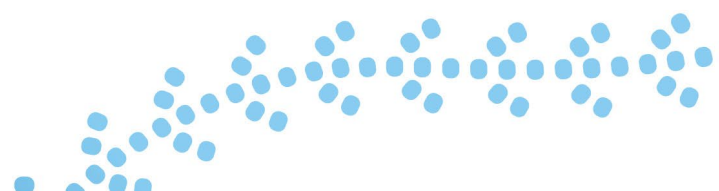


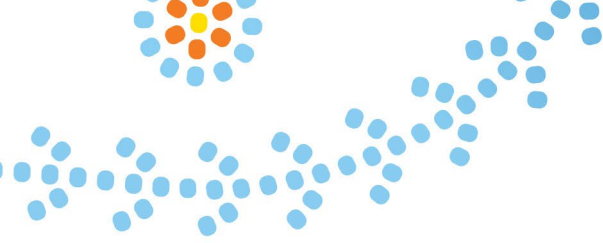
	<p>problem solve.</p>	<p>Yes, we should go. âha, takîtohtîyah Okay, let's go.</p> <p>hamâka sipwihtîtan Could you help me? kakîwîcihi n cî No, sorry, I can't. namoya kakîwîcihitin don't do that</p> <p>kâwiya eḡosi itot â</p>	<p>don't kâwiya</p> <p>stop naḡî</p> <p>not me namwî niya</p> <p>nothing maḡîḡway</p> <p>No, sorry, I can't. namoya kakîwîcihitin</p>	<p>for home, riding the bus, playground</p> <ul style="list-style-type: none"> • Dressing for weather • Take care of the earth • Asking for help, helping others
<p>The learner will understand self-awareness</p>	<p>What is your name? tânisi kiya kisihkâson? You can call me _____. _____ka kisihkâsin</p> <p>It's nice to meet you. ni-miyowihtîn nîstâ î-nakiskâtân Nice to meet you too. ni-miyowihtîn nîstâ î-nakiskâtân</p>	<p>hungry ni-nohtihkatân</p> <p>thirsty ni-nohtiyâpâḡwân</p> <p>scared sîk'si</p> <p>I'm sad. nikaskiyihtî n/nikaskihtamihtîn</p> <p>I'm happy. ni-miyowihtî n</p> <p>I'm not feeling well. namoya n imîyomacihon</p>	<ul style="list-style-type: none"> • Saying they are hungry when they smell bannock and fried bologna • Introducing themselves to others • Snack time conversations • Singing Michif name song • kohkom nohtika têtew- sâḡitawak naḡamona • washing hands, staying in own space 	





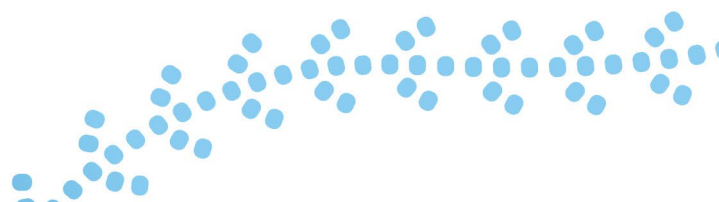
			I feel great! nimîyomahc ihon Hello my name is____. tânis i _____ nisihkâson	
The learner will display a sense of self-worth and confidence to try new experiences	You are important. cîhkêyihtâ kosiw Keep trying. ahkamîm oh You are helpful. ki nihtâwicihowân I know you did your best. nikiskihitîn kway as isihcikiyin I am happy you are here. ni- miyowihtîn ôta a yâyin. That's the way to do it. eḡosi anima You can do it! kakahskîh tân anima Work hard. sohkâtosk î Keep up the good work.	I did it nitôtîn I can do it nikiskihitîn Look at me kitâpimin Good job taḡahki wîpiniḡew	<ul style="list-style-type: none"> • I want to do it • My turn • I can do it • No I can do it • Trying traditional Michif/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 • Jigging, playing the spoons • Inquiry uses of the sash • Fishing, gathering • Beading, Sewing 	





