



Introductory Mi'kmaw Language 110

February 2016



Acknowledgements

The Department of Education and Early Childhood Development wishes to thank the following Mi'kmaq speakers, educators and Elders for their contributions to the development of this document:

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The New Brunswick Department of Education also wishes to recognize:

The Manitoba Department of Education for the use of the *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes*. Available online at www.edu.gov.mb.ca/k12/abedu/framework/index.html

The Nova Scotia Department of Education for the use of the Foundation of Mi'kmaw / Miigmao Language Curriculum. Available on line at: <http://www.ednet.ns.ca/files/curriculum/foundation-for-mikmaq-miigmao-language-curriculum.pdf>

Common European Framework Of Reference For Languages: Learning, Teaching, Assessment. Available on line at: http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

New Brunswick Department of Education and Early Childhood Development
Educational Programs and Services

2015

Contents

- Introduction i
 - Background..... i
 - Purpose.....ii
 - The Aims of the Mi'kmaw Language Programii
 - Mi'kmaw Language in New Brunswickiii
 - Mi'kmaw Language Programmingiii
 - Assumptionsiv
- Principles of Effective Language Learning v
- References:.....vii
- Curriculum Outcomes..... 8
 - Essential Graduation Competencies and Mi'kmaw Language 8
 - Specific Curriculum Outcomes 8
 - General Curriculum Outcomes..... 8
- Instructional Environment 10
 - Organizing for Instruction 10
 - Technology in Instruction 10
 - Planning of the Program 11
 - Universal Design for Learning\..... 12
 - First Nation Language Programs for Exceptional Students 12
 - Assistive Technology 13
 - Online Course 13
- Assessing and Evaluating Student Learning 14
 - Assessment and Evaluation..... 14
- Achievement Levels 15

Introduction

Background

Mi'kmaq people see the danger of extinction of their language as one of the most critical problems facing them today. Since the 1950s, there has been a decline in the number of people who speak Mi'kmaw language. The power of the English language has greatly influenced the diminishment of the language almost to extinction. Mi'kmaw language has undergone changes like any other language, but the major change occurred when formal public education became predominate with English as the primary language of instruction. Mi'kmaq people recognize the need to reclaim and strengthen language – in homes, communities, and in schools.

Language and culture are inseparable. Therefore the revitalization, preservation, and maintenance of a language are necessary conditions for the survival of a culture. Language is essential to the understanding of unique Mi'kmaq cultural perspectives.

A curriculum that encourages Mi'kmaw language programming through Mi'kmaq perspectives clearly encompasses the wisdom of Mi'kmaq voices. It is the tool that enables learners to explore and experience Aboriginal cultures and the perspectives embedded in the language.

Language carries within it the spirit, culture, history, and philosophy of a people; it reveals how they think and how they view the world. In short, language both defines and reflects the particular attitudes and values of a people. Language, moreover, is the principal means by which culture is preserved and transmitted from one generation to another. Mi'kmaq are concerned that their languages and cultures are being lost. Many of the younger generation can no longer speak or understand their ancestral language. The establishment of Mi'kmaw language programs in New Brunswick high schools is therefore an important step towards reclaiming and revitalizing Mi'kmaw language.

The Introductory Mi'kmaw language program for New Brunswick high schools has been designed to deliver a dynamic and challenging curriculum. It has been developed to provide: (a) a general understanding of the nature and function of language, which will serve as the basis for the development of Mi'kmaw language skills; (b) a foundation of language knowledge and skills in the Mi'kmaw language under study that will enable students to communicate in the Mi'kmaw language; and (c) an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

The ultimate goal of the Mi'kmaw language program is to inspire Mi'kmaq students to be proud of their ancestral language and to motivate them to use it to communicate in their daily lives – to use it, in other words, as a living language that is part of a living culture.

Mi'kmaw language program is not intended exclusively for First Nation students from Mi'kmaq communities. The program is open to all First Nation and non-First Nation students who want to learn the Mi'kmaw language and develop a better understanding of the Mi'kmaq culture.

Please note that this curriculum and accompanying lessons use the Francis and Leavitt orthography. It is understood that some communities may have individual variations and teachers are encouraged to adapt this curriculum to reflect the community they serve.

Purpose

This curriculum is intended for use in language programming in which the Mi'kmaw language is taught as a separate subject. Programming will focus on providing basic language content relevant to developing speakers within the community and beyond. Fluent speakers from the community can support and enrich the language and cultural learning experiences of the students.

Use of this curriculum will promote knowledge of Mi'kmaw language and cultures in New Brunswick. The learning outcomes identified in this curriculum are based on the assumption that language will be taught through normal daily interactions and related where possible to relevant cultural events.

This document sets out the minimum expectations that students enrolled in Mi'kmaw language programs are required to achieve in an introductory course. It also provides a developmental list of language elements. The language elements are introduced according to the appropriate progression of learning Mi'kmaw language, thus permitting a steady growth of knowledge and skills.

The learning experiences in the curriculum provide a focus and direction for student learning outcomes that will standardize expectations regarding the teaching of Mi'kmaw language in New Brunswick. This curriculum document defines the learning outcomes for the Mi'kmaw language and provides guidance on instructional methodology, classroom environment and assessment of student learning. This guide also contains detailed lessons of instruction and specific statements outlining what is expected of students. The intent is to support teachers in providing a consistency of learning outcomes regardless of varying language backgrounds and teaching experience.

The New Brunswick Mi'kmaw language Introductory Level curriculum document is also intended to support administrators who are responsible for organizing the implementation of Mi'kmaw language programming within their schools.

The Aims of Mi'kmaw language Program

The principal aims of the Mi'kmaw language program – the development of language skills and the development of cultural awareness – are inseparable. Cultures vary in the way they view different aspects of life as well as in the ways in which they express ideas and feelings about these aspects of life. Learning a language, therefore, involves discovering a culture's distinctive forms of expression. Mi'kmaw language program develops an understanding of the nature of language, basic communication skills in Mi'kmaw language, and an appreciation of Mi'kmaq culture.

The program is not designed to make students fully bilingual; rather, the program offers students the opportunity to develop a basic command of Mi'kmaw language that can be expanded through further study or through contact with other speakers of the language. The program allows students to develop their language skills and improve their use of language through study, practice, and communication.

Students are given learning opportunities that will allow them to develop their language skills in all three areas of language use – oral communication, reading, and writing. Students will thus have opportunities to listen to various forms of oral communication and to understand ideas and concepts expressed in Mi'kmaw language under study; to talk about their experiences and to express their thoughts and feelings with clarity and confidence; to read written materials in Mi'kmaw language, including its literature, with growing proficiency; and to write in the language using a Mi'kmaw language writing system.

Mi'kmaw language in New Brunswick

This document supports the teaching and learning strategies and necessary resources to offer an *Introductory level* high school course in Mi'kmaw language. The outcomes are developed with support of the Common European Framework Of Reference For Languages: Learning, Teaching, Assessment.

Mi'kmaw language Programming

Implementation of Mi'kmaw language curricula in New Brunswick schools will depend on the learner population and the needs of the school and the community. The value of learning a Mi'kmaw language includes:

- Increasing an awareness of and sensitivity to cultural and linguistic diversity in New Brunswick
- Enhancing the role of the language in the home and community, especially for Mi'kmaq learners, but also for non-First Nation learners who have connections to Mi'kma'ki'.
- Learning first language strengthens the acquisition of a second language
- Having pride in your first language serves to support pride in yourself

There are also personal reasons for learning Mi'kmaw language or for parents enrolling their children in Mi'kmaw language programming at school or in the community.

Mi'kmaq learners may be interested in opportunities to

- seek balance in their lives based on their personal needs, cultural experiences, and cultural knowledge and understanding
- benefit from a broader range of educational, career, and personal development
- revitalize, preserve, and maintain contact with a First Nation language and culture
- communicate directly with Mi'kmaq speakers in the home and in the community and to gain deeper insight into the Mi'kmaq culture

Ultimately, Mi'kmaw language programming would address the language depletion and/or loss experienced by many Mi'kmaq.

Assumptions

The following assumptions are based on a Mi'kmaq perspective and linguistic perspective that guided the development of this curriculum document. (Manitoba Framework)

Assumptions from a Mi'kmaq Perspective

- Language is a gift from the Creator.
- Mi'kmaw language is an oral language that is continually evolving.
- Mi'kmaw language is increasingly being learned and taught through reading and writing, whereas in the past, it was passed on predominantly through oral tradition.
- Mi'kmaw language encompasses and reflects a way of life.
- Mi'kmaw language is an important part of Canada's heritage, particularly in New Brunswick.
- Elders are the keepers of knowledge, and it is their guidance that Mi'kmaq seek as they strive for balance in their relationships with the Creator, the natural world, other people, and themselves.
- Language and culture are inseparable.
- Language will be taught using Mi'kmaw cultural perspectives.
- Mi'kmaw language can be learned.
- All learners can be successful learners of Mi'kmaw language, although they will learn in a variety of ways and acquire competence at varied rates.
- Literacy is an important aspect of Mi'kmaw language learning.

Assumptions from a Linguistic Perspective

- Language is one of the main instruments for transmitting culture from one generation to another.
- Learners are curious about language.
- Language and culture are inseparable, and effective communication requires knowledge of both.
- Learning a new language provides important insights into various aspects of a culture.
- Knowledge of an additional language enhances an individual's opportunities for self-expression, for intercultural communication, and for a variety of other purposes.

Principles of Effective Language Learning

The following are some general principles of effective language learning identified in the research focused on additional language learning and acquisition. These principles inform this curriculum.

Language Learning and Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the specific culture alone is not sufficient. Cultures change over time. Minority cultures exist within the dominant culture in any society. If learners develop the skills to analyze, understand, and relate to any culture with which they may come into contact, they will be prepared for encounters with new cultural practices.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks rather than around elements of the language itself, such as grammatical structures, vocabulary themes, or language functions.

- The principle focus of classroom activities is on communication while learning about a content area (e.g., Talking Circle) or carrying out a project (e.g., creating a scrapbook).
- Specific language skills are taught when learners notice they need certain vocabulary, structures, or functions to carry out the task they have chosen to do.
- When language learning has a purpose, learners are more highly motivated.

Focus on Interaction

Learners learn languages more effectively when they have ample opportunities to learn in groups on tasks they have chosen, tasks that require them to negotiate meaning with other learners or with Elders/community people.

- For learners negotiating meaning involves learning to make themselves understood and to understand others.
- If learning experiences are structured in this way, learners have more practice time, are engaged in tasks that reflect their interests, and are using the language in situations that more closely resemble those relevant to the culture or those outside school settings.

Focus on Language Learning Strategies

Successful language learners use a number of strategies that help make their learning more effective.

- These *language-learning strategies* are often categorized as *cognitive*, *metacognitive*, *social*, and *affective*.
- Cognitive: [consciously organizing learning] Examples are previewing texts, making connections to personal experiences; completing a graphic organizer.

- Metacognitive; [purposefully monitoring thinking] Examples are clarifying purposes for learning; self-questioning; matching thinking and problem-solving strategies.
- Social/Affective: [learning enhanced through interaction] Examples include asking for clarification when confused, group discussions, and cooperative learning.
- Communication strategies or *language use strategies* are an important component of *communicative competence*. These include strategies used regularly by speakers of any language to enhance communication. They also include repair and compensation strategies, which are particularly important in the early stages of language learning, if learners are to engage in communicative activities before they have extensive knowledge of the language.
- Not all learners acquire these strategies on their own. Most will benefit from explicit classroom instruction regarding language learning and language use strategies, when provided alongside instruction on the language itself.
- Once learners are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that we learn by integrating new information or experience into what we already know and have experienced. Learners do this most effectively through active engagement with tasks that are meaningful to them, using actual tools in authentic contexts. For this reason, the content and tasks around which learning activities are structured should reflect learners' experiences. For example, if learners are involved with and are interested in a particular game, a task can be chosen that links with the game. The learning activities will build on the learners' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Learners will come to their language learning with different prior knowledge, even if they have similar cultural and socio-economic backgrounds. Classroom activities that offer choice and flexibility allow each learner to make meaningful connections and to be actively involved in constructing their own learning.

Transferring Knowledge of a Language

In addition to having knowledge about content, learners will come to their Mi'kmaw language class with a large body of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages they know or are learning to the new language. Initially, their first language may also be a source of interference, as learners try to apply generalizations that are valid for their dominant language to the new language. Learners benefit from an awareness of differences as well as similarities in relation to any component of the language: the sound system, grammar structures, vocabulary, and discourse. They may also transfer language learning and language use strategies from one language context to another.

