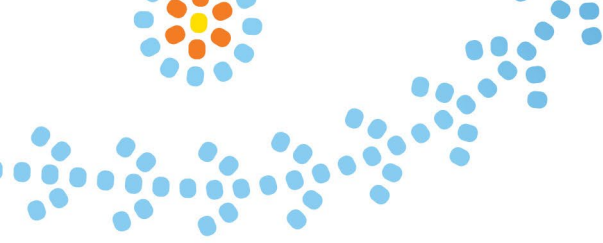
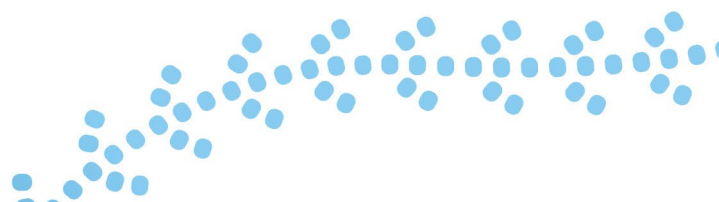


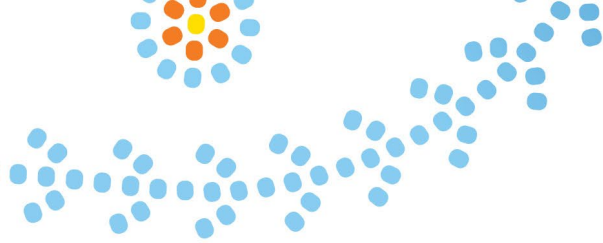
Social Emotional

Outcomes	Indicators	Receptive Language	Expressive Language	Essential Michif/Metis Learning Experiences
The learner will develop their social emotional understanding by developing a sense of belonging through Michif Language and Culture.	The learner will learn to interact with others and develop kinship ties.	<p>Taanishi <i>Hello</i></p> <p>Taanishi kiiya? <i>How are you?</i></p> <p>Boon mataen <i>Good morning</i></p> <p>Pihtikway <i>Come in</i></p> <p>Miina Kaawaapamat in <i>I will see you again</i></p> <p>Boon apray mijii <i>Good afternoon</i></p> <p>Taanishi ta famii? <i>How is your family?</i></p> <p>Ma pchi fii <i>My little girl</i></p> <p>Mon pchi gaarsoon <i>My little boy</i></p> <p>Koohkoom <i>Grandma</i></p>	<p>Taanishi <i>Hello</i></p> <p>Boon mataen. <i>Good morning</i></p> <p>Pihtikway <i>Come in</i></p> <p>Kaawaapamat in <i>I will see you again</i></p> <p>Maamaa <i>Mom</i></p> <p>Paapaa <i>Dad</i></p> <p>(Noon) niiya <i>I am (name)</i></p> <p>Ma Taant <i>My auntie</i></p> <p>Koohkoom <i>Grandma</i></p>	<ul style="list-style-type: none"> Assisting our Lii Vyeu (old peoples) into the space Offering food and drink Making Lii Vyeu (old peoples) comfortable Greeting in Michif Knowing individual needs and protocols (ie. health issues, offering tobacco/tea/gift) Knowing what Lii Vyeu (old peoples) and guests would like to be called (taant/auntie koohkoom/(our) grandma moon nook/my

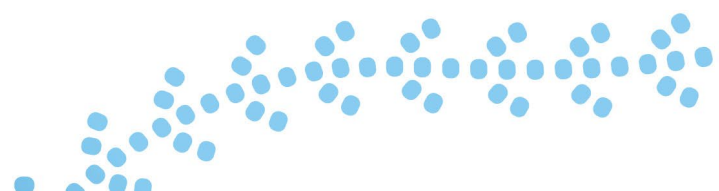


		<p>Mooshoom <i>Grandpa</i></p> <p>Taant <i>Auntie</i></p> <p>Maamaa <i>Mom</i></p> <p>Paapaa <i>Dad</i></p> <p>Moon naamii <i>My friend</i></p> <p>Taanishi shinikasho oyenn? <i>How are you called?</i></p> <p>Ni miyeuhtayn aen n akishkataan. <i>It's was nice to meet you.</i></p> <p>Maarsii poor kii kwii paytoohtaan. <i>Thank you for coming.</i></p>	<p>Mooshoom <i>Grandpa</i></p> <p>Ma pchi baybi i <i>My little baby</i></p> <p>Moon naamii <i>My friend</i></p>	<p>uncle mooshoom/grandpa)</p> <ul style="list-style-type: none"> • Interacting and behaving appropriately with Lii Vyeu (old peoples) (respectful listening, carrying and helping, niceties) • Identifying tii faamii/their families through pictures, in person • Field Trips • Family engagement • Family picture wall • Taanishi song • Sharing circles • Nicknames • Introducing themselves • Self-awareness • Playing house • Visiting/Field Trips
The learner will understand basic commands.	<p>Ashtum <i>Come</i></p> <p>Api <i>Sit</i></p> <p>Doo maataway</p>	<p>Ashtum <i>Come</i></p> <p>Kaaya <i>Don't</i></p> <p>Api</p>	<ul style="list-style-type: none"> • Michif Command Game (TPR) • Daily routines <ul style="list-style-type: none"> ○ transitioning from one task to another ○ rest time 	