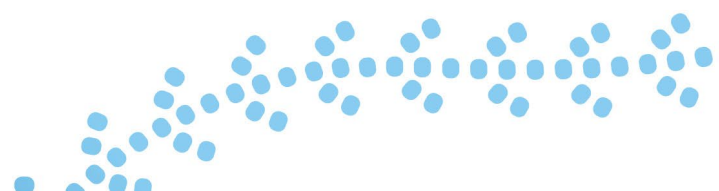
		ahkamîmo kway astatoskiyin That's good. takahkâyi hk Good for you! takahkâyi hk îyako		
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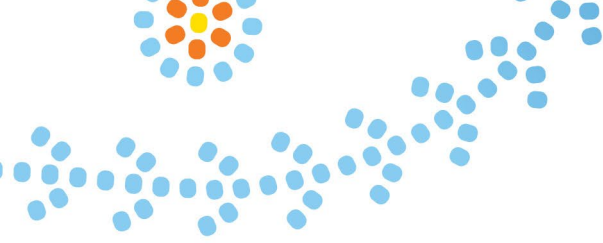
Outcome	Indicators	Receptive Language	Expressive Language	Essential Michif/Metis Learning Experiences
The learner will build their physical skills through traditional and contemporary Michif games, activities and experiences.	The learner will develop fine motor skills through traditional and contemporary Metis/Michif activities.	cut manisa glue lakwal paint sôpwîkaha bead kaskwâtik mîkisa k sew mîsaha/kaskwâsô squeeze mâkôna pour sîkîna hold micimina	write masinahikî draw tâpasinahwâ count akihciî cook/bake pinawaso/n awacî make osîhâ toys awâkîna mît	<ul style="list-style-type: none"> Making crafts – beading, braiding, sewing, lacing, cutting, pointillism Making bannock –



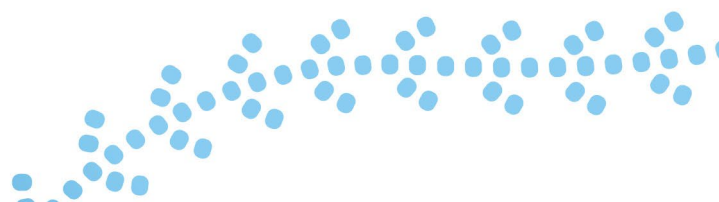


		pick that up môshakinâ yakwanima		stirring, kneading, cutting, scooping <ul style="list-style-type: none"> • Snack time • Sensory bins/tables • Harvesting berries • Gardening-planting, watering
The learner will develop locomotor skills through traditional and contemporary Michif/Metis activities.	Please speak more slowly. mahti piyahtak itwî keep trying ahkamîmoh be careful piyahtak	stand up nîpawi run pimpahtâ let's dance nîmihitotân jump kwâskohti walk pimohtî work atoskî	Learning various Michif/Metis dances, such as: <ul style="list-style-type: none"> • jigging • square dance • rabbit dance • broom dance Voyager games -nail	



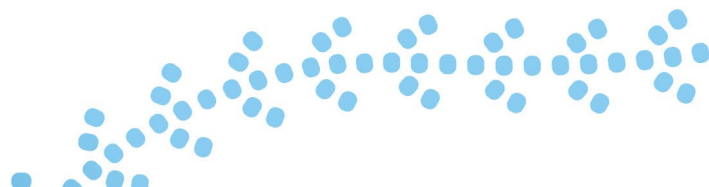


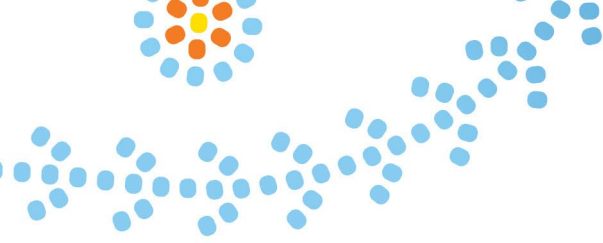
			dress up pohtêyiwins put on your shoes tî bwacin astâ bring it pîta	pounding, water hauling, snowshoe, relay races charades Simon itwêw
The learner will develop balance skills through traditional and contemporary Metis/Michif activities.	turn skî twist ina bend ina/wâkinâ bend over stretch push na Get out of bed. waniskâ fall down pahkisin/ pahkihtin balance as kîḵwây	kwî pîm pihk nawaḵî sîpî ahki kway	stand up sit nîpawi api	Learning how to building a skiff/canoe Learning the Michif language through playing games such as: <ul style="list-style-type: none"> • Hop Scotch • Skipping • Canoeing • Sledding • Swinging
The learner will develop manipulative skills through traditional and contemporary	toss up pin	ispahkîwî	throw it kick skâtâ catch tina hit/strike amaha	<ul style="list-style-type: none"> • playing with ball/hoops • playing dodge ball