References:

** Learning to Read and Write: What Research Reveals: National Association for the Education of Young Children (NAEYC) [www.readingrockets.org] [good on-line brief overview]

** <http://linguistlist.org/ask-ling/lang-acq.cfm>: Good source of language development.

** Bainbridge, Carol. How Do Children Learn Language? [Updated May 28, 2014] http://giftedkids.about.com/od/gifted101/a/language_learning.htm

Curriculum Outcomes

Definitions:

Essential Graduation Competencies for Mi'kmaw language

The Competencies provide the framework for curriculum outcomes. Curriculum outcomes articulate what students are expected to know, value and be able to do. General curriculum outcomes link subject areas to the competencies and provide an overview of the expectations of student performance. Specific curriculum outcomes set out what is expected of students by the end of each module.

General Curriculum Outcomes

General curriculum outcomes are organized under the headings of *Understanding*: Listening, Reading; *Speaking*: Spoken Interaction, Spoken Production; *Writing*: Producing Text and Language Development. Although the statements of learning outcomes are listed separately, it is important to note that these language processes are interrelated and are best developed as interdependent processes.

Specific Curriculum Outcomes

Specific curriculum outcomes identify what students are expected to know and be able to do at the end of a particular module. There are also predetermined vocabulary items stated within the specific curriculum outcomes for Mi'kmaw language.

Curriculum Outcomes for Mi'kmaw language

General Curriculum Outcomes

Students will begin to use the Aboriginal language within structured contexts.

The Language Competences will help students to develop knowledge of the language and the ability to use that knowledge to produce texts appropriate to the situations in which they are used. Language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, in other words, in practical applications.

As previously stated, although the outcomes are presented separately, they are interrelated and interdependent. The organization of the General Learning Outcomes will facilitate teacher planning of student achievement within the Specific Curriculum Outcomes (SCOs). *Communicative teaching* makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the

communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

In the teaching and learning of Mi'kmaw language, a strong focus is placed on listening and speaking to validate and honour *oral tradition* and *keepers of knowledge*. Viewing and representing validate Mi'kmaq learning preferences of observation and application. Reading and writing are more contemporary approaches to preserving, maintaining, and revitalizing Aboriginal languages.

UNDERSTANDING

GCO 1.0: Listening

I can recognize familiar words and very basic phrases concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.

GCO 2.0: Reading

I can understand familiar names, words and very simple sentences for example on notices and posters.

SPEAKING

GCO 3.0: Spoken Interaction

I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say.

GCO 4.0: Spoken Production

I can use simple phrases and sentences to describe where I live, people I know, and my likes and dislikes.

WRITING

GCO 5.0: Writing

I can write short, simple messages, for example holiday greetings, children's stories, or posters.

Word Knowledge: Language Development

It is important to acknowledge the uniqueness of the First Nation languages understudy. Learners must be guided to explore ways in which an Aboriginal language is organized: phonology (pronunciation, stress and intonation), lexicon (vocabulary words and phrases, grammatical elements (syntax and morphology) and orthography (spelling and mechanical conventions). More specifically the importance of animate and inanimate as related to basic language development skills.

Instructional Environment

Organizing for Instruction

In Mi'kmaw language, the instructional process is founded on the following principles:

- Communication is the focus of the program.
- Students develop the ability to communicate by engaging in meaningful, interactive experiences.
- Meaningful experiences will include many and varied media for language learning (art, music, poetry, literature, film, theatre).
- Curriculum outcomes determine instruction and assessment.
- Content is organized around experiences, themes and activities that are relevant to the learners.
- The classroom is learner-centered: learner needs, abilities and interests provide a starting point for instruction.
- Instruction is planned to be sequential, providing for a gradual increase in students' skills, and allowing for the meaningful use of language skills gained through previous use. Instruction will follow a project-based approach.
- Mi'kmaw language is used, for instruction and general communication.
- Long-term, medium-term and daily planning by the teacher is essential.

The organization of the classroom can enhance student motivation and learning. Each Mi'kmaw language classroom needs an area to display student work (e.g. alphabet, phonics chart, word walls, projects, posters and photos for each theme: A listening center in the classroom is also an asset, especially for multi-grade classrooms. It is appropriate to provide students with opportunities for independent work related to the themes studied. Student access to Mi'kmaw language resources reinforces participation and supports communication. A display area fosters cultural awareness through presentations of postcards, maps, calendars, photos and other authentic items. Communication is also helped by flexible seating plans and grouping arrangements.

Technology in Instruction

In Mi'kmaw language program, computer technologies may be used to enhance the learning environment in the areas of communication, professional development, global communication, authentic peer linkages, and resources. As students begin to read and write in Mi'kmaw language, they may wish to use electronic formats to communicate with other students or language speakers in their community. Students may also use word processing, presentation software and graphics to complete and present projects.

Technology also provides access to reference materials. Websites are a source of current authentic information for teachers and students. The teacher can access relevant sites and arrange for students to have online virtual visits. For example, students may tour websites of other schools, make virtual cultural visits to sites such as museums and visit theme-related areas around the world.

Principles guiding the use of technology are the same as those for other resources and activities:

- Outcomes and themes determine the task.
- Resources should be appropriate for the task and for the age and ability of the student.
- Teachers may need to adapt resources to meet the needs of the learner.
- Clear instructions should be given.

At the end of the task, especially when it involves a new resource or process, the teacher and students should reflect on what has been accomplished.

Planning of the Program

The Mi'kmaq and Wolastoqey Latuwewakon curriculum emphasizes the development of language skills through oral communication, particularly in the initial stage. In the initial stage of the “Introductory level”, teachers should plan their programs so that classroom instruction focuses on listening and speaking skills. In the next phase, all four language skills will be developed, and an increasing amount of time will be spent on reading and writing. Oral communication, however, should remain an important focus through all stages. Learning activities must include an appropriate balance of the skills of oral communication, reading, and writing in each stage, and the evaluation of student achievement must reflect the emphasis in the curriculum on the development of oral communication skills.

Special attention is given in the curriculum to the Mi'kmaq and Wolastoqey oral tradition. With the help of Mi'kmaq and Wolastoqi speakers from the community, teachers should plan learning experiences that will allow students to listen to and retell traditional Mi'kmaq and Wolastoqey stories, legends, and histories, and to sing traditional songs. Aspects of Mi'kmaq and Wolastoqey culture and philosophy should be integrated in language learning activities throughout so that students may have opportunities to see Mi'kmaq and Wolastoqey culture and values as an integral part of the language they are studying.

Because of its focus on oral communication, the Mi'kmaq and Wolastoqey Latuwewakon program may be delivered most successfully through the use of the communicative method of language teaching, which aims to teach language in a way that allows learners to use it in everyday life. This approach focuses on the communicative aspect of language and emphasizes the use of language in the classroom in relevant contexts and for relevant purposes. The Mi'kmaq and Wolastoqey Latuwewakon should therefore be the language of communication in the language class. Normal interaction in the classroom will provide students with natural opportunities to speak in Mi'kmaq language and to hear the language spoken. It will also give them opportunities to use the vocabulary and language structures they are taught in a variety of purposeful contexts, and to apply what they have learned in order to express what they want to say.

Effective communication depends on accuracy and clarity of expression. Therefore, grammatical accuracy is emphasized in the Introductory Mi'kmaw language curriculum, and it is expected that correct form will be taught and practised in the classroom. The aim of the Mi'kmaq and Wolastoqey Latuwewakon program is to develop language skills in contexts that students will see as useful and relevant. Mi'kmaq and Wolastoqey Latuwewakon teachers should provide activities and assignments that are interesting and meaningful to students. Interviews, oral presentations, dramatizations and simulations, dialogues, and cooperative games are examples of effective communication activities. Frequent opportunities to interact with Mi'kmaq and Wolastoqi speakers will not only reinforce the relevance of language learning for students, but will also allow them to develop an awareness of the richness and idiosyncrasies of the language and to appreciate its subtleties. Students should also have numerous opportunities to interact with one another both on a one-to-one basis and in small- and large-group activities. Whenever possible, students should also take advantage of the resources of electronic technology in developing the four language skills.

Universal Design for Learning

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports Universal Design for Learning for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- Multiple means of representation provide diverse learners options for acquiring information and knowledge
- Multiple means of action and expression provide learners options for demonstrating what they know
- Multiple means of engagement tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on Universal Design for Learning, view online information at <http://www.cast.org> /.

First Nation Language Programs for Exceptional Students

In planning programs for exceptional students, teachers must take into account the students' strengths and needs, learning expectations, accommodations, and methods for reviewing progress as outlined in the PLP. It is important that teachers provide appropriate instruction, activities, and assignments, as well as resources, strategies, and settings that will help exceptional students achieve their learning expectations. Using the most appropriate methods and providing the most appropriate materials may involve making changes in the teaching approaches – Universal design for Learning (UDL). Changes must also be made in some assessment and evaluation procedures.

For example, exceptional students may need to be given additional time to complete assignments or tests; they may need to do tests orally or in forms that combine a variety of methods and media; and they may need more guidance regarding what is expected in a particular assignment or test than would normally be given.

Assistive Technology

Assistive technology for learning (ATL) refers to the devices, media and services used by students with physical, cognitive, sensory, speech, learning or behavioural disabilities that allow them to actively engage in improving or maintaining their ability to meet learning outcomes. ATL assists students in performing functions that would otherwise be difficult or impossible to accomplish independently. ATL requires ongoing collaboration in planning, implementing and monitoring. It is intended to assist rather than replace instruction.

There are many tools available to educators to support the diverse learning needs of students. Included in the appendix section of this document are suggested tools that may assist learning for a variety of needs. Educators are encouraged to collaborate with the Student Support Services team in their school to determine suitable supports, in addition to assistive technology, for promoting optimal learning experiences for their students. For suggested assistive technology, refer to the appendices section. See the Assistive Technology section of the Portal for more information (<https://portal.nbed.nb.ca/tr/ss/assistt/Pages/default.aspx>).

Online Course

An online version of the Introductory Mi'kmaw language course is available to teachers and students through the New Brunswick Virtual High School website (<https://nbvhs.nbed.nb.ca>) (updated version will be available as of September, 2015). This course will contain a variety of regularly updated learning resources classroom teachers may find useful in teaching the course. The course is maintained and updated regularly by an online teacher.

Students can enrol in the online course, taught by an online teacher, or can be enrolled face to face (F2F), taught by an onsite classroom teacher.

Teachers can access the online course, and its resources, in two ways:

1. Face to face – the teacher and students are enrolled in a localized version of the online course. The teacher is responsible for teaching and assessing students.
2. PD access – teachers are able to view the online course and use or modify its resources (activities, assessments, etc.) to meet their needs.

Assessing and Evaluating Student Learning

Assessment and Evaluation

Assessment is the systematic process of gathering information on students' learning and performance. Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgments and/or decisions about student achievement and progress. Both assessment and evaluation information provide essential information to students, teachers, parents and administrators.

In Mi'kmaw language program, assessment and evaluation practices should be based on the following considerations:

Assessment and Evaluation are Integral Parts of the Learning Process

Assessment tasks should reflect the outcomes of the program and the types of learning activities in regular use in the classroom. In the initial weeks of the program, the primary focus is on oral comprehension and oral production. As the course progresses and basic phonemic awareness and vocabulary is built, students will be required to use language in oral and written forms more independently. Consequently, this same balance needs to be maintained in evaluation.

Assessment and Evaluation should be Planned and Ongoing

Students should know when, how, and on what criteria they are being evaluated; the evaluation plan should be communicated to students and parents at the beginning of the year. Students may play a role in evaluation (peer evaluation of group work, self-evaluation, and suggestions for items to be evaluated). Evaluation should be flexible enough to account for student progress over the course of the course but structured enough to provide a clear picture of student's progress.

Assessment and Evaluation should have Formative and Summative Components

Formative assessment should inform instruction and be used to provide feedback to students that is precise, clear and directly related to the task. Summative evaluation involves making a judgment based on gathered data. To obtain a complete picture of student learning, a variety of assessment/evaluation techniques should be used. Reporting must reflect school and district requirements.

Rubrics and Other Scoring Tools

Rubrics give clear performance criteria and are used for scoring or rating student work. Rubrics can be either holistic or analytic and provide criteria for the quality of student work. Holistic rubrics provide a general list of criteria; analytic rubrics give more specific criteria. The use of rubrics benefits teachers, students and parents. For teachers, it leads to greater consistency and accuracy in assessment. Students' benefit when they receive specific feedback on each of the criteria for the task. Parents may closely monitor student progress.