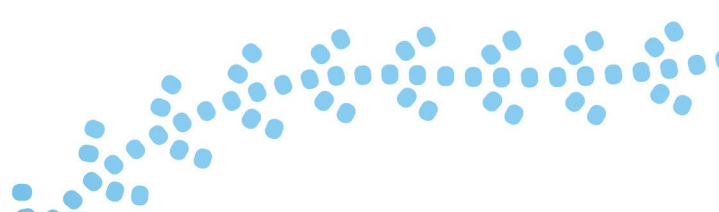


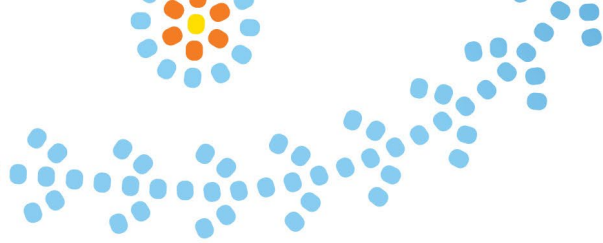
		<p><i>Go play</i></p> <p>Kaaya <i>Don't</i></p> <p>Nakii <i>Stop</i></p> <p>Nahtoohta <i>Listen</i></p> <p>Parii ayaa <i>Be ready</i></p> <p>Oota itapi <i>Look here</i></p> <p>Kishshiipaykishchay tii maen <i>Wash your hands</i></p> <p>Payhtuk <i>Be Careful</i></p> <p>Paykihta <i>Clean it</i></p>	<p><i>Sit</i></p> <p>Piihtihkway <i>Come in</i></p> <p>Miitsho <i>Eat</i></p> <p>Minihkway <i>Drink</i></p>	<ul style="list-style-type: none"> ○ handwashing ○ snack time ○ home time ○ getting ready • Interactions with Lii Vyeu (Old Peoples) • Interactions with aunties and guests
	<p>The learner will be able to recognize, understand and regulate basic emotions.</p>	<p>Taanishi kiiya? <i>How are you feeling?</i></p> <p>Ji bayn <i>I'm good</i></p> <p>Ni miyeuhtayn <i>I'm happy</i></p> <p>S'id valeur <i>Sad</i></p> <p>Nohtayshinin <i>Tired</i></p>	<p>Ji bayn <i>I'm good</i></p> <p>Ni miyeuhtayn <i>I'm Happy.</i></p> <p>S'id valeur <i>Sad</i></p> <p>Nohtayshinin <i>Tired</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.



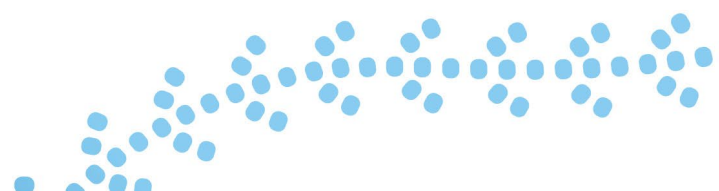


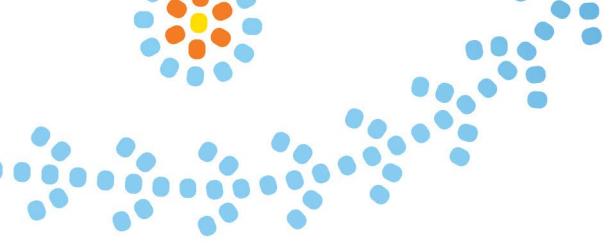
		<p>Kishiwaashiw <i>Mad</i></p> <p>Kiyaam <i>Relax</i></p>	<p>Kishiwaashiw <i>Mad</i></p> <p>Kiyaam <i>Relax</i></p>	<ul style="list-style-type: none"> • Learning consequences for actions • How to calm down • Song “If your happy and you know it”
The learner will demonstrate empathy towards others using language and actions.	<p>Ni mihtatayn <i>I’m sorry</i></p> <p>Ki chiin si kwaarek? <i>Are you ok?</i></p> <p>Taanishi kiiya? <i>How are you?</i></p> <p>Do you need some help?</p> <p>Ni kwaarek <i>I’m ok</i></p>	<p>Ni mihtatayn <i>I’m sorry</i></p> <p>Ki chiin si kwaarek? <i>Are you ok?</i></p> <p>Taanishi kiiya? <i>How are you?</i></p> <p>Ni kwaarek <i>I’m ok</i></p>	<ul style="list-style-type: none"> • Interacting with peers • Interacting with Lii Vyeu (Old People) <p>Actions hug, high five, thumbs up, pat on back</p>	
The learner will develop skills to resolve conflicts and problem solve.	<p>Kaaya <i>Don’t (do that)</i></p> <p>Taapway <i>For sure</i></p> <p>Wii <i>Yes</i></p> <p>Naamooya <i>No</i></p> <p>Wiichihiin chiin? <i>Would you help me?</i></p> <p>Taashkinikay <i>Share</i></p>	<p>Kaaya <i>Don’t (do that)</i></p> <p>Taapway <i>For sure</i></p> <p>Wii <i>Yes</i></p> <p>Naamooya <i>No</i></p> <p>Nakii <i>Stop</i></p>	<ul style="list-style-type: none"> • Playing and working with Lii Vyeu (Old People) and teachers • Helping others • Team building activities • Role playing and modeling • Asking an adult for help • Sharing, your turn my turn • Trading 	





		<p>Do you understand? Can I have this?</p> <p>Could you help me?</p> <p>Yes</p> <p>No</p>	<p>(Translation Needed) <i>My Turn</i></p> <p>Nishta Miina <i>Me too</i></p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> • Routines-getting ready for home, riding the bus, playground • Dressing for weather • Take care of the earth
The learner will develop self awareness.	<p>Ayaa <i>Have</i></p> <p>_____ni miiyeuyhtamun <i>I like _____</i></p> <p>Shakihitayn _____ <i>I love _____</i></p>	<p>Ayaa <i>Have</i></p> <p>_____ni miiyeuyhtamun <i>I like _____</i></p> <p>_____shakihitayn <i>I love _____</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>	
The learner will demonstrate a sense of self worth and confidence to try new experiences.	<p>Kaa kaashkihtaan <i>You can do it</i></p> <p>Boon oovrazh <i>Good job</i></p> <p>Sa si boon <i>That's nice</i></p> <p>Aahkamayimo avik l a boon oovrazh <i>Keep up the good work</i></p> <p>Shoohki atoshkay <i>Work hard</i></p>	<p>Gii gaashkihtaan <i>I did it</i></p> <p>Gaa gaashkihtaan <i>I can do it</i></p> <p>Boon oovrazh <i>Good job</i></p> <p>Sa si boon <i>That's nice</i></p>	<ul style="list-style-type: none"> • Trying traditional Michif/Metis foods • Ensuring tasks and activities are finished to the best of their ability • Provide opportunities for responsibility <p>cleaning setting table taking care of their belongings</p>	

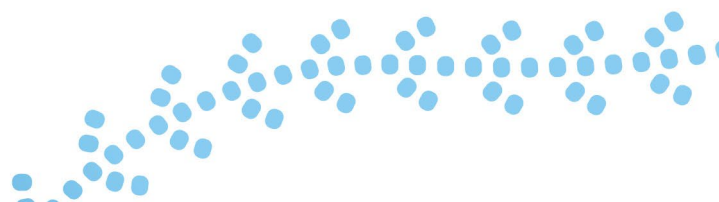




		Pooyoo <i>Finish</i>		<ul style="list-style-type: none"> • Jigging • Playing the spoons • Inquiry uses of the sash • Fishing • Gathering • Beading • Sewing
		Koochiik <i>Try it</i>		
		Sa si boon poor kiiya <i>That's good for you</i>		