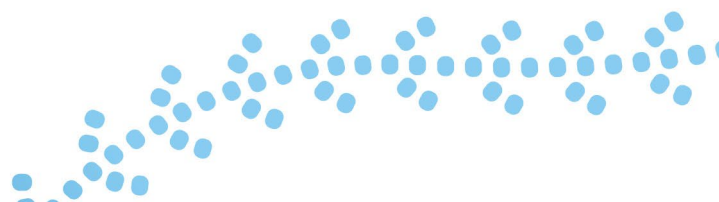


	<p>Metis/Michif activities</p> <p>The learner will develop space and body awareness with self and others through varied environments.</p>	<p>Move out of the way. antîsi waskawî oops/Excuse me yow/mahti go over it pâsc go under it sîpâ go around it wâsaḡ clap your hands paḡamahâ kicihciya That is heavy. hiḡwan over there anitî/eḡotî way over there nîtî right here ô ta tântî _____ apô ?</p>	<p>move waskawî Excuse me/oops yo over kwîskinâ Clap paḡamahâ kicihciya left namahtinihk right koskihciniskihk</p>	<p>Kitchen play Dress-up play Sensory bins/table Art center Follow the leader Post directions in room Cha Cha Slide Water table Clapping to rhythm dance</p>
	<p>The learner will develop good habits surrounding health for themselves, the space,</p>	<p>Wash your face. kâsi hkwi May I go to the washroom? nohtî w ayawân</p>	<p>comb your hair sîḡaho clean this up kanâcihtâ</p>	<p>Actions to Michif songs</p> <ul style="list-style-type: none"> • Head and shoulders, kn



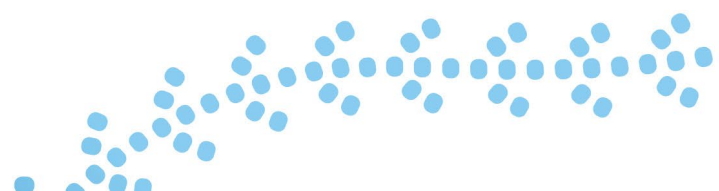


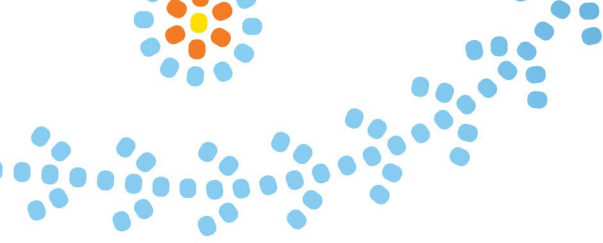
	<p>and the environment through Michif/Metis values and daily activities.</p>	<p>Could you help me? kakîwîc ihin cî sweep wîpaha brush your teeth sîpîk ina kî pîta nails miskasiyah throat mihohtaskway ribs mispakaya back mispiskwan arm mispiton arms mispitona leg miskât legs miskâta</p>	<p>clean kanâtan wash your hands sîpîki ncihci drink minihkwî eat mîciso hungry ninohtihkatân thirsty ninohtiyâpâkwân head mistîkwân mouth mitôn ear mihtawaᑭay ears mihtawaᑭay a eye miskîsik eyes miskîsiᑭwa</p>	<p>ees and toes • Play-Simon itwêw • nîmihi tok (Michif Hokey Pokey) – sâᑭit awak naᑭam ona Pin the nose on the person Clean up time Art centers Snack time Food • Michif food guide • Preparing food • Trying new food Body Health • Visiting Doctor, Dentist</p>
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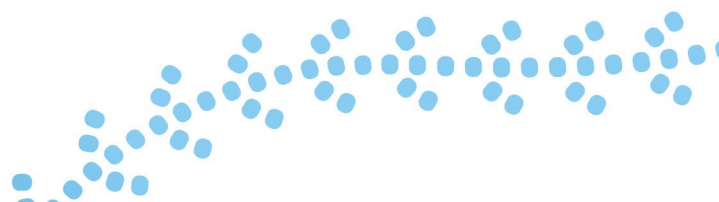


			nose miskôwan	● Brushing Teeth
			stomach	● Washing your face, your hands
			matay hand michcî	● Sick/not feeling well
			hands michcîa	● Lî pô/Lice
			foot misit	● Exercise
			feet misita	● Sleep
			tongue miti	● Germs
			yanî	● Developing healthy daily routines
			face mihkwâkan	● Setting boundaries
			fingers michcîsa	Police and Fire Station
			hair mî shavî	● Road safety how to cross the street
				● Water safety