Scoring tools range from simple to complex in design. For example, checklists, rating scales, and scoring grids can be used to provide some feedback.

Students can be taught to effectively design and use various rubrics and scoring tools so that can self-assess their own work, or that of their peers.

NOTES:

- Rubrics must be focused on meaning and communication, not solely on grammatical or lexical items.
- Teachers need to clarify the descriptors in each rubric and share examples of what they consider quality work.
- Students maintain their own portfolios by keeping assignments from each module.
- Portfolios can be used during a final exit conference.
- Regular conferences should be held with students to discuss their progress, products and process.

Achievement Levels

The achievement chart that follows identifies five categories of knowledge and skills in Mi'kmaq and Wolastoqey Latuwewakon: listening, reading, spoken interaction, spoken production and writing.

The chart provides a brief description of some examples of the achievement at level A1. Teachers must ensure that students acquire the A1 Level of competency in order to successfully complete this introductory course.

These elements are interrelated in instruction and are developed using guided instruction practices. The principles of guided instruction are:

- Teachers 'chunk' information into manageable amounts. Tools such as concept maps, word webs, and graphic organizers provide students with schemas that they can use to organize information.
- This break down into smaller learning units requires that the teachers select those elements of the task that are initially beyond the learner's capability.
- The teacher provides time with independent and peer practice so that students gradually gain competence on those elements. One way to think of scaffolding is to imagine a young child learning to ride a tricycle. Then the child rides a bicycle with training wheels. The adult running along the side is another scaffold, until the training wheels are removed and the child is able to balance on her/his own.
- The scaffolding of language learning provides support, as the students are able to achieve independent use. The challenge that face teachers is how to determine when to remove the scaffold, so that as students practice these 'chunks' either independently or with peers, they gradually develop independent use.

	General Curriculum Outcome	Level A1
Understanding	GCO 1.0 Listening	I can recognize familiar words and very basic phrases concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.
	GCO 2: Reading	I can understand familiar names, words and very simple sentences for example on notices and posters
Speaking	GCO 3: Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say.
	GCO 4: Spoken Production	I can use simple phrases and sentences to describe where I live, people I know, and my likes and dislikes.
Writing	GCO 5: Writing	I can write short, simple messages, for example holiday greetings, children's stories, or posters.

NOTE: At the end of each module, assessment tools for each of the five GCO's have been included for your use with students. Assessment tools must be provided and reviewed with students at the start of the module. A complete listing of assignments for all modules can be located at the end of the final module as well as the required scoring for the summative course grade.

Module 1: Greetings

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Have an interactive conversation using the seven statements and six questions appropriately with recognizable pronunciation
- Write a dialogue using the five statements and four questions appropriately.

(Note: Some speakers, in writing the language, change all instances of “y” to “i”.)

Required content:

Questions:			
1	Taluisin?	What is your name?	
2	Me' tale'yn?	How are you?	
3	Tami tett tleyawin?	Where are you from?	
4	Tami tett wikin?	Where do you live?	
5	Tami tett wejien?	Where did you come from?	
6	Tami tett elien?	Where are you going?	
Statements:			
1	Kwe'.	Hello.	
2	Ni'n teluisi _____.	My name is _____.	
3	Wele'y.	I am doing well.	
4	Ni'n tleyawi _____.	I am from _____.	
5	Ni'n wiki _____.	I live at _____.(address)	
6	Ni'n wejiey _____.	I came from _____.	
7	Ni'n eliey _____.	I am going to _____.	
Use any of the seven terms (a, b, c, d, e, f, or g) below to respond to questions 5 and 6.			
(a)	niknaq	at my house	wenji'kuom house
(b)	nitapk	at my friend's house	nitap my friend
(c)	makasank	to/at the store	makasan store
(d)	i'-tli-tkismu'timk	place to go swimming	
(e)	kina'matimkewo'kuomk	to/at the school	kina'matimkewo'kuom school
(f)	utank	to/at town	utan town
(g)	sitmuk	to/at the beach	sitm beach

GCO 1.0 Listening – Suggested Activities

Teacher will model by sharing basic greetings and include information about self to students. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual sentences. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

(A) Practice simple greetings to including basic information about self.

1.	Kwe'.	Hello.	
2.	Ni'n teluisi _____.	My name is _____.	
3.	Ni'n tleyawi _____.	I am from _____.	
4.	Ni'n wiki _____.	I live at _____.(address)	
5.	Ni'n eliey _____.	I am going to _____.	
6.	Ni'n wejiey _____.	I came from _____.	

(B) Have students listen kisi-pipanima's wen (to be able to ask simple questions).

Taluisin?	What is your name?
Tami tett tleyawin?	Where are you from?
Tami tett wikin?	Where do you live?
Tami tett wejien?	Where did you come from?
Tami tett elien?	Where are you going?

(C) Have students volunteer to model or play a pre-recorded simple exchange between friends

Note: The 1st person tense endings “i” and “y” sounds the same.
 The 2nd person tense ends with an “n”.
 The 3rd person tense ends with a “t”.

1	Student 1	Kwe' _____.	Hello _____.
2	Student 2	Pe'kwamuksin.	It is good seeing you again.
3	Student 1	Me' tale'yn?	How are you?
4	Student 2	Wele'y.	I am doing well.
5	Student 1	Tami elien?	Where are you going?
6	Student 2	Eliey _____.	I am going to _____.
7	Student 1	App nmu'ltes.	See you again.

Use any of the seven terms (a, b, c, d, e, f, or g) below for line 6.

(a)	niknaq	at my house	wenji'kuom	house
(b)	nitapk	at my friend's house	nitap	my friend
(c)	makasank	to/at the store	makasan	store
(d)	i'-tli-tkismu'timk	place to go swimming		
(e)	kina'matimkewo'kuomk	to/at the school	kina'matimkewo'kuom	school
(f)	utank	to/at town	utan	town
(g)	sitmuk	to/at the beach	sitm	beach

Supplementary Content

(D) Listen to a naming exchange using [if/then] with the required vocabulary. Teacher will model with hand gestures or pictures.

If “teluisi” is “my name” then “_____” is “your name”.

If “tleyawi” is “I am from” then “_____” is “you are from”.

If “wiki” is “I live at” then “wikin” is “_____ live at”.

If “wejiej” is “I came from”, then how would you say “you came from”? _____

Teacher will share orally a variety of basic social interaction patterns. (E.g. greetings, responses, questions) in guided situations. Teacher models with cards or electronic resources.

(E) Use directions above.

This greeting exchange is between two persons meeting for the first time.

1	Student 1	Kwe', me' tale'yn?	Hello, how are you?
2	Student 1	Ni'n teluisi _____.	My name is _____.
3	Student 1	Katu ki'l taluisin?	What is your name?
4	Student 2	Ni'n teluisi _____.	My name is _____.
5	Student 1	Katu ki'l tami tleyawin?	Where are you from?
6	Student 2	Ni'n tleyawi _____.	I am from _____.
7	Student 2	Katu ki'l tami wejien?	What about you, where are you coming from?
8	Student 1	Ni'n wejiej _____.	I come from _____.
9	Student 1	Katu ki'l tami wikin?	Where do you live?
7	Student 2	Ni'n wiki _____.	I live at _____ (address)
8	Student 2	Katu ki'l tami wikin?	Where do you live?
9	Student 1	Ni'n wiki _____.	I live at _____ (address)
10	Student 1	Katu ki'l tami elien?	Where are you going?
11	Student 2	Ni'n eliey _____.	I am going to _____.
12	Student 1	Taluisit kkij?	What is your mother's name?
13	Student 2	Nkij teluisit _____.	My mother's name is _____.
14	Student 1	Taluisit kujj?	What is your father's name?
15	Student 2	Nujj teluisit _____.	My father's name is _____.
16	Student 1	App nmu'ltes.	See you again.

Use any of the community names below with line numbers 6, 8 and 11 above.

- (a) Elsipogtog (L'sipuktuk)
- (b) Puktusk (Puktusk)
- (c) Esgenoôpetitjik (Skno'pitijik)
- (d) Natoaganeg (Natuaqnik)
- (e) Oqpi'kanjik (Oqpi'kanjik)
- (f) Amlamkuk Kwesawe'k (Amlamkuk Kwesawe'k)
- (g) L'nui Menikuk (Lnui Mnikuk)
- (h) Metepenagiag (Metepna'kiaq)
- (i) Ke'kwapskuk (Ke'kwapskuk)

Listen to 1st, 2nd, and 3rd person. Have students listen to the difference in sounds when using 1st, 2nd and 3rd persons. Point out the spelling patterns and practice the sound. Ask students to copy your words and actions.

Point to self and say "ni'n" – me (I).

Point to the person you are talking to and say "ki'l" - you.

Point to a third person and say "nekm" – her/him.

(F) Reinforce ni'n, ki'l and nekm.

ni'n (I, me)	ki'l (you)	nekm (s/he, her/him)
Ni'n teluisi _____. My name is _____.	Ki'l teluisin _____. Your name is _____.	Nekm teluisit _____. Her/His name is _____.
Ni'n tleyawi _____. I am from _____.	Ki'l tleyawin _____. You are from _____.	Nekm tleyawit _____. S/he is from _____.
Ni'n wiki _____. I live at _____.	Ki'l wikin _____. You live at _____.	Nekm wikit _____. S/he lives at _____.
Ni'n wejiej _____. I came from _____.	Ki'l wejien _____. You came from _____.	Nekm wejiet _____. S/he came from _____.

Ni'n eliey _____. I am going to _____.	Ki'l elien _____. You are going to _____.	Nekm eliet _____. S/he is going to _____.
-------------------------------------------	----------------------------------------------	----------------------------------------------

(G) Have students listen to differences in verb endings and identify with them the spelling patterns.

ni'n (I, me)	ki'l (you)	nekm (s/he, her/him)
Teluisi _____. My name is _____.	Teluisin _____. Your name is _____.	Teluisit _____. Her/His name is _____.
Tleyawi _____. I am from _____.	Tleyawin _____. You are from _____.	Tleyawit _____. S/he is from _____.
Wiki _____. I live at _____.	Wikin _____. You live at _____.	Wikit _____. S/he lives at _____.
Wejey _____. I came from _____.	Wejien _____. You came from _____.	Wejiet _____. S/he came from _____.
Eliey _____. I am going to _____.	Elien _____. You are going to _____.	Eliet _____. S/he is going to _____.

Listen to verb/pronoun vocabulary and begin matching correct forms.

Discuss the sound of the vocabulary matches.

Does one sound better to the ear? Look at ending and beginning patterns for clues.

(H) Have students listen to select the correct verb/pronoun choice. (Correct choice is in boldface and underlined.)

Ki'l _____.	wejey <u>wejien</u> wejiet
Nekm _____.	teluisin teluisi <u>teluisit</u>
Ni'n _____.	tleyawit <u>tleyawi</u> tleyawin
Ni'n _____.	<u>wejey</u> wejien wejiet
Ki'l _____.	<u>teluisin</u> teluisi teluisit
Ki'l _____.	tleyawit tleyawi <u>tleyawin</u>
Nekm _____.	wejey wejien <u>wejiet</u>
Ni'n _____.	teluisin <u>teluisi</u> teluisit
Nekm _____.	<u>tleyawit</u> tleyawi tleyawin

Use basic grammatical structures

(l) Pronouncing Mi'kmaw, the sounds of vowels, vowel blends, consonants etc., should be done daily at the beginning of each class:

Note: ' is used after vowels, l, m and n (m' and n' are not common sounds in this area) to show that the sound is held longer.

VOWELS — A, E, I, O, U

Letter	English	Mi'kmaw	Translation
a	bud	api	bow
e	bed	epit	be sitting
i	it	ika'taqn	garden
o	also	toqwa'q	fall
u	put	puksuk	firewood

LONG VOWELS — A', E', I', O', U'

Letter	English	Mi'kmaw	Translation
a'	palm	a'pi	net
e'	where	e'pit	woman
i'	ski	ni'n	I/me
o'	go	npo'qn	bed
u'	Sue	l'mu'j	dog

VOWEL BLENDS

Letters	English	Mi'kmaw	Translation
aw	how	awti	road
ew	sound doesn't exist in English	ewne'k	it is foggy
iw	sound doesn't exist in English	siwkw	spring
ow	oak	wow	large cooking pot
ay	bike	pu'tay	bottle
ey	hay	ewi'kikey	I write.

LONG VOWEL BLENDS

Letters	English	Mi'kmaw	Translation
a'w	cow	ji'ka'w	bass (fish)
e'w	sound doesn't exist in English	ne'wt	one (1)
a'y	pie	amatpa'y	I am crazy.