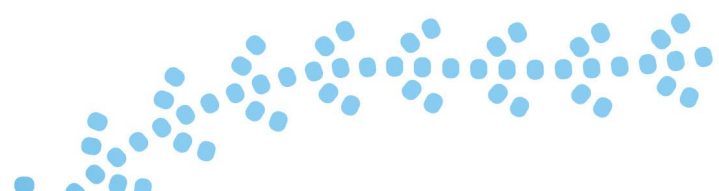


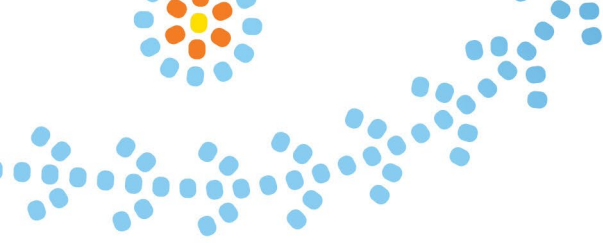
Physical				
Outcome	Indicators	Receptive Language	Expressive Language	Essential Michif/Metis Learning Experiences
The learner will build their physical skills through traditional and contemporary Michif games, activities and experiences.	The learner will develop fine motor skills through traditional and contemporary Metis/Michif activities.	Maanisha <i>Cut</i> Ooshipayhikay <i>Write</i> Kakikwamoohk <i>Glue</i>	Maanisha <i>Cut</i> Ooshihta <i>Make</i> Ooshipayhikay <i>Write</i>	Traditional Artistic Design <ul style="list-style-type: none"> • Beading • Braiding • Sewing and threading a needle • Lacing



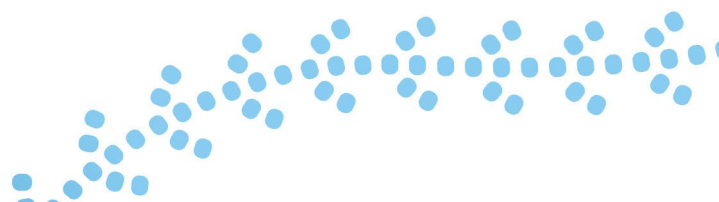


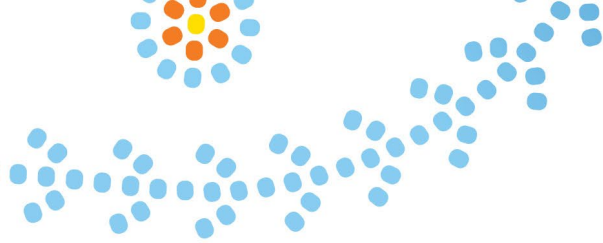
		<p>Shoopayha <i>Paint</i></p> <p>(Translation needed)</p> <p>Bead <i>Bead</i></p> <p>(Translation needed)</p> <p>Sew <i>Sew</i></p> <p>Ooshihta <i>Make</i></p> <p>Maakoona <i>Squeeze</i></p> <p>Shiikina <i>Pour</i></p> <p>Miichimina <i>Hold</i></p>	<p>Maawoosho <i>Pick</i></p> <p>Zoochii <i>Tools</i></p>	<ul style="list-style-type: none"> • Cutting • Pointillism <p>Cooking (Bannock, Rubaboo, Pemmican, Lii Grenn)</p> <ul style="list-style-type: none"> • Stirring • Kneading <ul style="list-style-type: none"> • Cutting • Scooping • Pounding <ul style="list-style-type: none"> • Grinding (Mortar and Pestle) • Crushing <p>Berry Picking</p> <ul style="list-style-type: none"> • Wolf willow berries • Highbush cranberry • Chokecherries <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
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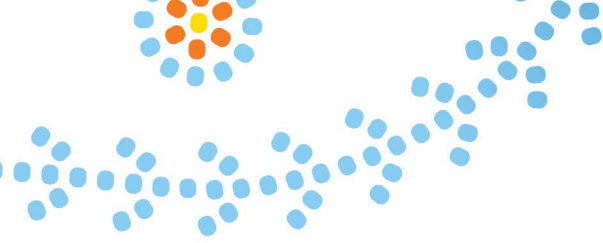
				<ul style="list-style-type: none"> • Watering plants • Trimming plants and herbs • Harvesting the food cutting and picking Playing Cards <ul style="list-style-type: none"> • Dealing Cards • Matching
	<p>The learner will develop loco motor skills through traditional and contemporary Michif/Metis activities.</p>	<p>Kakwayahoo <i>Hurry</i></p> <p>Papaychiiw <i>Go slow</i></p> <p>Payhtuk <i>Carefully</i></p> <p>Nimii <i>Dance</i></p> <p>Pimbahtaa <i>Run</i></p> <p>Oopi kwaashkwahiti <i>Hop</i></p> <p>Tahkoona <i>Carry(Lug)</i></p> <p>Payta</p>	<p>Maashchii <i>Move</i></p> <p>Kakwayaho <i>Hurry</i></p> <p>Payhoo <i>Wait</i></p>	<p>Learning various Michif/Metis dances, such as:</p> <ul style="list-style-type: none"> • Jigging • Square dance • Contra dance (Rabbit Dance) • Broom dance <p>Voyager games</p> <ul style="list-style-type: none"> • Sash tug of war • Gunny sack race • Tumpline • Bucket filling



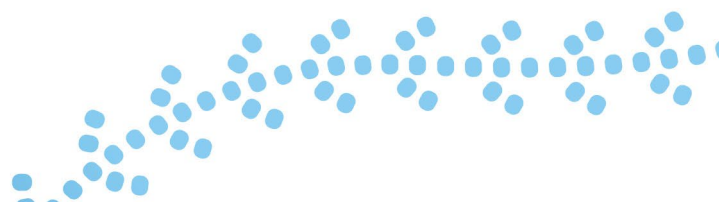


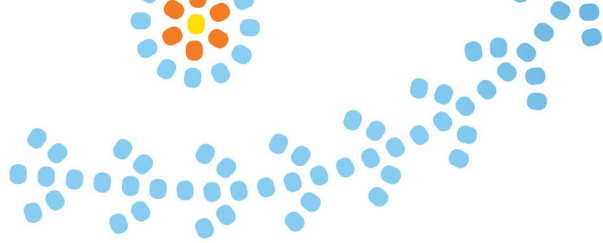
		<i>Bring</i> Koochiikh <i>Try</i> Pishkayyihta <i>Watch out</i> Paashtayna tii zyeu <i>Open your eyes</i> Maashchii <i>Move</i>		<ul style="list-style-type: none"> • Relay race • Strength pulling with the sash
	The learner will develop balance skills through traditional and contemporary Metis/Michif activities.	Kwayshkii <i>Turn</i> Pihkina/Waakina <i>Bend</i> Shiipii <i>Stretch</i> Aahkina <i>Push</i> Niipawii <i>Rise(Stand Up)</i> Waanishka <i>Get out of bed</i> Pahkishin <i>Fall down</i> Balaansii <i>Balance</i>	Shiipii <i>Stretch</i> Niipawii <i>Rise(Stand Up)</i> Waanishka <i>Get out of bed</i>	<ul style="list-style-type: none"> • Red River Cart (assemble and disassemble) • Hop Scotch • Skipping • Canoeing • Sledding Hand games <ul style="list-style-type: none"> • cup and ball • string games • jacob's ladder • pick up sticks • marbles