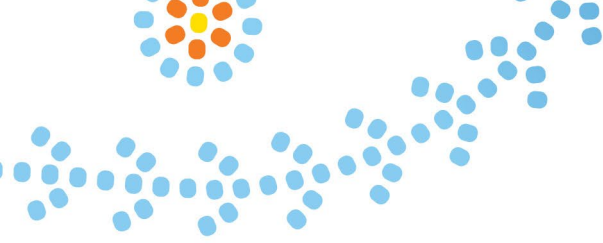
Outcome	Indicators	Receptive Language	Expressive Language	Essential Learning Experiences
The learner will experience a sense of wonder, awe and joy through Michif/Metis/ Michif world view. Expressing harm	The learner will experience a sense of wonder, awe and joy through Michif/Metis experiences.	What do you see? kîᑭwây kiwâpahtîn? How do you feel? tânisi kitamahcihon?	Wow wa h wâ That's good. takahkâyihk Why tân ihki Where tân ôwî, tânôwâ What kîᑭ wây, tânisi Who awî na, ôna It's beautiful mi yôsô, miyônâᑭwan I like that ni- takahkihtîn taste ni- wihkistîn	<ul style="list-style-type: none"> • Storytelling about being on the land • Elder visits • Large PWIM pictures • Cultural artifacts (beadwork, furs, tanned hides, braided rugs, pictures, tools)



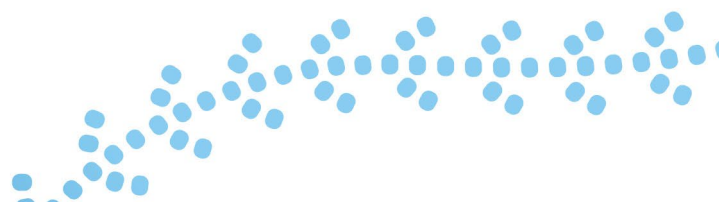


<p>ony and ensuring that all things of the natural world are equally valued.</p>				<ul style="list-style-type: none"> • Giving thanks • To Earth, Creator • through prayer • The Giving Tree: A Retelling of a Traditional Metis Story-Leah Dorion • Sharing, helping • Respect (for selves/each other/nature/elder/learning)
<p>The learner will experience</p>	<p>How does that feel? tânisî ki môsihtân? What do you hear? kîḵway ki pihtîn? How does that taste? tânisî ki kocispitîn?</p>		<p>soft yôskâw hard maskawâw loud kisîwêw</p>	<ul style="list-style-type: none"> • signs of animals (tracks, scat, noises, nesting,





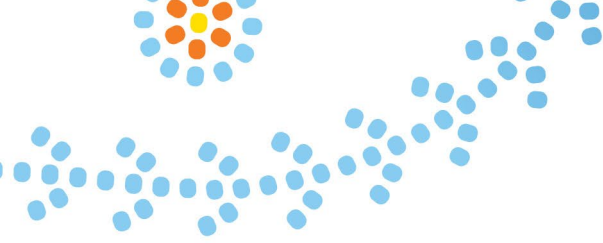
heightened sensory awareness	What do you see? kîḵway ki wâpahtîn How does that smell? tânisî ispaḵwan?	be quiet pô nôta/kayḵito sit still kiy âmapi tastes good wihk asin/wihkicisô taste bad nam oya wihkasin bright wâsihkopayin dark kaskitîwâw smells good wihki mâḵwan smells bad wihcî ḵimâḵwan	homes) <ul style="list-style-type: none"> • Trip to Amis kowîsti • Berry picking at A la Point • We do not eat unknown berries/plants (awareness of traits) • Sensor walk (be silent, what do you hear?) • Outdoor kitchen (cooking over fire, safety) • Walk on shoreline (safety, 5
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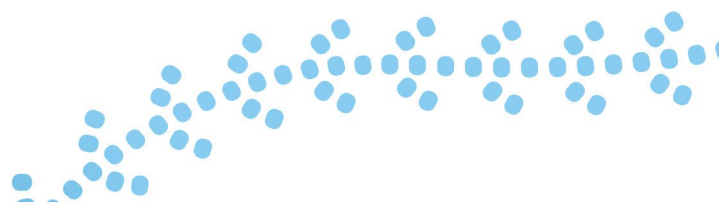