CONSONANTS

l, m, n, w, y

The letters represent sounds much the same as those in English. The sound of **l** is more like that in the English word “peel” than in “life.” The sound of **w** is less rounded than in English. The sound of **y** is more like that in the English word “eye” than in “yellow”.

q

In Mi'kmaw, the consonant q is distinct from the two-consonant combination kw. The sound of **q** is a guttural sound as in the German word “Bach”

kw

Letters	English	Mi'kmaw	Translation
kw	squeeze	siskw	face
kw	<u>G</u> wen	na'kwek	day

j, k, p, s, t

These letters have a sound that varies between “voiced” and “unvoiced.” The particular sound depends on whether the letter occurs next to another consonant, as shown in the chart below.

Letter	Unvoiced	Mi'kmaw	Translation	English	Voiced	Mi'kmaw	Translation	English
j	ch	kopjawej	robin	chick	j	jijue'jkl	bells	jump
k	k	we'skit	vest	kick	g	ukumuljin	eight (8)	green
p	p	pku	gum	puppy	b	sipu	river	bubble
s	s	sqolj	frog	stick	z	sisip	bird	zebra
t	t	ne'wt	one	town	d	kuntew	rock	dune

Note:

(Unvoiced – ch, k, p, s & t) when next to a consonant, **except** for l, m or n.*

(Voiced – j, g, b, z & d) when between vowels or follows l, m or n.*

*In some words the Mi'kmaw consonant will have the "other" sound even when these conditions apply.

Letter	Voiced	Unvoiced
j	j	ch
k	g	k
p	b	p
s	z	s
t	d	t

Uses of a Schwa:

The schwa (i) is a sound used in M'kmaq which is too short to have a letter so the symbol i is used. The sound is like the “e” in “roses” and it is not always written.

- The schwa will not be written in front of a word, i.e. l'pa'tu'j, ktan and mtawekn.
- Schwas are also written in clusters of 3 or more consonants to make them easier to read, such as ktik, mksin and pasik.

Pacifique System – Substitute letters:

Francis-Smith	a	a'	e	e'	i	i'	i	j	k	l	m	n	o	o'	p	q	s	t	u	u'	w	y	
Pacifique	a		e		i		tj	g	l	m	n		ô		p		s	t		o		o	i

GCO 2.0 Reading - Suggested Activities

Students will read their written self-introduction to the class using the statements in Listening Section (A).

Supplementary Content

Students will read the statements they wrote that refer to ni'n, and do the same for ki'l and for nekm. Use Listening Section (F).

GCO 3.0 Spoken Interaction - Suggested Activities

Have students participate in a variety of text forms to introduce self. Focus on speaking clearly and comprehensively using correct intonation. Select one student to model with you. Then have students work with peers. Circulate around the room to check pronunciation. Use Listening Section (A).

Have students practice asking questions. Note that the “i” and “y” at the end of a 1st person tense sounds the same. The 2nd person tense ends with an “n” and the 3rd person tense ends with a “t”. Use Listening Section (B).

Practice dialogue exchange between friends. Use Listening Section (C).

Supplementary Content

Have students practice with a partner. Use vocabulary from Listening Section [If/then] (D).

Have students role-play meeting someone for the first time. Use Listening Section (E).

Have students practice the differences among 1st, 2nd and 3rd person. Teacher should provide the words in a scrambled manner so that students have to match or students pull a work card from a container and match with correct phrase. Use Listening Section (F).

Choose all the words that refer to ni'n and practice ni'n, do the same for ki'l and for nekm. Have students complete sentence strips with partners. Use Listening Section (F).

Have students practice question/response with a partner. Use Listening Section (G).

Use a checklist. Have students work with a partner and practice verb endings with partners. Use Listening Section (G).

Have students work with a partner and practice pronouncing differences in verb endings: (i, n and t) Use colour-coding to indicate the differences. Use Listening Section (G).

Have students work with a partner and practice pronouncing verb/pronoun matching with flash cards. Use Listening Section (H).

Have students practice pronouncing vowels with peers. Use Listening Section (I).

GCO 4.0 Spoken Production - Suggested Activities

Teacher creates a model of a short bio that is displayed on the board and reads to the class. Students will use this model to create their own short bio. Teacher circulates and supports student writing. Students will read the bio created in the writing activity with accuracy and fluency.

Use vocabulary from Listening Activity (A).

Teacher creates a model of a portfolio cover and shares with the class. Students will use this model to create their own portfolio cover. They may use this portfolio cover when they present their bio to the class. Use vocabulary from Listening Activity (A).

Supplementary Content

Uses 1st, 2nd, and 3rd persons. Students present their complete sentence strips. Use Listening Section (F).

GCO 5.0 Writing - Suggested Activities

Uses simple phrases and sentences to describe self. Students will write a short bio. Use vocabulary from Listening Activity (A).

Students will create a portfolio cover. Use vocabulary from Listening Activity (A).

Supplementary Content

Students complete sentence strips. Use Listening Section (F).

GCO 6.0 Language Development - *Supplementary Content*

Reinforce ni'n, ki'l and nekm.

Build a wall of words categorized by ni'n, ki'l and nekm. Teacher can add to the examples. Use Listening Sections (A) and (F).

Practice vowel sounds. Students will be able to identify the vowel sounds. Use flash cards and have students identify the sound associated with the letter. Have students add words that also use the sound associated with the letter. Use Listening Section (I).

Module 1: Possible Products and Assessment Tools: Listening Observation Checklist

Student Name	Volunteered to contribute	Listened actively to others	Stayed on topic	Did not call out or interrupt

Self-Introduction Rubric [Degrees of difference among criteria are underlined.]

	Meets Expectations	Exceeds Expectations																										
Pronunciation	<p>The voice is <u>clear</u>, so that words and pronunciation can be heard <u>accurately</u>.</p> <p>Pronunciation is understandable. The teacher is able to recognize the distinct vocabulary words without having to refer to a written script.</p> <p>includes <u>all</u> elements to introduce themselves in front of the class:</p> <table border="1" data-bbox="397 697 987 1113"> <tr><td>Kwe'</td><td>Hello.</td></tr> <tr><td>Taluisin?</td><td>What is your name?</td></tr> <tr><td>Ni'n teluisi _____.</td><td>My name is _____.</td></tr> <tr><td>Me' tale'yn?</td><td>How are you?</td></tr> <tr><td>Wele'y</td><td>I am doing well.</td></tr> <tr><td>Tami tett tleyawin?</td><td>Where are you from?</td></tr> <tr><td>Ni'n tleyawi _____.</td><td>I am from _____.</td></tr> <tr><td>Tami tett wikin?</td><td>Where do you live?</td></tr> <tr><td>Ni'n wiki _____.</td><td>I live at _____.</td></tr> <tr><td>Tami tett wejien?</td><td>Where did you come from?</td></tr> <tr><td>Ni'n wejiey _____.</td><td>I came from _____.</td></tr> <tr><td>Tami tett elien?</td><td>Where are you going?</td></tr> <tr><td>Ni'n eliey _____.</td><td>I am going to _____.</td></tr> </table>	Kwe'	Hello.	Taluisin?	What is your name?	Ni'n teluisi _____.	My name is _____.	Me' tale'yn?	How are you?	Wele'y	I am doing well.	Tami tett tleyawin?	Where are you from?	Ni'n tleyawi _____.	I am from _____.	Tami tett wikin?	Where do you live?	Ni'n wiki _____.	I live at _____.	Tami tett wejien?	Where did you come from?	Ni'n wejiey _____.	I came from _____.	Tami tett elien?	Where are you going?	Ni'n eliey _____.	I am going to _____.	<p>In addition to the <i>Meets Expectations</i> criteria, the work:</p> <p><u>Correctly</u> and <u>appropriately</u> includes words and phrases that <u>go beyond</u> the essential vocabulary.</p> <p>Pronunciation is <u>consistently</u> clear and accurate, with a <u>smooth and natural delivery</u>.</p>
	Kwe'	Hello.																										
Taluisin?	What is your name?																											
Ni'n teluisi _____.	My name is _____.																											
Me' tale'yn?	How are you?																											
Wele'y	I am doing well.																											
Tami tett tleyawin?	Where are you from?																											
Ni'n tleyawi _____.	I am from _____.																											
Tami tett wikin?	Where do you live?																											
Ni'n wiki _____.	I live at _____.																											
Tami tett wejien?	Where did you come from?																											
Ni'n wejiey _____.	I came from _____.																											
Tami tett elien?	Where are you going?																											
Ni'n eliey _____.	I am going to _____.																											
	3-4 marks	5 marks																										
Written	<p>The written script <u>accurately</u> uses the correct and proper spelling. [portfolio cover]</p>	<p>In addition to the <i>Meets Expectations</i> criteria, the work:</p> <p>Is presented with supporting images and <u>two to three</u> supplementary concepts/phrases.</p>																										
		3-4 marks	5 marks																									
Presentation	<p>Includes <u>all</u> elements to introduce themselves in front of the class; [May use portfolio cover to present. If used portfolio cover, must be held so that it is visible to classmates.]</p> <p>The images support the text.</p>	<p>In addition to the <i>Meets Expectations</i> criteria, the work:</p> <p>The speaker looks <u>confidently</u> at the audience.</p>																										
		3-4 marks	5 marks																									

Portfolio Rubric:

	Meets Expectations	Exceeds Expectations												
Content	<p>The portfolio cover includes the required vocabulary and an <u>appropriate</u> design. All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible.</p> <table border="1" data-bbox="376 510 998 701"> <tr> <td>Kwe'</td> <td>Hello.</td> </tr> <tr> <td>Ni'n teluisi _____.</td> <td>My name is _____.</td> </tr> <tr> <td>Ni'n tleyawi _____.</td> <td>I am from _____.</td> </tr> <tr> <td>Ni'n wiki _____.</td> <td>I live at _____.</td> </tr> <tr> <td>Ni'n eliey _____.</td> <td>I am going to _____.</td> </tr> <tr> <td>Ni'n wejey _____.</td> <td>I come from _____.</td> </tr> </table>	Kwe'	Hello.	Ni'n teluisi _____.	My name is _____.	Ni'n tleyawi _____.	I am from _____.	Ni'n wiki _____.	I live at _____.	Ni'n eliey _____.	I am going to _____.	Ni'n wejey _____.	I come from _____.	<p>In addition to the <i>Meets Expectations</i> criteria, the work includes:</p> <p>Supplemental concepts/phrases.</p>
	Kwe'	Hello.												
Ni'n teluisi _____.	My name is _____.													
Ni'n tleyawi _____.	I am from _____.													
Ni'n wiki _____.	I live at _____.													
Ni'n eliey _____.	I am going to _____.													
Ni'n wejey _____.	I come from _____.													
	3-4 marks	5 marks												
Visuals	<p>The design is <u>creative</u> and <u>clearly</u> appropriate to the content.</p>	<p>In addition to the Meets Expectations criteria, the work includes:</p> <p>Visuals to support supplemental concepts/phrases.</p>												
		3-4 marks	5 marks											

Module 2: People and Kinship

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Have an interactive conversation using the five statements and four questions appropriately with recognizable pronunciation.
- Create a PowerPoint presentation, with text and audio, showing kinship structures and using the five statements appropriately.

Required content:

Questions:		
1	Taluisin?	What is your name?
2	Taluisit _____ ?	What is your _____'s name?
3	Taluisisnaqq _____ ?	What was your _____'s name?
4	Tami tett _____ wikit?	Where does your _____ live?
5	Tami tett tleyawit _____ ?	Where is your _____ from?
6	Wenik aqq ta'sijik ki'l ko'qmaq?	Who and how many _____ is in your family?
Statements/Responses:		
1	Ni'n teluisi _____.	My name is _____.
2	_____ teluisit _____.	My _____'s name is _____.
3	_____ teluisipnaqq _____.	My deceased _____'s name was _____.
4	_____ wikit _____.	My _____ lives at _____ (address)
5	_____ tleyawit _____.	My _____ is from _____.
6a	Kekkunk _____.	I have # _____ (animate – sing.)
6b	Kekkunkik _____.	I have # _____ (animate – pl.)
Use the tables below for the questions and responses above		

Response to question 1 – statement 1	
Ni'n teluisi _____.	My name is _____.
Responses to question 2 – statement 2	
Nkij teluisit _____.	My mother's name is _____.
Nujj teluisit _____.	My father's name is _____.
Nukumij teluisit _____.	My grandmother's name is _____.
Nniskamij/Nmi'ta'taem teluisit _____.	My grandfather's name is _____.
Nmis teluisit _____.	My older sister's name is _____.
Nsis teluisit _____.	My older brother's name is _____.
Nkwe'ji'j teluisit _____.	My younger sister's name is _____.
Njiknam teluisit _____.	My younger brother's name is _____.
Nsukwis teluisit _____.	My aunt's name is _____.
Nklamuksis teluisit _____.	My uncle's name is _____.
Responses to question 3 – statement 3	
Nkijaqq teluisipnaqq _____.	My deceased mother's name was _____.
Nujjaqq teluisipnaqq _____.	My deceased father's name was _____.
Nukumijaqq teluisipnaqq _____.	My deceased grandmother's name was _____.
Nniskamijaqq/Nmi'ta'taemaqq teluisipnaqq _____.	My deceased grandfather's name was _____.
Nmisaqq teluisipnaqq _____.	My deceased older sister's name was _____.
Nsisaqq teluisipnaqq _____.	My deceased older brother's name was _____.
Nkwe'ji'jaqq teluisipnaqq _____.	My deceased younger sister's name was _____.