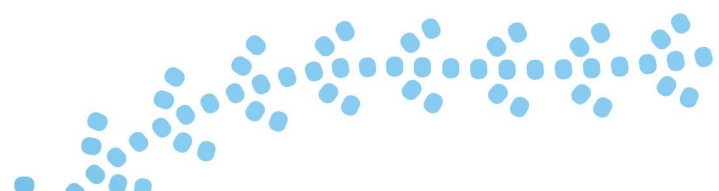


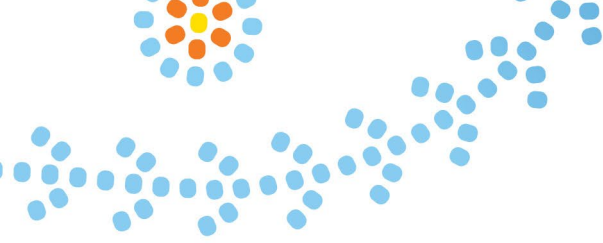
		Kwaashkwahti <i>Jump</i>		
The learner will develop manipulative skills through traditional and contemporary Metis/Michif activities		Pay Shiwaypin <i>Toss it to me</i>	Pay Shiwaypin <i>Toss it to me</i>	“Canny Can” game <ul style="list-style-type: none"> • toss • throw • catch • hit
		Takishkata <i>Kick</i>		Horse Shoes Kicking a ball/Soccer
		Kaatchitihna <i>Catch</i>		
		Pakamaha <i>Hit</i>		
The learner will develop space and body awareness with self and others through varied environments.		Maashchii <i>Move out of the way</i>	Anavaan <i>Infront</i>	<ul style="list-style-type: none"> • Sensory Bin • Water table • Kitchen Play • Dress up • Harvesting plants • Land based walks • Clapping to a rhythm • Metis/Michif Dance
		Disseu <i>Go over it</i>	Daryayr <i>Behind</i>	
		Aantsoor <i>Go under it</i>	Paakamahatii maen <i>Clap your hands</i>	
		Alaantoor <i>Go around it</i>		
		Pakamaha tii maen <i>Clap your hands</i>		
		Kishikwun <i>That’s heavy</i>		
		Aahkootay <i>Over there</i>		
		Naytay <i>Way over there</i>		



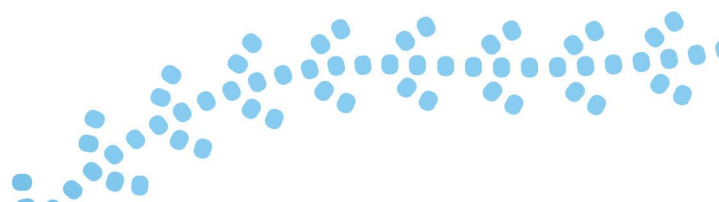


		Dret oota <i>Right here</i>		
The learner will develop good habits surrounding health for themselves, the space, and the environment through Michif/Metis values and daily activities.		Payhkihta <i>Clean it</i>	Payhkihta <i>Clean it</i>	Michif Song <ul style="list-style-type: none"> • Head and shoulders, knees and toes
		Kiishiipaykishchay(tii maenawow) <i>Wash your hands</i>	Tet <i>Head</i>	Participating in actions that support Michif values <ul style="list-style-type: none"> • helping others • hard work
		Kaashiikway(tii vizaazh) <i>Wash your face</i>	Zaray <i>Ears</i>	
		Wiichihinn <i>Help me</i>	Boosh <i>Mouth</i>	Cleaning up <ul style="list-style-type: none"> • Snack • Lunch • Play centers • Inquiry centers • Art Station
		Waypahikay <i>Sweep</i>	Nii <i>Nose</i>	
		Kaashiha <i>Wipe</i>	Mittsho <i>Eat</i>	
		Doo-paykihta tii daan <i>Brush your teeth</i>	Minikway <i>Drink</i>	
		Li brushii tii zhveu <i>Brush your hair</i>	Nohtaykaytaan <i>I am hungry</i>	Food <ul style="list-style-type: none"> • Good food vs Bad food • Good drink vs Bad drink • Michif food guide • Preparing food
		Shikaha tii zhveu <i>Comb your hair</i>	Minahin chii n? <i>Give me a drink?</i>	
		Miitsho <i>Eat</i>	Nohtayapaakwaan <i>I am thirsty</i>	



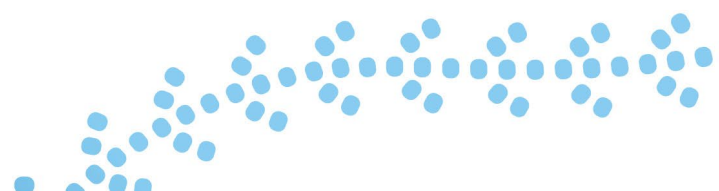


		<p>Minihkway <i>Drink</i></p> <p>Parchii dii korr <i>Body parts</i></p> <p>Tet <i>Head</i></p> <p>Zheu <i>Eyes</i></p> <p>Zaray <i>Ears</i></p> <p>Boosh <i>Mouth</i></p> <p>Nii <i>Nose</i></p> <p>Lii jaamb <i>Legs</i></p> <p>L'ipool <i>Shoulders</i></p> <p>Lii Zhnoo <i>Knees</i></p> <p>Taloon <i>Heel</i></p> <p>Lii dway <i>Fingers</i></p> <p>Lii Zhveu <i>Hair</i></p>		<ul style="list-style-type: none"> • 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 • Lii poo/Lice • Exercise • Sleep <p>Germes</p> <ul style="list-style-type: none"> • Coughing • Sneezing • Hand Washing <p>Mental Health</p> <ul style="list-style-type: none"> • Technology usage • Developing healthy daily routines
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				<ul style="list-style-type: none">• 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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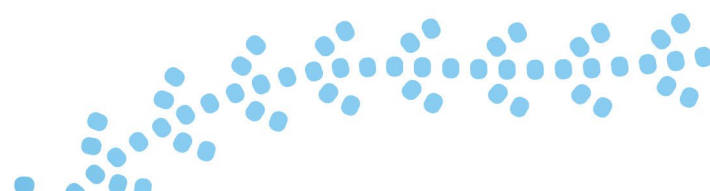