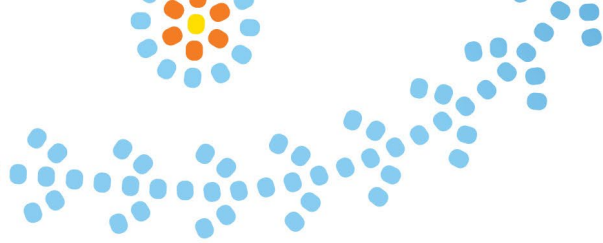
				<p>senses hunt)</p> <ul style="list-style-type: none"> Senses-Celia Deschambeault
<p>Children will gain an appreciation of the natural world and begin to value the interconnectedness to the plants, animals, and elements through land</p>	<p>kohkôshak/pigs, amiskosak/beavers, pôsîwak/cats, apakosîsak/mice, môshwak/moose, atimwak/dogs, moshtoshwak/cows, mashkwak/bears, mikisôwak/eagles, piyîsîsak/birds, sîsîpak/ducks, apsimôshwak/deer, wâposhwak/rabbits, kahkâkôwak/crows, anaḡwacâsak/squirrels, sihkosak/weasels, mistatimwak/horses. deer/apsimôsos elk/wâskîsô fox/mahkîsîs wolf/mayihkan buffalo/paskwâw moshtosh skunk/shiḡâk porcupine/kâḡwa</p>	<p>amisk/beaver, pôsî/cat, atim/dog, môshwa/moose, mashkwa/bear mikisô/eagle, sîsîp/duck, kinosêw/fish, wâposh/rabbit, ôhô/owl apakosîs/mouse, wacas kos/muskrat, kahkâkô/crow, piyîsîs/bird, anaḡwacâs/squirrel kohkôsh/pig, mistatim/horse, moshtosh/cow, sihkos/weasel, mahkîsîs/fox</p>	<ul style="list-style-type: none"> Animal habitats (What lives there? beaver dam, muskrat push up, nests) Caring for animals (pets, respecting nature, not bothering nests) Being aware of how animals communicate (barks, tail slap, 	





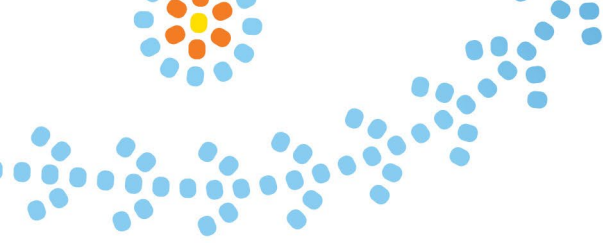
	based teachings.			<p>flapping wings, screeches, warning signs)</p> <ul style="list-style-type: none">• Food web (spiders, dragonflies, bats)• Camouflage• Animals as food (rrabab ô, pâstê wiyâs, fish, smoked fish, la pwas öñ pilí)• Other traditional uses of animals (hides, moccasins, muklucks, mitts, gloves)
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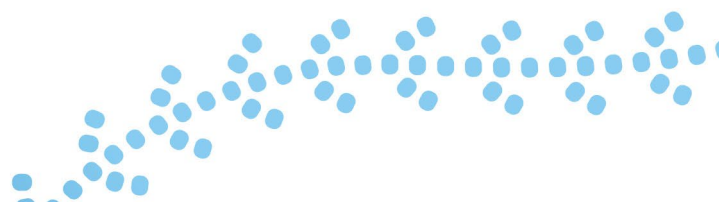