Njiknamaqq teluisipnaqq _____.	My deceased younger brother's name was ____.
Nsukwisaqq teluisipnaqq _____.	My deceased aunt's name was _____.
Nklamuksisaqq teluisipnaqq _____.	My deceased uncle's name was _____.
Responses to question 4 – Statement 4	
Nkij wikit _____.	My mother lives at _____.(address)
Nujj wikit _____.	My father lives at _____.(address)
Nukumij wikit _____.	My grandmother lives at _____.(address)
Nniskamij/Nmi'ta'taem wikit _____.	My grandfather lives at _____.(address)
Nmis wikit _____.	My older sister lives at _____.(address)
Nsis wikit _____.	My older brother lives at _____.(address)
Nkwe'ji'j wikit _____.	My younger sister lives at _____.(address)
Njiknam wikit _____.	My younger brother lives at _____.(address)
Nsukwis wikit _____.	My aunt lives at _____.(address)
Nklamuksis wikit _____.	My uncle lives at _____.(address)
Responses to question 5 – statement 5	
Nkij tleyawit _____.	My mother is from _____.
Nujj tleyawit _____.	My father is from _____.
Nukumij tleyawit _____.	My grandmother is from _____.
Nniskamij/Nmi'ta'taem tleyawit _____.	My grandfather is from _____.
Nmis tleyawit _____.	My older sister is from _____.
Nsis tleyawit _____.	My older brother is from _____.
Nkwe'ji'j tleyawit _____.	My younger sister is from _____.
Njiknam tleyawit _____.	My younger brother is from _____.
Nsukwis tleyawit _____.	My aunt is from _____.
Nklamuksis tleyawit _____.	My uncle is from _____.
Responses to question 6 – statement 6a	
Kekkunk newte'jit nkij.	I have one mother.
Kekkunk newte'jit nujj.	I have one father.
Kekkunk newte'jit nukumij.	I have one grandmother.
Kekkunk newte'jit nniskamij/nmi'ta'taem.	I have one grandfather.
Kekkunk newte'jit nmis.	I have one older sister.
Kekkunk newte'jit nsis.	I have one older brother.
Kekkunk newte'jit nkwe'ji'j.	I have one younger sister.
Kekkunk newte'jit njiknam.	I have one younger brother.
Kekkunk newte'jit nsukwis.	I have one aunt.
Kekkunk newte'jit nklamuksis.	I have one uncle.
Responses to question 6 – statement 6b	
Kekkunkik tapusijik nukumijk.	I have two grandmothers.
Kekkunkik tapusijik nniskamijk/nmi'ta'taemk.	I have two grandfathers.
Kekkunkik ne'sijik nmisk.	I have three older sisters.
Kekkunkik newijik nsisk.	I have four older brothers.
Kekkunkik nanijik nkwe'ji'jk.	I have five younger sisters.
Kekkunkik asukom-te'sijik njiknamk.	I have six younger brothers.
Kekkunkik lluiknek-te'sijik nsukwisk.	I have seven aunts.
Kekkunkik ukumuljin-te'sijik nklamuksisk.	I have eight uncles.

Vocabulary

n ukumij	my grandmother	k ukumij	your grandmother
nn iskamij	my grandfather	kn iskamij	your grandfather
n kij	my mother	kk ij	your mother
n ujj	my father	ku jj	your father
nm is	my older sister	km is	your older sister
nk we'ji'j	my younger sister	kk we'ji'j	your younger sister

nsis	my older brother	ksis	your older brother
njiknam	my younger brother	kjiknam	your younger brother
nsukwis	my aunt	ksukwis	your aunt
nklamuksis	my uncle	kklamuksis	your uncle

Note: Kinship terms have inalienable possession – you **MUST** use a possessive prefix with kinship terms. You cannot say “kij”, “a mother”. It is not grammatically correct.

Counting (animate nouns)	
newte'jit	one
tapusijik	two
ne'sijik	three
newijik	four
nanijik	five
asukom-te'sijik	six
lluiknek-te'sijik	seven
ukumuljin-te'sijik	eight
peskunatek-te'sijik	nine
newtiska'q-te'sijik	ten

Plurals	
nukumijk	my grandmothers
nniskamijk	my grandfathers
nkijk	my mothers
nuijik	my fathers
nmisk	my older sisters
nkwe'ji'jk	my younger sisters
nsisk	my older brothers
njiknamk	my younger brothers
nsukwisk	my aunts
nklamuksisk	my uncles

Gender Terms	
e'pite'ji'j	girl
'pa'tu'ji'j	boy
e'pite's	young woman
ji'nmji'j	young man
e'pit	woman
ji'nm	man
kisikui'skw	old woman
kisiku (kisikuo'p)	old man

GCO 1.0 Listening - Suggested Activities

Listen actively and respond to familiar topics in guided situations. Introduce the Mi'kmaq words for people and kinship. Teacher will model by using flash cards or other cues. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual words or sentences. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities that follow.

Listen to words for gender.

(A) Introduce words and sentences for gender. Teacher can use flash cards or other visual cues.

Gender Terms	
e'pite'ji'j	girl
l'pa'tu'ji'j	boy
e'pite's	young woman
ji'nmji'j	young man
e'pit	woman
ji'nm	man
kisikui'skw	old woman
kisiku (kisikuo'p)	old man

Wla na e'pite'ji'j.	This is a young girl.
Wla na e'pite's.	This is a young woman.
Wla na e'pit.	This is a woman.
Wla na kisikui'skw.	This is an old woman.

Wla na l'pa'tu'ji'j.	This is a young boy.
Wla na ji'nmji'j.	This is a young man.
Wla na ji'nm.	This is a man.
Wla na kisiku (kisikuo'p).	This is an old man.

Listen to kinship words for relationships: siblings, parents, and grandparents.

(B) Introduce the Mi'kmaq words and sentences for siblings and family.
(Mi'kmaq has a different term for a younger and an older sibling.)

nkij	my mother
nujj	my father
nukumij(k)	my grandmother(s)
nniskamij(k)	my grandfather(s)
nmis(k)	my older sister(s)
nkwe'ji'j(k)	my younger sister(s)
nsis(k)	my older brother(s)
njiknam(k)	my younger brother(s)
nsukwis(k)	my aunt(s)
nklamuksis(k)	my uncle(s)

Wijikmk ji'nm aji-kisikuit aqq ni'n na "nsis".	My male sibling who is older than me is "my older brother".
Wijikmk ji'nm aji-maljewe'j aqq ni'n na "njiknam".	My male sibling who is younger than me is "my younger brother".
Wijikmk e'pit aji-kisikuit aqq ni'n na "nmis".	My female sibling who is older than me is "my older sister".
Wijikmk e'pit aji-maljewe'j aqq ni'n na "nkwe'ji'j".	My female sibling who is younger than me is "my younger sister".

Introduce the Mi'kmaq words for siblings

Wla wijikmkik.	These are my siblings.
nmis	my older sister
nsis	my older brother
nkwe'ji'	my younger sister
njiknam	my younger brother

Introduce the Mi'kmaq words for parents

Wla na nnki'kuk.	These are my parents.
Wla e'pit na ni'n nkij.	This woman is my mother.
Wla ji'nm na ni'n nujj.	This man is my father.
nkij	my mother
nujj	my father

Introduce the Mi'kmaq words grandparents

Wla kisikui'skw na nmi'kiju'em/nukumij.	This woman is my grandmother.
Wla kisiku na nmi'ta'taem/nniskamij.	This man is my grandfather.
nmi'kiju'em (new term)/nukumij (traditional term)	my grandmother
nmi'ta'taem (new term)/nniskamij (traditional term)	my grandfather

Supplementary Content

Listen to questions and responses.

(C) Have students listen for intonation for questions and responses.

Show a picture of a young girl and ask:

Q:	Wen net u't, e'pite'ji'j' kisna l'pa'tu'ji'j'?	Who is this, a young girl or young boy?
R:	Nekm na e'pite'ji'j'.	She is a young girl.

Show a picture of a young woman (teen) and ask:

Q:	Wen net u't, e'pite's kisna ji'nmji'j'?	Who is this, a young woman or a young man?
R:	Nekm na e'pite's.	She is a young woman.

Show a picture of an old woman and ask:

Q:	Wen net u't, e'pite's kisna kisikui'skw?	Who is this, a young woman or an old woman?
R:	Nekm na kisikui'skw.	She is an old woman.

Listen for pronouns identifying relationships.

(D) Show a picture, or a drawing, or a diagram of a family - stress that in Mi'kmaq there is distinction between an older and younger sibling.

ni'n (1 st person)		ki'l (2 nd person)		nekm (3 rd person)	
wijkmk	my sibling	wijkmt	your sibling	wijkmatl	his/her sibling
nmis	my older sister	kmis	your older sister	wmisl	his/her older sister
nsis	my older brother	ksis	your older brother	wsisl	his/her older brother
nkwe'ji'j	my younger sister	kkwe'ji'j	your younger sister	wkwe'ji'jl	his/her your younger sister
njiknam	my younger brother	kjiknam	your younger brother	wjiknaml	his/her younger brother

Note: When pronouncing “k” in the initial position followed by an s, k, j, or t, then the beginning sound will sound like a schwa, as in:
 ksis will sound like “ik-sis”
 kkwe'ji'j will sound like ik-kwe'-ji'j
 kjiknam will sound like ik-ji-kn-am

The letter “l” is added at the end of all kinship terms when you speak of or make reference to the 3rd person. (The English equivalent is his or hers when you are talking about the people connected to him/her.

Listen for possessive markers

(E) Wen me' aji-kisikuit? Who is older?

Students will answer the question by listening closely to the possessive marker:

Q	Wla e'pit na nmis. Net wen wmisl?	This woman is my older sister. Whose older sister is she?
A	ki'l kmis	your older sister
Q	Wla e'pit na kmis. Net wen wmisl?	This is your older sister. Whose older sister is she?
A	ni'n nmis	my older sister
Q	Wla e'pit na wmisl. Net wen wmisl?	This is his/her older sister. Whose older sister is she?
A	nekm wmisl	his/her older sister

(F) Listen for comparisons in questions and responses [or/than]

Q:	Wen me' aji-kisikuit, nmis kiswa kkwe'ji'j?	Who is older, my older sister or my younger sister?
A:	Kmis me' aji-kisikuit aqq kkwe'ji'j.	Your older sister is older than your younger sister.
Q:	Wenik me' aji-kisikuijik, nmis aqq nsis kiswa njiknam aqq nkwe'ji'j?	Which ones are older than the others, my older brother and my older sister or younger brother and younger sister?
A:	Kmis aqq ksis na me' aji-kisikuijik aqq kjiknam aqq kkwe'ji'j.	Your older sister and older brother are older than your younger brother and younger sister.