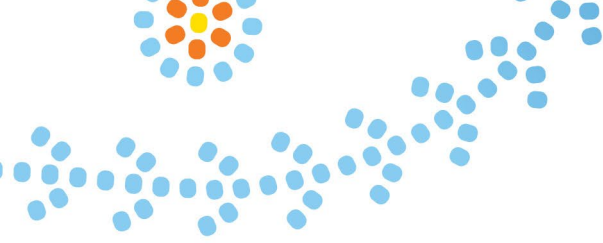
Spiritual

Outcome	Indicators	Receptive Language	Expressive Language	Essential Michif/Metis Experiences
The learner will experience a sense of wonder, awe and joy through Metis/Michif 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 Michif/Metis experiences.	<p>Kaykwy wapuhtamun? <i>What do you see?</i></p> <p>Taanishi anima aen isha ayayenn? <i>How do you feel?</i></p>	<p>Mamaashkatew <i>That's amazing</i></p> <p>Ni mieyeutayn anima <i>I like that</i></p> <p>Wah wah <i>Wow</i></p> <p>Katawashishin <i>It's beautiful</i></p> <p>Taanayhki? <i>Why</i></p>	<p>Giving thanks to the Creator</p> <ul style="list-style-type: none"> • Oral storytelling • Visiting with Lii Vyeu (old peoples) • PWIM Pictures • Cultural Artifacts <p>Beadwork Furs Hides Braided Rugs Embroidery Pictures</p>

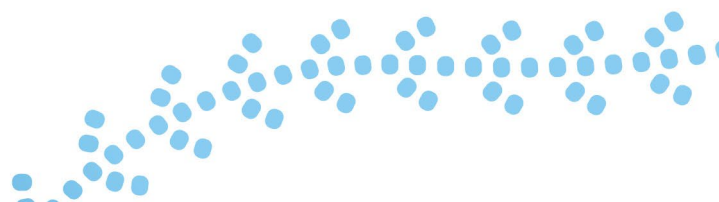


	<p>The learner will experience heightened sensory awareness.</p>	<p>Taanishi annima aen mo oshihtow? <i>How does that feel?</i></p> <p>Kaykwy kaa payhtaamun? <i>What do you hear?</i></p> <p>Taanishi kaa koochta? <i>How does that taste?</i></p> <p>Kaykwy kaa wapuhtamun? <i>What do you see?</i></p> <p>Kaykwy anima miyaakwun? <i>What does it smell like?</i></p> <p>Yooshkow <i>Soft</i></p> <p>Mashkawow <i>Hard</i></p> <p>Shoohkaywew <i>Loud</i></p> <p>Kiiyaamaya <i>Be Quiet</i></p> <p>Wiikhashin <i>Tastes good</i></p> <p>Maayishpakwun <i>Tastes bad</i></p> <p>Namoya kaashkihtaywow</p>	<p>Miiyaakwun <i>Smells good</i></p> <p>maayimaakwun <i>Smells bad</i></p>	<p>Land Based Experiences/Field Trips</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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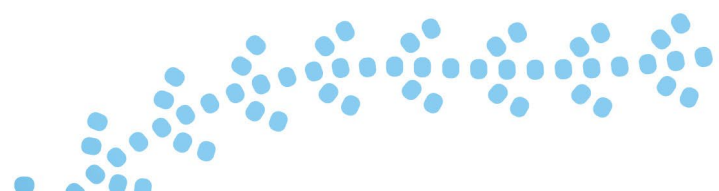


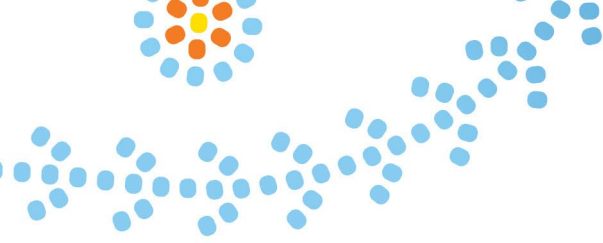
		<i>Not dark</i> Kaashkihtaywow <i>Dark</i> Miiyaakwun <i>Smells good</i> Maayimaakwun <i>Smells bad</i>		
	Children will gain an appreciation of the natural world and begin to value the interconnecte	Animals Shyaen <i>Dog</i> Shaa <i>Cat</i>	Animals Shyaen <i>Dog</i> Shaa <i>Cat</i>	