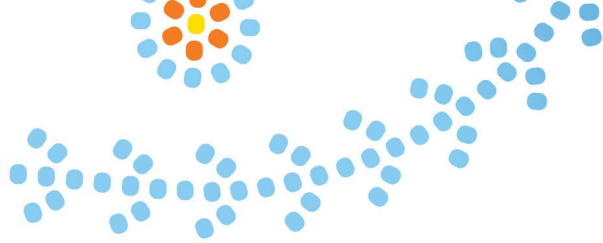
					<ul style="list-style-type: none"> • Crafts (mini moccasins, paint on hide, paper hide crafts) • Safety around animals • Move like an animal • kinehiy awân m oshtosh – sâqita wak na kamona • animal puppets and plastic toys
	plants sand rock dirt peninsula reef hill muskeg bay bush	kisciḡanis la sânt asinî la târr îniyak ministikwâpis ispatinâ mâskîko wâsâw saḡahk	tree lake sâqahiḡan river island strawberries ôcihimînisâ blueberries lí blôwân	mîtos sîpî ministik lî blôwân	<ul style="list-style-type: none"> • blueberry, cranberry, raspberries, strawberries, saskatoon berry,



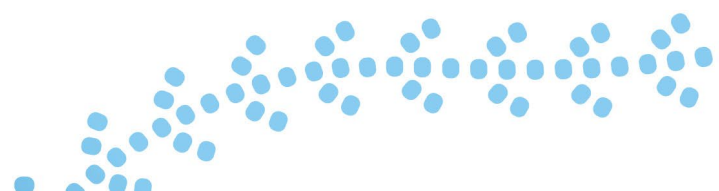


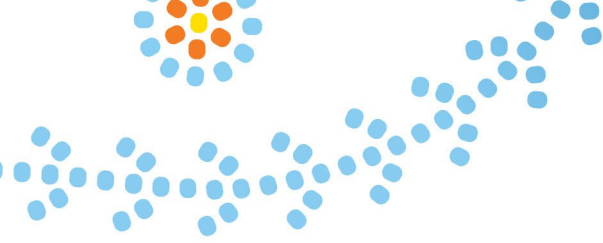
		grass leaf(s)	maskosiya nîpiya	cranberries wîsaḱîmina flower îpihkân	l'flârr/n	gooseb erry pic king (i dentific ation, picking, taste, use, preserv ation) <ul style="list-style-type: none">• flower/ plant identifi cation and plant use (firewe ed, cattail, yarrow, river lily, sweet grass, sage, muskeg tea)• The diamon d Walkin g Willow Stick, Relativ es with Roots-
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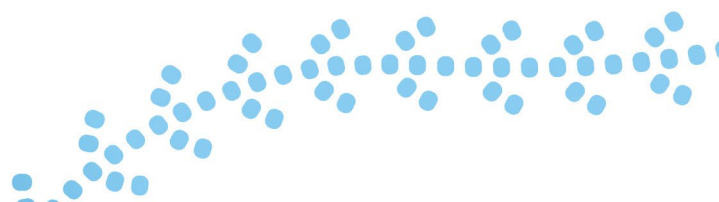


				<p>Leah Dorian</p> <ul style="list-style-type: none">• tree identification and use (birch, jack pine, poplar, trembling aspen, tamarack, diamond willow, river alder, dog wood, pussy willow)• crafts – leaf and rock painting, rubbings, birch art• gardening (potatoes, carrots, beets,
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				turnip, beans) <ul style="list-style-type: none"> walking on trails safety around water
	cast iron pot l'shadrröñ moose meat môshôwiyâs eggs wâwa flour la far rin sugar sôkaw soup la sop onion l'zayöñ chicken l'pol vegetables kisciġânisa potatoes lî patak bread l'pâñ rice lî rrî turnip l'zociyem cabbage l'shô mixing b owl l'plâ soup bowl oyâġanis butter l'batarr lard pimî whitefish l'blâñ jackfish l'brroshâ sucker namîpî red sucker mihkwamîpî	cup l'pot meat wiyâs fish kinosêw bannock la ġalêt strawberries ôcihimînisa blueberries lî blôwâñ cranberries wîsaġîmina carrots l'korrot plate oyâġan milk dilet water nipî knife l'kotô fork l'forrhset berry preserves mînisâpoy Fruit juice sîwâpoy fried bannock lî bay tea l'tî apple l'pom orange l'jarrâñsh	<ul style="list-style-type: none"> bannock on a stick/ or in a cast iron frying pan lî bay fish on a stick duck on a stick moose nose fish balloon rrabab ô mînisâpoy muskra t and beaver tail black potatoes 	





	tullibee		
	l'tôlibî		
	pot	askihk	
	jackfish		
		l'brroshâ	
	pickerel	l'dörrî	
	mariah	marray	