Listen for plurals

The teacher will introduce the use of plurals related to family - adding the **k** or **q** makes it plural

(G) Introduce singular/plural forms

nkij	my mother	nkijk	my mothers
nmi'kiju'em	my grandmother	nmi'kiju'emk	my grandmothers
nujj	my father	nujjik	my fathers
nmi'ta'taem	my grandfather	nmi'ta'taemk	my grandfathers
nsukwis	my aunt	nsukwisk	my aunts
nklamuksis	my uncle	nklamuksisk	my uncles
kmis	your older sister	kmisk	your older sisters
kkwe'ji'j	your younger sister	kkwe'ji'jk	your younger sisters
ksis	your older brother	ksisk	your older brothers
kjiknam	your younger brother	kjiknamk	your younger brothers
wmisl	his/her older sister	wmisk	his/her older sisters
wkwe'ji'jl	his/her younger sister	wkwe'ji'jlk	his/her younger sisters
wsisl	his/her older brother	wsisk	his/her older brothers
wjiknaml	his/her younger brother	wjiknamk	his/her younger brothers

Listen for possessives

(H) Use a chart to show markers. Have students follow the chart as you pronounce each word.

ni'n (my)	ki'l (your)	nekm (his/her)	kinship term
nkij	kkij	wkwijl	mother
nmi'kiju'em	kmi'kiju'em	wmi'kiju'eml	grandmother
nujj	kujj	wujjl	father
nmi'ta'taem	kmi'ta'taem	wmi'ta'taeml	grandfather
nmis	kmis	wmisl	older sister
nsis	ksis	wsisl	older brother
nkwe'ji'j	kkwe'ji'j	wkwe'ji'jl	younger sister
njiknam	kjiknam	wjiknaml	younger brother
nsukwis	ksukwis	wsukwisl	aunt
nklamuksis	kklamuksis	wklamuksisl	uncle

Listen to numbers for counting animate nouns from one to ten in Mi'kmaq

(I) Numbers for counting animate nouns. Post a chart with numbers and use hand signals as you count.

Counting (animate nouns)	
newte'jit	one
tapusijik	two
ne'sijik	three
newijik	four
nanijik	five
asukom-te'sijik	six
lluiknek-te'sijik	seven
ukumuljin-te'sijik	eight
peskunatek-te'sijik	nine
newtiska'q-te'sijik	ten

GCO 2.0 Reading - Suggested Activities

Read familiar names, words and sentences about family. Students will read the family tree poster or booklet as they introduce their family to the class. Use listening sections (B) & (D).

Read pattern sentences. Students will read sentence strips they completed for question/response. Use Listening Section (C).

GCO 3.0 Spoken Interaction - Suggested Activities

Can repeat or rephrase simple sentences and vocabulary using familiar words. Participate in a variety of text forms. Have students work with peers and practice the list of female and male terms. Have them make their own flash cards with pictures. Use Listening Section (A).

Students practice kinship terms with peers. They may identify personal family members as they share. Use Listening Sections (B) and (D). Students practice kinship terms of their family tree or booklet with peers. Use Listening Sections (B) and (D).

Prepare sentence strips and have students practice completing sentences with a partner. Use Listening Section (C).

Supplementary Content

Use dialogue to practice possessive markers. Students work with a partner and practice the dialogue.

Wen me' aji-kisikuit? Who is older?

Students will answer the question by listening closely to the possessive marker. Use Listening Section (E).

Have students compare family members using kinship terms. Students will pick a member of a family and discuss who is older or younger and make a sentence using linking words "aqq - and", "kisna - or".

To help reinforce this concept use drawings or find appropriate pictures. Use Listening Section (E).

Develop simple questions and answers. Create a dialogue. Have one student ask and another answer questions. Use Listening Section (E).

Identify the number of siblings and other relatives. Use Listening Section (B) (D) (I).

GCO 4.0 Spoken Production - Suggested Activities

Students will introduce their family to the class using the family tree or family booklet they created. Students may select from Listening Sections (A), (B), (D) and (F).

Participate in role-play. Have students' role play their list of all the kinship terms used for both male and female. Use Listening Section (A) and (B).

Have students share with partners as they complete sentence strips by filling in family information:

Note: Inform students that the traditional term for grandmother is nukumij and for grandfather is nniskamij.

1	Nujj na <u>ji'nm</u> .	My father is a <u>man</u> .
2	Nmi'kiju'em na _____.	My grandmother is an _____.
3	Nkij na _____.	My mother is a _____.
4	Nmi'ta'taem na _____.	My grandfather is an _____.
5	Nmis na _____.	My older sister is a _____.
6	Nsis na _____.	My older brother is a _____.
7	Nkwe'ji'j na _____.	My younger sister is a _____.
8	Njiknam na _____.	My younger brother is a _____.
9	Nsukwis na _____.	My aunt is a _____.
10	Nklamuksis na _____.	My uncle is a _____.

GCO 5.0 Writing - Suggested Activities

Produce simple sentences in guided situations. Have students take pictures of their family members or create flashcards of family members. Students create a family tree or a small booklet to share with peers, family members or others. Students may select from Listening Sections (A) (B) (D) (F).

Have students write complete sentences. Use listening section (C).

Produce simple sentences in guided situations. Have students write about the people in their families. Students may select from Listening Sections (A), (B), (D), (F) and (I).

Use questions like the ones below:

Ta'sijik mimajuinu'k wikultijik kiquaq?	How many people live in your house?
Kekkunjik wijikmjik aji-kisikuijik aqq ki'l?	Do you have any older sisters or brothers?
Kekkunjik wijikmjik aji-maljewe'jk aqq ki'l?	Do you have any younger sisters or brothers?

GCO 6.0 Language Development - Supplementary Content

Use basic grammatical structures. Practice singular and plural forms for kinship terms. Use listening section (G) and (I)

newte'jit nmis kisna tapusijik nmisk	one older sister or two older sisters
newte'jit nkwe'ji'j kisna tapusijik nkwe'ji'jk	one younger sister or two younger sisters
newte'jit nsis kisna tapusijik nsisk	one older brother or two older brothers
newte'jit njiknam kisna tapusijik njiknamk	one younger brother or two older brothers

Possessive markers: Change terms using “n” for ni'n, “k” for ki'l and “w” for “his/hers”. Use listening section (H).

Rubric: Family Tree Poster

	Meets Expectations	Exceeds Expectations																				
Pronunciation	<p>Words on the poster are pronounced <u>clearly</u> and <u>correctly</u> for major kinship terms: parents, grandparents and siblings to illustrate the student's family. Use Listening section (B) and others as needed.</p> <table border="1"> <tr> <td>nsis(k)</td> <td>my older brother(s)</td> </tr> <tr> <td>njiknam(k)</td> <td>my younger brother(s)</td> </tr> <tr> <td>nmis(k)</td> <td>my older sister(s)</td> </tr> <tr> <td>nkwe'ji'(k)</td> <td>my younger sister(s)</td> </tr> <tr> <td>nujj</td> <td>my father</td> </tr> <tr> <td>nkij</td> <td>my mother</td> </tr> <tr> <td>nmi'ta'taem/nniskamij(k)</td> <td>my grandfather(s)</td> </tr> <tr> <td>nmi'kiju'em/nukumij(k)</td> <td>my grandmother(s)</td> </tr> <tr> <td>nklamuksis(k)</td> <td>my uncle(s)</td> </tr> <tr> <td>nsukwis(k)</td> <td>my aunt(s)</td> </tr> </table>	nsis(k)	my older brother(s)	njiknam(k)	my younger brother(s)	nmis(k)	my older sister(s)	nkwe'ji'(k)	my younger sister(s)	nujj	my father	nkij	my mother	nmi'ta'taem/nniskamij(k)	my grandfather(s)	nmi'kiju'em/nukumij(k)	my grandmother(s)	nklamuksis(k)	my uncle(s)	nsukwis(k)	my aunt(s)	<p>In addition to the Meets Expectations criteria, the work:</p> <p>Uses additional supplementary terms and labels</p> <p>Pronunciation is consistently clear and accurate, with a smooth and natural delivery.</p>
	nsis(k)	my older brother(s)																				
njiknam(k)	my younger brother(s)																					
nmis(k)	my older sister(s)																					
nkwe'ji'(k)	my younger sister(s)																					
nujj	my father																					
nkij	my mother																					
nmi'ta'taem/nniskamij(k)	my grandfather(s)																					
nmi'kiju'em/nukumij(k)	my grandmother(s)																					
nklamuksis(k)	my uncle(s)																					
nsukwis(k)	my aunt(s)																					
	3-4 marks	5 marks																				
Written	<p>Writing: The poster is organized (family members are displayed in a clear order). All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible.</p>	<p>In addition to the Meets Expectations criteria, the work:</p> <p>Uses additional supplementary terms and labels</p>																				
		3-4 marks	5 marks																			
Presentation	<p>Includes all elements to introduce the family tree to the class;</p> <p>The images support the text.</p>	<p>In addition to the Meets Expectations criteria, the work:</p> <p>The speaker looks confidently at the audience.</p>																				
		3-4 marks	5 marks																			

Module 3: Feelings

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Have an interactive conversation using the seven statements and three questions appropriately with recognizable pronunciation.
- Identify the correct sentence to describe a feeling shown in an image.

Required content:

Questions:		
1	Me' tale'yn?	How are you?
2	Me' talitpien?	How are you feeling?
3	Me' tale'k _____?	How is <u>your family member</u> feeling?
Statements:		
1	Ni'n _____.	I am _____.
2	Mu ni'n _____.	I am not _____.
3	Ni'n _____.	I feel _____.
4	Mu ni'n _____.	I don't feel _____.
5	_____.	My _____ feels _____.
6	Kesalul.	I love you.
7	Wela'lin	Thank you.
Use the tables below for responses.		
Responses for statement 1		
	Wele'y.	I am doing well.
	Welta'si.	I am happy.
	Pa'qalay.	I am surprised.
	Jipasi.	I am scared.
	Weka'y.	I am angry.
	Sespita'si.	I am worried.
	Kispney.	I am tired.
Responses for statement 2		
	Mu wele'yw.	I am not doing well
	Mu welta'siw.	I am not happy.
	Mu pa'qalayw.	I am not surprised.
	Mu jipasiw.	I am not scared.
	Mu weka'yw.	I am not angry.
	Mu sespita'siw.	I am not worried.
	Mu kispnew.	I am not tired.
Responses for statement 3		
	Weljesi.	I feel happy. /I am in a good mood.
Responses for statement 4		
	Mu weljesiw.	I am not feeling happy. /I am not in a good mood.
Responses for statement 5		
	Nkij welta'sit.	My mother is happy.
	Nkij weljesit.	My mother feels happy.
	Nujj pa'qalayk.	My father is surprised.
	Nmi'kiju'em/Nukumij jipasit.	My grandmother is scared.
	Nniskamij/Nmi'ta'taem sespita'sit.	My grandfather is worried.
	Nmis kispnet.	My older sister is tired.

GCO 1.0 Listening - Suggested Activities

Actively listen to simple terms about feelings and use verbal and body language to show comprehension.

Introduce “ta'n telitpiemk” – “feelings” with the use of flash cards and facial expressions. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat words and individual sentences. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities that follow.

Listen to words that describe feelings

(A) Introduce words for feelings.

ta'n telitpiemk (feelings)	
welta'simk	to be happy
weljesimk	to feel happy
pa'qalaymk	to be surprised
jipatmk	to be scared of
meske'ywaqn	a disappointment
wkayuti	anger
wele'ywaqn	good feeling
sespita'simk	to feel worried
kispnemk	to be tired

Me' tale'yn? (How are you?)			
welta'si	I am happy.	Mu welta'siw.	I am not happy.
wele'y	I am doing well.	Mu wele'yw.	I am not doing well.
weljesi	I feel happy.	Mu weljesiw.	I feel unhappy.
pa'qalay	I am surprised.	Mu pa'qalayw.	I am not surprised.
jipasi	I am scared.	Mu jipasiw.	I am not scared.
weka'y	I am angry.	Mu weka'yw.	I am not angry.
sespita'si	I am worried.	Mu sespita'siw.	I am not worried.
kispney	I am tired.	Mu kispnew.	I am not tired.

Supplementary Content

Listen to pronouns

(B) Explain/show how each sentence changes pronouns by using body language [e.g.: pointing]

ni'n (I)	ki'l (you)	nekm (s/he)	I (ni'n)	you (ki'l)	s/he (nekm)
ni'n wele'y	ki'l wele'yn.	nekm wele'k	I am well.	You are well.	S/he is well.
ni'n weka'y	ki'l weka'yn.	nekm weka'yk	I am angry.	You are angry.	S/he is angry.
ni'n meske'y	ki'l meske'yn.	nekm meske'k	I am sorry.	You are sorry.	S/he is sorry.
ni'n welta'si	ki'l welta'sin.	nekm welta'sit	I am happy.	You are happy.	S/he is happy.
ni'n jipasi	ki'l jipasin	nekm jipasit.	I am scared.	You are scared.	S/he is scared.

Listen to complete sentences that use 'when'

(C). E.g. Welta'si ta'n tujiw.... - I am happy when....

Weka'y ta'n tujiw..._____.	I am angry when...._____.
Jipasi ta'n tujiw...._____.	I am scared when..._____.