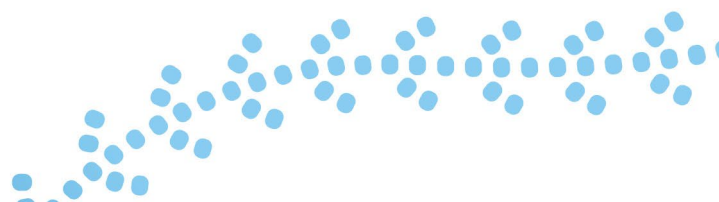


	ness to the plants, animals, and elements through land based teachings.	Pwasoon <i>Fish</i> Nwayzoo <i>Bird</i> Lyayv <i>Bunny</i> Zhwaal <i>Horse</i> Noor <i>Bear</i> Shoovreu <i>Deer</i> L'aariyaanl <i>Moose</i> Bish <i>Elk</i> Rinaar <i>Fox</i> Loo <i>Wolf</i> Bufloo <i>Bison</i> Kaastor <i>Beaver</i> Shikaak <i>Skunk</i>	Pwasoon <i>Fish</i> Bufloo <i>Bison</i> Lyayv <i>Bunny</i> Land Terms Aarbr <i>Tree</i> Fleur <i>Flower</i> D'loo <i>Water</i>	
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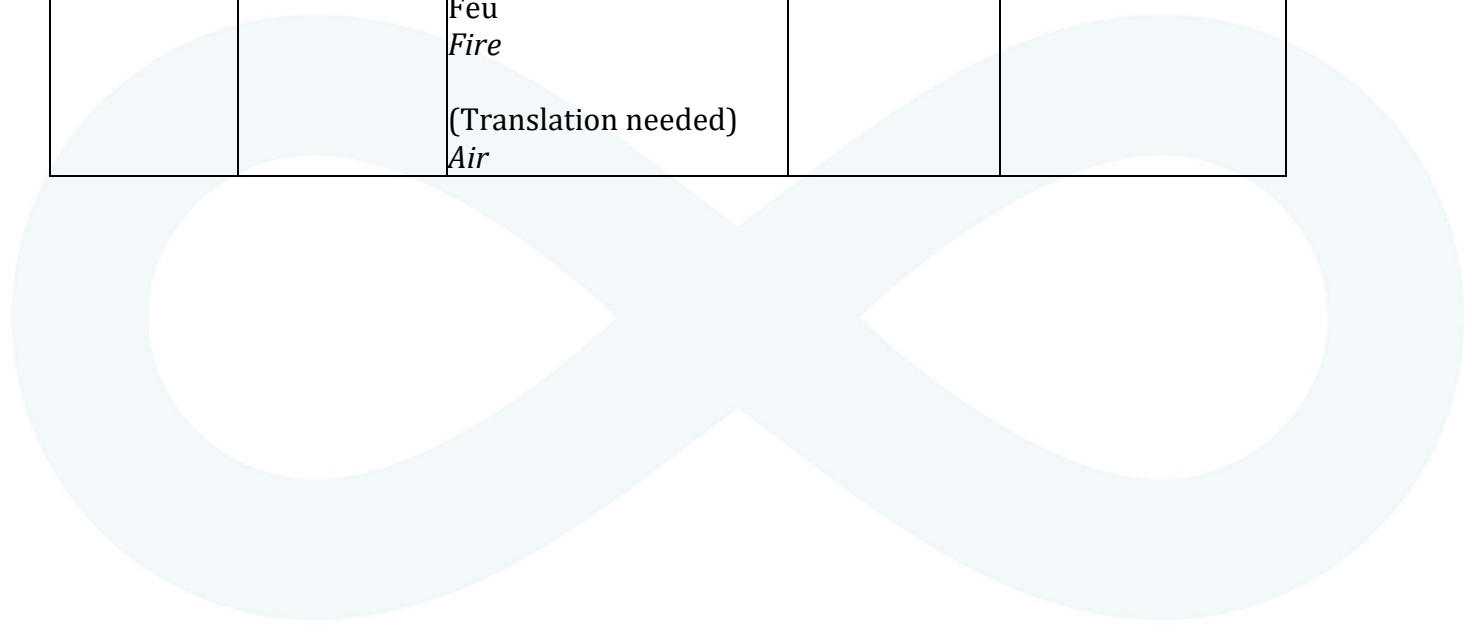


		Goornouy <i>Frog</i>		
		Maemaengwaen <i>Butterfly</i>		
		Maanichoosh <i>Bug</i>		
		Frimii <i>Ant</i>		
		Amoo <i>Bee</i>		
		Land Terms		
		Aarbr <i>Tree</i>		
		Bwaa <i>Bush</i>		
		Fleur <i>Flower</i>		
		Fwaen <i>Grass</i>		
		Fy(lii fy) <i>Leaf(s)</i>		
		Syel <i>Sky</i>		
		Salay <i>Sun</i>		
		L'ark aan syel <i>Rainbow</i>		

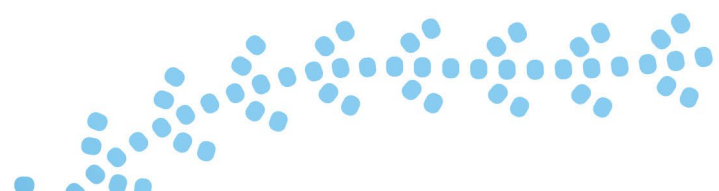




		Nwaazh <i>Cloud</i>		
		D'loo <i>Water</i>		
		Tayr <i>Land</i>		
		Feu <i>Fire</i>		
		(Translation needed) <i>Air</i>		

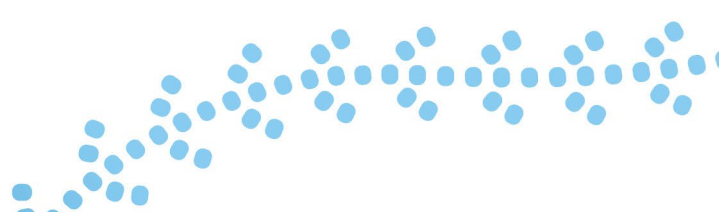


Intellectual





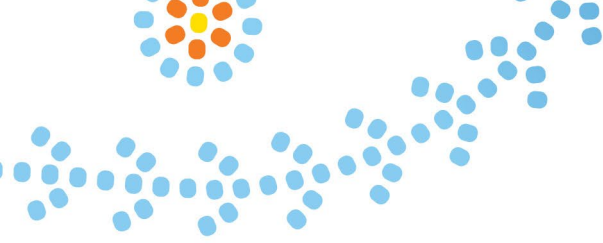
Outcomes	Indicators	Receptive	Expressive	Essential Michif /Metis Learning Experience
The learner will build their intellectual understanding and experiences through Michif Language and Culture.	The learner will solve problems through: <ul style="list-style-type: none"> • Curiosity • Exploring • Observing • Cause/effect • Predicting 	<p>Kaykwy ki waapahten? <i>What do you see?</i></p> <p>Kaykwy kii ishpaiyhk? <i>What happened?</i></p> <p>Taanayhki anima ay- ishpaiyhk? <i>Why did that happen?</i></p> <p>Awaana? <i>Who?</i></p> <p>Kaykwy? <i>What?</i></p> <p>Taanishi? <i>How?</i></p> <p>Taanishpii? <i>When?</i></p> <p>Taanday? <i>Where?</i></p> <p>Taanayhki? <i>Why?</i></p> <p>Taanishpii? <i>When?</i></p> <p>Niiya maaka? <i>What about me?</i></p>	<p>Awaana? <i>Who?</i></p> <p>Kaykwy? <i>What?</i></p> <p>Taanishi? <i>How?</i></p> <p>Taanday? <i>Where?</i></p> <p>Taanayhki? <i>Why?</i></p> <p>Taanishpii? <i>When?</i></p> <p>Niiya maaka? <i>What about me?</i></p>	<ul style="list-style-type: none"> • Seasonal Changes <ul style="list-style-type: none"> ○ Leaves changing colours ○ Snow falling, melting, freezing ○ Flowers Blooming ○ 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-