Continue the exercise with other feelings.

GCO 2.0 Reading - Suggested Activities

Read familiar names, words and simple sentences. Students will be able to read the feelings posters they create. Use Listening Section (A) and (C).

Supplementary Content

Have students brainstorm various activities involving feelings and post them on flashcards/sentence strips. Have students read to class. Use Listening Section (A).

GCO 3.0 Spoken Interaction - Suggested Activities

Participate in a variety of text forms. Have students repeat or rephrase using correct intonation. Have students work with peers to practice feelings. Use Listening Sections (A) (B) and (C).

Have them share their posters that illustrate different emotions with captions. Use Listening Sections (A) (B) and (C).

Have students play charades. Use Listening Section (A).

Have students brainstorm various activities involving feelings and practice sharing with peers. Teacher can post them on flashcards/sentence strips. Use Listening Section (A).

Examples:

ajipuna'mk	birthdays (happy, singing, eating, birthday cake, etc.)
ksinukowaqn	sickness (sadness, worry, crying, etc.)
Skite'kmujuitpa'q	Halloween (scared, etc.)
wskwitqamuit mijua'ji'	birth of a baby brother/sister (excitement, happiness, etc.)

Ask and answer questions. Have students work in pairs. One student will show pictures of people in different situations. Have them ask their partner, "How do you think this person is feeling? The partner responds. Then switch roles.

Etuk talitpiet nekm? What is he/she feeling?

Use Listening Section (A).

Respond orally to visual cues. Label pictures that show different emotions expressed by facial expressions. Have students respond with the correct emotion when they see the card. Use Listening Section (A).

GCO 4.0 Spoken Production - Suggested Activities

Use simple phrases and sentences to describe feelings. Students will present their text/poster describing at least four feelings - what makes them happy, sad, angry, scared... Use listening section (C).

E.g. Welta'si ta'n tujiw.... - I am happy when....

Weka'y ta'n tujiw..._____.	I am angry when..._____.
Jipasi ta'n tujiw..... _____.	I am scared when..._____.

Present sentence strips. Have students present the flashcards/sentence strips to the class. Use listening section (A)

GCO 5.0 Writing - Suggested Activities

Produce simple sentences in guided situations. Have students create a text (poster or booklet) that illustrates different emotions and captions. Use listening section (C).

*Create a children's storybook with images of identified feelings or other work product as appropriate/negotiated.

Students will collect pictures of different facial expressions and label them. Use Listening Section (A).

GCO 6.0 Language Development - *Supplementary Content*

Uses basic spelling patterns. Teacher will identify vocabulary in the unit that contain blends or letter combinations. Students complete a search activity in teams and practice the pronunciation or have students work independently.

nekm	him/her
kmtn	mountain
kmu'j	tree

Listening/Reading Observation Checklist: Matching Feelings/Flashcards

Student Name	Demonstrates appropriate feelings in response to flash cards	Volunteered to contribute	Listened actively to others	Stayed on topic	Did not call out or interrupt
Date:					
Date:					
Date:					
Date:					
Date:					
Date:					
Date:					
Date:					
Date:					
Date:					
Date:					
Date:					
Date:					

RUBRIC: FEELINGS POSTER

	Meets Expectations	Exceeds Expectations																																		
Pronunciation	<p>Words on the poster are pronounced <u>clearly</u> and <u>correctly</u>.</p> <p>Use Listening Section (A).</p> <table border="1"> <thead> <tr> <th>Me' tale'yn?</th> <th>How are you?</th> </tr> </thead> <tbody> <tr> <td>Welta'si.</td> <td>I am happy.</td> </tr> <tr> <td>Mu welta'siw.</td> <td>I am not happy.</td> </tr> <tr> <td>Wele'y.</td> <td>I am doing well.</td> </tr> <tr> <td>Mu wele'yw.</td> <td>I am not doing well.</td> </tr> <tr> <td>Weljesi.</td> <td>I feel happy.</td> </tr> <tr> <td>Mu weljesiw.</td> <td>I feel unhappy.</td> </tr> <tr> <td>Pa'qalay.</td> <td>I am surprised.</td> </tr> <tr> <td>Mu pa'qalayw.</td> <td>I am not surprised.</td> </tr> <tr> <td>Jipasi.</td> <td>I am scared.</td> </tr> <tr> <td>Mu jipasiw.</td> <td>I am not scared.</td> </tr> <tr> <td>Weka'y.</td> <td>I am angry.</td> </tr> <tr> <td>Mu weka'yw.</td> <td>I am not angry.</td> </tr> <tr> <td>Sespita'si.</td> <td>I am worried.</td> </tr> <tr> <td>Mu sespita'siw.</td> <td>I am not worried.</td> </tr> <tr> <td>Kispney.</td> <td>I am tired.</td> </tr> <tr> <td>Mu kispnew.</td> <td>I am not tired.</td> </tr> </tbody> </table>	Me' tale'yn?	How are you?	Welta'si.	I am happy.	Mu welta'siw.	I am not happy.	Wele'y.	I am doing well.	Mu wele'yw.	I am not doing well.	Weljesi.	I feel happy.	Mu weljesiw.	I feel unhappy.	Pa'qalay.	I am surprised.	Mu pa'qalayw.	I am not surprised.	Jipasi.	I am scared.	Mu jipasiw.	I am not scared.	Weka'y.	I am angry.	Mu weka'yw.	I am not angry.	Sespita'si.	I am worried.	Mu sespita'siw.	I am not worried.	Kispney.	I am tired.	Mu kispnew.	I am not tired.	<p>In addition to the Meets Expectations criteria, the work:</p> <p>Uses additional supplementary terms and labels.</p> <p>Pronunciation is consistently clear and accurate, with a smooth and natural delivery.</p>
	Me' tale'yn?	How are you?																																		
Welta'si.	I am happy.																																			
Mu welta'siw.	I am not happy.																																			
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Mu kispnew.	I am not tired.																																			
3-4 marks	5 marks																																			
Written	<p>Writing: The poster is well organized. All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible.</p>	<p>In addition to the Meets Expectations criteria, the work:</p> <p>Uses additional supplementary terms and labels</p>																																		
	3-4 marks		5 marks																																	
Presentation	<p>Includes all elements to introduce feelings. The images support the text.</p>	<p>In addition to the Meets Expectations criteria, the work:</p> <p>The speaker looks <u>confidently</u> at the audience and uses facial expressions and gestures to convey understanding.</p>																																		
	3-4 marks		5 marks																																	

Module 4: Likes and Dislikes (Colours, Food and Popular Activities)

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Have an interactive conversation using the ten statements and ten questions appropriately with recognizable pronunciation.
- Write an introduction of themselves, describing their likes and dislikes.

Required content:

Questions:		
1	Koqowey ki'l wiktmn?	What do you like the taste of?
2	Koqowey ki'l mu wiktmu'n?	What don't you like the taste of?
3	Tekn ki'l amalamu'k welaptmn?	What colour do you like?
4	Tekn amalamu'k mu welaptmu'n?	What colour don't you like?
5	Talamu'k wla _____?	What colour is this _____? (inanimate – sing.)
6	Talamu'kl wla _____?	What colour are these _____? (inanimate – pl.)
7	Talamuksit wla _____?	What colour is this _____? (animate – sing.)
8	Talamuksijik wla _____?	What colour are these _____? (animate – pl.)
9	Koqowey kesatmn tel-lukwen?	What do you like to do?
10	Koqowey ki'l mu kesatmu'n tel-lukwen?	What don't you like to do?
Statements:		
1a	Wikipik _____.	I like the taste of _____ (animate – sing)
1b	Wikipikik _____.	I like the taste of _____ (animate - plural)
1c	Wiktman _____.	I like the taste of _____ (inanimate - sing)
1d	Wiktman _____.	I like the taste of _____ (inanimate – plural)
2a	Mu ni'n wikipaq _____.	I don't like the taste of _____ (animate – sing)
2b	Mu ni'n wikipaqik _____.	I don't like the taste of _____ (animate-plural)
2c	Mu ni'n wiktman _____.	I don't like the taste of _____ (inanimate – sing)
2d	Mu ni'n wiktman _____.	I don't like the taste of _____ (inanimate – plural)
3	Ni'n welaptm _____.	I like the colour _____.
4	Mu welaptmu _____.	I don't like the colour _____.
5	Wla _____.	This _____ is _____.(inanimate – sing.)
6	Wla _____.	These _____ are _____ (inanimate – pl.)
7	Wla _____.	This _____ is _____ (animate-sing.)
8	Wla _____.	These _____ are _____ (animate – pl.)
9	Kesatm _____.	I like to _____.
10	Mu ni'n kesatmu _____.	I don't like to _____.
Use the table below for responses.		

Statement 1a responses (animate – singular) 👍	
Ni'n wikipik tapatat.	I like the taste of a potato.
Ni'n wikipik klitaw.	I like the taste of a raspberry.
Ni'n wikipik mlakej.	I like the taste of milk.
Statement 1b responses (animate – plural) 👍	
Wikipik tapatatk.	I like the taste of potatoes.
Wikipik klitaq.	I like the taste of raspberries.
Statement 1c responses (inanimate – singular) 👍	
Ni'n wiktmi tia'muey.	I like the taste of moose meat.
Ni'n wiktmi plamuey.	I like the taste of salmon meat.
Ni'n wiktmi jakejuey.	I like the taste of lobster meat.
Ni'n wiktmi wenju'su'n.	I like the taste of an apple.
Ni'n wiktmi mekwe'k wenju'su'n.	I like the taste of a red apple.
Ni'n wiktmi wa'w.	I like the taste of an egg.
Statement 1d responses (inanimate – plural) 👍	
Ni'n wiktman wenju'su'nl.	I like the taste of apples.
Ni'n wiktman wa'wl.	I like the taste of eggs.
Statement 2a responses (animate – singular) 👎	
Mu ni'n wikpaq tapatat.	I don't like the taste of a potato.
Mu ni'n wikpaq klitaw.	I don't like the taste of a raspberry.
Mu ni'n wikpaq mlakej.	I don't like the taste of milk.
Statement 2b responses (animate – plural) 👎	
Mu ni'n wikpaqik tapatatk.	I don't like the taste of potatoes.
Mu ni'n wikpaqik klitaq.	I don't like the taste of raspberries.
Statement 2c responses (inanimate – singular) 👎	
Mu ni'n wiktmi tia'muey.	I don't like the taste of moose meat.
Mu ni'n wiktmi plamuey.	I don't like the taste of salmon meat.
Mu ni'n wiktmi jakejuey.	I don't like the taste of lobster meat.
Mu ni'n wiktmi wenju'su'n.	I don't like the taste of an apple.
Mu ni'n wiktmi mekwe'k wenju'su'n.	I don't like the taste of a red apple.
Mu ni'n wiktmi wa'w.	I don't like the taste of an egg.
Statement 2d responses (inanimate – plural) 👎	
Mu ni'n wiktman wenju'su'nl.	I don't like the taste of apples.
Mu ni'n wiktman wa'wl.	I don't like the taste of eggs.
Statement 3 responses 👍	
Ni'n welaptm wape'k.	I like (the colour of) white.
Ni'n welaptm wataptek.	I like (the colour of) yellow.
Ni'n welaptm mekwe'k.	I like (the colour of) red.
Ni'n welaptm maqtawe'k.	I like the colour of black.
Statement 4 responses 👎	
Mu ni'n welaptm wape'k.	I don't like (the colour of) white.
Mu ni'n welaptm wataptek.	I don't like (the colour of) yellow.
Mu ni'n welaptm mekwe'k.	I don't like (the colour of) red.
Mu ni'n welaptm maqtawe'k.	I don't like (the colour of) black.