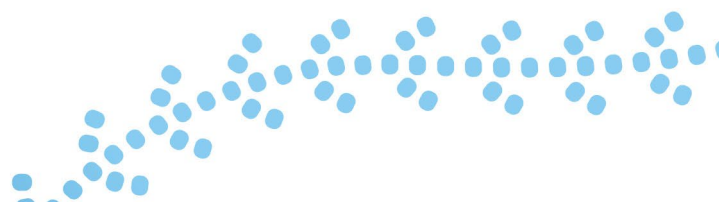


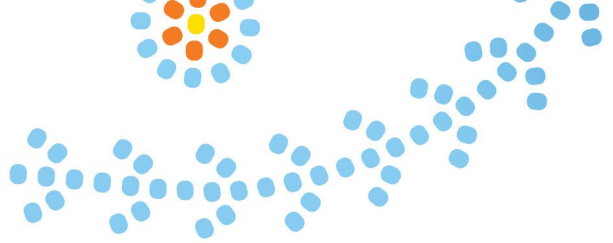
				what to eat/ not to eat <ul style="list-style-type: none"> • Nature walks • Hand Games
	The learner will explore their world through creating and imagining	Kaykwy ooshihtayenn? <i>What are you doing?</i> Kaykwy ooshtaayenn? <i>What are you making?</i> Awaana kiiya? <i>Who are you?</i> Ki noohtay ____ chiin? <i>Would you like to ____?</i> Kaykwy matawayayen? <i>What are you playing?</i> Maytawaytaahk <i>Let's Play</i> Minihkwayn <i>Drinking</i> Miitshon <i>Eating</i> Niimin <i>Dancing</i> Maytawayn <i>Playing</i> Nakamoon <i>Singing</i>	Minihkwayn <i>Drinking</i> Miitshon <i>Eating</i> Niimin <i>Dancing</i> Maytawayn <i>Playing</i> Nakamoon <i>Singing</i> Maytawaytaahk <i>Let's play</i>	<ul style="list-style-type: none"> • Dramatic Play <ul style="list-style-type: none"> ○ Puppets ○ Puppet Show ○ Playing house ○ Dressing up ○ Playing Pretend • Moving to fiddle music • Drawing • Painting • Building • Sculpting • Sand and Water Table • Colouring • Creating using multiple mediums





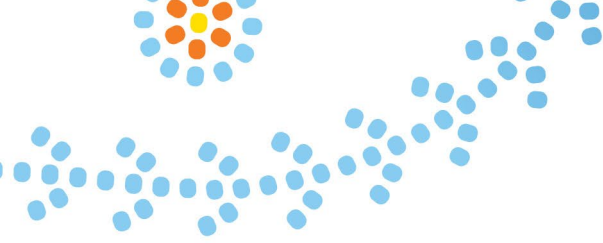
	<p>The learner will be able to recognize attributes and characteristics.</p>	<p>Kaykwy ooma? <i>What is this?</i></p> <p>Kaykwy awa? <i>What is this?</i></p> <p>Taanishi li taan anoosh? <i>What is the weather today?</i></p> <p>Taanishi aen ishwaypuk anoosh? <i>What is the weather today?</i></p> <p>Kaykwy li kooleur anima? <i>What colour is it?</i></p> <p>Groo obaen pchi chiin? <i>Is it big or small?</i></p> <p>Weather Kiishinow <i>It's cold</i></p> <p>Kishitew <i>It's hot</i></p> <p>Mishpoon <i>Snowing</i></p> <p>Washayshkwun <i>Sunny</i></p>	<p>Weather Kiishinow <i>It's cold</i></p> <p>Kishitew <i>It's hot</i></p> <p>Colours Be able to say three colours</p> <p>Blaan <i>White</i></p> <p>Nwayr <i>Black</i></p> <p>Roozh <i>Red</i></p> <p>Bleu <i>Blue</i></p> <p>Zhoon <i>Yellow</i></p> <p>Ver <i>Green</i></p> <p>L'shakwala <i>Brown</i></p> <p>Brun <i>Brown</i></p>	<ul style="list-style-type: none"> • Collecting from Mother 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



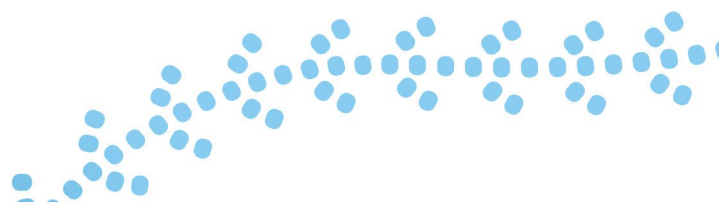


		Kimoowun <i>Raining</i>	Oraanzh <i>Orange</i>	
		Yootin <i>Windy</i>	Vyalet <i>Purple</i>	
		Colours	Kooleur di rose <i>Pink</i>	
		Blaan <i>White</i>	Size	
		Nwayr <i>Black</i>	Groo <i>Big</i>	
		Roozh <i>Red</i>	Pchi <i>Small</i>	
		Blu <i>Blue</i>		
		Zhoon <i>Yellow</i>		
		Ver <i>Green</i>		
		L'shkwala <i>Brown</i>		
		Brun <i>Brown</i>		
		Oraanzh <i>Orange</i>		
		Vyalet <i>Purple</i>		
		Kooleur di rose		



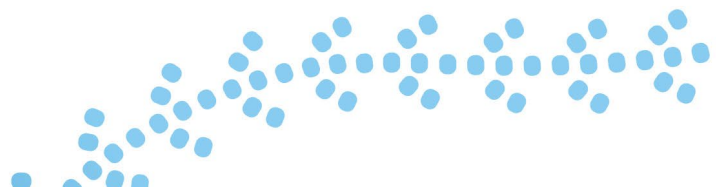


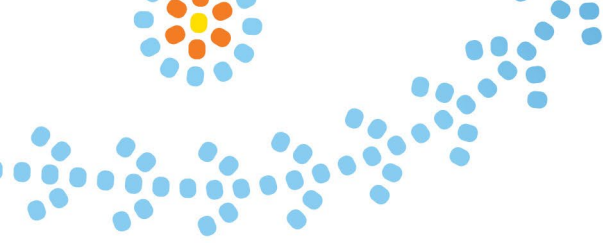
		<i>Pink</i> Size Groo <i>Big</i> Pchi <i>Small</i>		
	The learner will explore numeracy.	Taanimayikoohk? <i>How much?</i> Ayiwaak <i>More</i> Namakaykway <i>Zero</i> Hen <i>One</i> Deu <i>Two</i> Trwaa <i>Three</i> Kaatr <i>Four</i> Saenk <i>Five</i> Sis <i>Six</i> Set <i>Seven</i>	Namakaykway <i>Zero</i> Hen <i>One</i> Deu <i>Two</i> Trwaa <i>Three</i> Kaatr <i>Four</i> Saenk <i>Five</i>	<ul style="list-style-type: none"> • Number Books • Counting objects, people, food • Representing(Manipulatives, Pictorially) • Subitizing (Dice, Cards, Pictures)



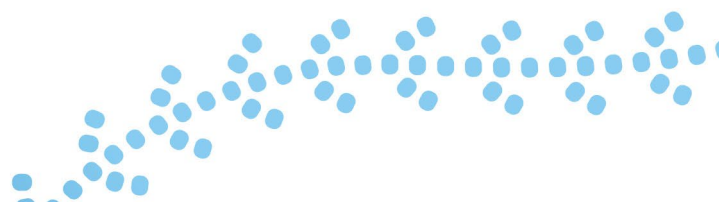


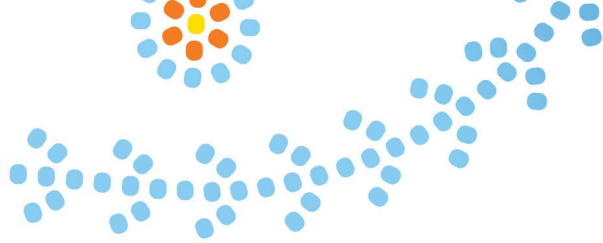
		<p>Wit <i>Eight</i></p> <p>Naef <i>Nine</i></p> <p>Jhis <i>Ten</i></p>		
	<p>The learner will explore time</p>	<p>Kaykwy la sayzoon? <i>What season is it?</i></p> <p>Kaykwy la zhoornii anoosh? <i>What day is it?</i></p> <p>Taanishpii kaachi kowishimoyenn? <i>When do you (have to) go to bed?</i></p> <p>Taanishpii aen itohtay yek daan ma taant sa plas? <i>When do you go to Auntie's place?</i></p>	<p>Seasons</p> <p>Latonn <i>Fall</i></p> <p>Praentaan <i>Spring</i></p> <p>L'ivayr <i>Winter</i></p> <p>L'itii <i>Summer</i></p> <p>Days of the week</p> <p>Jimaansh <i>Sunday</i></p> <p>Laenjii <i>Monday</i></p> <p>Morjii <i>Tuesday</i></p> <p>Mikaarjii <i>Wednesday</i></p> <p>Jhwijii <i>Thursday</i></p> <p>Vaandarjii <i>Friday</i></p>	<ul style="list-style-type: none"> • Oral Stories Stories • Days of the Week Song • Read Aloud • Calendar • Collecting from Mother Earth • Land based inquiry <ul style="list-style-type: none"> ○ Walks ○ Harvesting ○ Seasonal activities (sledding, swimming)



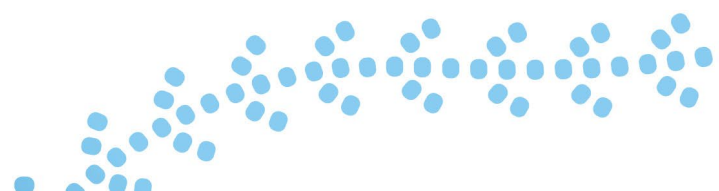


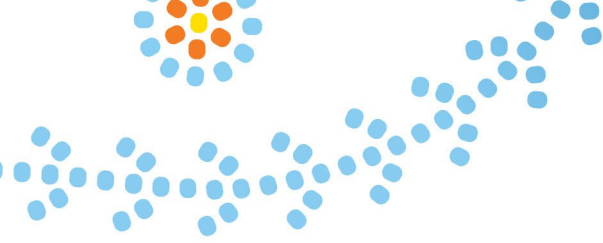
			<p>Samjii Saturday</p> <p>Time of Day Zhoornii <i>Day</i></p> <p>Nwit <i>Night</i></p> <p>Mataen <i>Morning</i></p> <p>Apray mijii <i>Afternoon</i></p>	
	The learner will explore position and direction.	<p>Taanday? <i>Where?</i></p> <p>Daan <i>In</i></p> <p>Disseu <i>Under</i></p> <p>Anavaan <i>Front</i></p> <p>Aryayr <i>Back</i></p>	<p>Taanday? <i>Where?</i></p> <p>Anavaan <i>Front</i></p> <p>Aryayr <i>Back</i></p>	<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 	<p>Greetings Taanishi <i>Hello</i></p> <p>Taanishi kiiya? <i>How are you?</i></p>	<p>Greetings Taanishi <i>Hello</i></p> <p>Taanishi kiiya? <i>How are you?</i></p>	<ul style="list-style-type: none"> • Storytelling • Listening Games • Playing with peers





	<ul style="list-style-type: none"> • engaging in conversation • exploring words • gaining meaning from visual/text materials • representing ideas • exploring how print works 	<p>Nimanaandow <i>Ok</i></p> <p>Ji bayn <i>Im Good</i></p> <p>Piihtikway <i>Come in</i></p> <p>Introduce Yourself Taanishi ____dishinihkaashoon <i>Hello, my name is ____.</i></p> <p>Closing a conversation Miina kaawaapamatin <i>See you later</i></p> <p>Enn bell zhoornii aaya <i>Have a good day</i></p> <p>Expressing Thanks Maarsii <i>Thank you</i></p> <p>Kishchi maarsii <i>Thank you very much</i></p> <p>Classroom Words Nahtoohtamuk <i>Listen</i> Piikishkwayn aan Michif <i>Say it in Michif</i></p> <p>Kwayesh natoohata <i>Listen carefully</i></p> <p>Kiiyam</p>	<p>Nimanaandow <i>Ok</i></p> <p>Ji bayn <i>Im Good</i></p> <p>Piihtikway <i>Come in</i></p> <p>Closing a conversation Miina kaawaapamatin <i>See you later</i></p> <p>Enn bell zhoornii aaya <i>Have a good day</i></p> <p>Expressing Thanks Maarsii <i>Thank you</i></p> <p>Kishchi maarsii <i>Thank you very much</i></p> <p>Classroom Words Piikishkwayn aan Michif <i>Say it in Michif</i></p> <p>Kwayesh natoohata <i>Listen carefully</i></p>	<ul style="list-style-type: none"> • Interacting with Lii Vyeu (Old Peoples) • Meeting new guests • Family Engagement <ul style="list-style-type: none"> ○ Excursions ○ Cooking ○ Making Art Listening Games (Simon Says)
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		<p><i>That's ok</i></p> <p>Kwayesh naatooh <i>Listen carefully</i></p> <p>Ni miiyeuyhtayn aen naa kishkaatann <i>It's good to meet you.</i></p> <p>___kaa shinihkashinn. <i>You can call me ___.</i></p>	<p>Kiiyam <i>That's ok</i></p> <p>Ni miiyeuyhtayn aen naakishkaata nn <i>It's good to meet you.</i></p>	
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