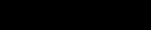



Statement 5 responses (inanimate – singular)	
Wla wa'w wapamu'k.	This egg is white.
Wla wenju'su'n mekwamu'k.	This apple is red.
Wla wasuek wataptewamu'k.	This flower is yellow.
Wla kuntew maqtawamu'k.	The rock is black.
Statement 6 responses (inanimate – plural)	
Wla wa'wl wapamu'kl.	These eggs are white.
Wla wenju'su'nl mekwamu'kl.	These apples are red.
Wla wasuekl wataptewamu'kl.	These flowers are yellow.
Wla kuntal maqtawamu'kl.	The rocks are black.
Statement 7 responses (animate – singular)	
Wla wow maqtawamuksit.	The pot is black.
Wla pijjaqn wataptewamuksit.	The mitten is yellow.
Wla wapus wapamuksit.	The rabbit is white.
Wla nipi mekwamuksit.	The leaf is red.
Statement 8 responses (animate – plural)	
Wla wowk maqtawamuksijik.	The pots are black.
Wla pijjaqnk wataptewamuksijik.	The mittens are yellow.
Wla wapusk wapamuksijik.	The rabbits are white.
Wla nipi'k mekwamuksijik.	The leaves are red.
Statement 9 responses 	
Ni'n kesatm amalkay.	I like to dance.
Ni'n kesatm ketapekiew.	I like to sing.
Ni'n kesatm mijji.	I like to eat.
Ni'n kesatm nme'jukwey.	I like to fish.
Statement 10 responses 	
Mu ni'n kesatmu amalkay.	I don't like to dance.
Mu ni'n kesatmu ketapekiew.	I don't like to sing.
Mu ni'n kesatmu mijji.	I don't like to eat.
Mu ni'n kesatmu nme'jukwey.	I don't like to fish.

Vocabulary:

Animate Nouns	
nipi	leaf
pijjaqn	mitten
wapus	rabbit
wow	cooking pot
tapatat	potato
klitaw	raspberry
mlakej	milk
Inanimate Nouns	
wa'w	egg
wenju'su'n	apple
wasuek	flower
kuntew	rock
tia'muey	moose meat
plamuey	salmon meat
jakejuey	lobster meat
samqwan	water
luskniqn	Indian bread
pipnaqn	bread

Activities	
mijji	eat
alkasi	ride a bike
nme'jukwey	fishing
alje'may	play ball
amalkay	dance
ketapekiey	sing

Amalamu'kl (colours)

	singular		plural	
	amalamuksit (animate)	amalamu'k (inanimate)	amalamuksijik (animate)	amalamu'kl (inanimate)
	mekwamuksit.	mekwamu'k.	mekwamuksijik	mekwamu'kl
	wapamuksit.	wapamu'k.	wapamuksijik	wapamu'kl
	wataptewamuksit.	wataptewamu'k.	wataptewamuksijik	wataptewamu'kl
	maqtawamuksit.	maqtawamu'k.	maqtawamuksijik	maqtawamu'kl
	pkumanamuksit.	pkumanamu'k.	pkumanamuksijik	pkumanamu'kl
	tupkwanamuksit.	tupkwanamu'k.	tupkwanamuksijik	tupkwanamu'kl
	stognamuksit.	stognamu'k.	stognamuksijik	stognamu'kl

GCO 1.0 Listening - Suggested Activities

Listens actively and responds using a variety of social interaction patterns related to likes and dislikes. Teacher shows visuals and the students will identify if it is a like or dislike. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual sentences. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities that follow.

Listen to teacher dialogue.

(A) Teacher will share personal likes and dislikes and introduce new words

Kwe'	Hello.
Ni'n teluisi Malklit.	My name is Malklit.
Ni'n tleyawi Elsipogtog (Lsipuktuk).	I am from Elsipogtog (Lsipuktuk).
Ni'n wiktm mekwamu'k wenju'su'n.	I like the taste of a red apple.
Mu ni'n wiktmu mekwamu'k wenju'su'n.	I don't like the taste of a red apple.
Ni'n wiktm plamuey.	I like the taste of salmon meat.
Mu ni'n wiktmu plamuey	I don't like the taste of salmon meat.
Ni'n wiktmann wenju'su'nl.	I like the taste of apples.
Mu ni'n wiktmuann wenju'su'nl.	I don't like the taste of apples.
Ni'n wiktm tia'muey.	I like the taste of moose meat.
Mu ni'n wiktmu tia'muey.	I don't like the taste of moose meat.
Ni'n kesatm ketapikiey.	I like/love to sing.
Mu ni'n kesatmu ketapikiey.	I don't like/love to sing.

Ni'n welsitm na ktapekiaqn.	I like the sound of that song.
Mu ni'n welsitmu na ktapekiaqn.	I don't like the sound of that song.
Ni'n kesatm amalkay.	I like/love to dance
Mu ni'n kesatmu amalkay.	I don't like/love to dance.
Ni'n kesalk nitap.	I love my friend.
Mu ni'n kesalaq nitap.	I don't love my friend.

(B) Have students listen to 6 food words and repeat each. Pronounce slowly to ensure students hear each sound. Show food if available.








wenju'su'n	apple
wenju'su'nl	apples
tia'muey	moose meat
jakejuey	lobster meat
plamuey	salmon meat
klitaw	raspberry
klitaq	raspberries
tapatat	potato
tapataatk	potatoes

(C) Have students listen to words for popular activities and repeat each. Pronounce slowly to ensure students hear each sound. You may act out to emphasize understanding.

Activities they enjoy: the verbs below are in the infinitive form and in the 1st person and 2nd person form.

	ni'n	ki'l	infinitive form	1 st person	2 nd person
almila'simk	almila'si	almila'sin	to play	I play	you play
ketapikiemk	ketapikiey	ketapikien	to sing	I sing	you sing
amalkamk	amalkay	amalkan	to dance	I dance	you dance
mijjimk	mijji	mijjin	to eat	I eat	you eat

(D) Have students listen to colour words and show/point to colours to support understanding. Pronounce slowly to ensure students hear each sound.

	singular		plural	
	amalamuksit (animate)	amalamu'k (inanimate)	amalamuksijik (animate)	amalamu'kl (inanimate)
	mekwamuksit	mekwamu'k	mekwamuksijik	mekwamu'kl
	wapamuksit	wapamu'k	wapamuksijik	wapamu'kl
	wataptewamuksit	wataptewamu'k	wataptewamuksijik	wataptewamu'kl
	maqtawamuksit	maqtawamu'k	maqtawamuksijik	maqtawamu'kl
	pkumanamuksit	pkumanamu'k	pkumanamuksijik	pkumanamu'kl
	tupkwanamuksit	tupkwanamu'k	tupkwanamuksijik	tupkwanamu'kl
	stoqnamuksit	stoqnamu'k	stoqnamuksijik	stoqnamu'kl

Use the table above to determine words to use when describing colours for animate and inanimate nouns (singular and plural forms).

Below is the literal translation for colours:

ntlu'tewamu'k	grey	the colour of smoke
tupkwanamu'k	brown	the colour of soil
stognamu'k	green	the colour of fir
nijinjewamu'k	orange	the colour of an orange
niskananamu'k	purple	the colour of a bruise
pkumanamu'k	blue	the colour of a blueberry

Welaptmann wla <u>amalamu'kl.</u>	I like these <u>colours.</u>
Ni'n welaptm koqowey <u>mekwamu'k.</u>	I like when something is <u>red.</u>
Ni'n mu welaptmu koqowey <u>wapamu'k.</u>	I don't like the colour <u>white.</u>

Listen to dialogue in triad form

(E) Have students listen to a short triad. You may change your voice tone to indicate different speakers. Invite students to participate.

First round	
teluisi teluisin aqq teluisit	my name is your name is and his/her name is
Second round	
tleyawi tleyawin aqq tleyawit	I am from you are from and he/she is from
Third round	
(inanimate) wiktm wiktmn aqq wiktik	I like the taste of you like the taste of and he/she likes the taste of
(animate) wikipik wikipit aqq wikipat	I like the taste of you like the taste of and he/she likes the taste of
Fourth round	
(inanimate) welaptm welaptmn and welaptik	I like the look of you like the look of and he/she likes the look of
(animate) welamk welamt aqq welamatl	I like the look of him/her you like the look of him/her and he/she likes the look of him/her
Fifth round	
(inanimate) kesatm kesatmn aqq kesatk	I like it you like it and he/she likes it
(animate) kesalk kesalt aqq kesalatl	I like him/her you like him/her and he/she likes him/her

Here is a longer triad:

"ni'n" (me)	1st person introduces themselves
Ni'n teluisi _____.	My name is _____.
Ni'n tleyawi _____.	I am from _____.
Ni'n wiktm _____.	I like the taste of _____.
Ni'n welaptm _____.	I like (the colour of) _____.
"ni'n" (me), and "ki'l" (you)	2nd person introduces themselves
Ni'n teluisi _____.	My name is _____.
Ni'n tleyawi _____.	I am from _____.
Ni'n wiktm _____.	I like the taste of _____.
Aqq ki'l teluisin _____.	And your name is _____.
Tleyawin _____.	You are from _____.
Wiktmn _____.	You like the taste of _____.
Welaptmn _____.	You like (the colour) _____.
"ni'n" (me), "ki'l" (you) and "nekm" (s/he)	3rd person introduces themselves
Ni'n teluisi _____.	My name is _____.
Ni'n tleyawi _____.	I am from _____.
Ni'n wiktm _____.	I like the taste of _____.
Aqq ki'l teluisin _____.	And your name is _____.
Tleyawin _____.	You are from _____.
Wiktmn _____.	You like the taste of _____.
Welaptmn koqowey _____.	You like the colour _____.
Aqq nekm teluisit _____.	And her name is _____.
Tleyawit _____.	She is from _____.
Wiktik _____.	She likes the taste of _____.
Welaptik koqowey _____.	S/he likes the colour _____.

Supplementary Content

Listen to past/present and plural forms.

(F) Listen in the past or present tense, singular and plural.

Wiktm mekwamu'k wenju'su'n.	I like the taste of a red apple.
Wiktmann mekwamu'kl wenju'su'nl.	I like the taste of red apples.
Malqutmap newte'jk mekwamu'k wenju'su'n.	I ate one red apple.
Malqutmapnn tapu'kl mekwamu'kl wenju'su'nl.	I ate two red apples.
Malqutmap newte'jk apje'ji'jk mekwamu'k wenju'su'n.	I ate one small red apple.
Malqutmapnn tapu'kl apje'ji'jkl mekwamu'kl wenju'su'nl	I ate two small red apples.

Listen for pronouns

(G) Act out the following using gestures. Point to self, then student, then another student. Practice listening to "ni'n", "ki'l" or "nekm"

wiktm _____	I like the taste of
wiktmn _____	you like the taste of
wiktik _____	he/she likes the taste of

wiki _____	I live
wikin _____	you live
wikit _____	he/she lives
telusi _____	my name is
telusin _____	your name is
telusit _____	his/her name is
tleyawi _____	I come from
tleyawit _____	he/she is from
tleyawin _____	you are from
amalkay _____	I dance
amalkan _____	you dance
amalkat _____	he/she dances

GCO 2.0 Reading – Suggested Activities

Read familiar names, words and very simple sentences for likes and dislikes. Have students read their posters of likes and dislikes. Use Listening Sections (C).

Supplementary Content

Have students read the sentences they created with fill in the blanks using “ni'n”, “ki'l” or “nekm”. Use Listening Section (G).

GCO 3.0 Spoken Interaction – Suggested Activities

Can repeat or rephrase things at a slower rate of speech concerning likes and dislikes. Have students practice the 6 food words with partners and flash cards. Use Listening Section (B).

Role-play activity words. Have students practice the activity words with partners. They may act out the activities or use flash cards. Use Listening Section (C).

Practice oral exchange. Have students practice the colour words with partners. They can use flash cards or colours on their clothing or on objects in the classroom, Use Listening Section (D).

Supplementary Content

Exchange dialogue in triads. Have students practice in triads. Have students point to self, saying ni'n, then to the person they are talking saying ki'l then to the 3rd person saying nekm. Use Listening Section (E).

Practice past and present tense. Provide sentences in the past or present tense, singular and plural. Students will be asked to repeat and practice for proper intonation and rhythm. Use Listening Section (F).

Read simple sentences. Have students practice reading sentences about people they love/like - start with their family. Use Listening Section (H).

GCO 4.0 Spoken Production – Suggested Activities

Uses simple phrases and sentences to describe likes and dislikes. Have students present their likes and dislikes poster to the class. Use Listening Section (H).

Complete sentence patterns. Have students present their complete sentences. Use Listening Section (G).

GCO 5.0 Writing – Suggested Activities

Produce labels for likes and dislikes. Have each student create a poster that labels their likes and dislikes. Select from Listening Sections (A) (B) (C) (D) (E). (Minimum 5 likes and 5 dislikes)

Supplementary Content

Have students practice creating sentences about people they love/like - start with their family. Use Listening Section (H).

GCO 6.0 Language Development - Supplementary Content

Uses basic spelling patterns in guided situations.

Changing a word from a positive to a negative when the first person present form ends with an “i” or “y”; To change a positive to a negative when the verb in the first person present form ends with an “i” or “y”, you add “mu” in front of the word then add the following endings:

mu _____ w	1 st person
mu _____ wn	2 nd person
mu _____ kw	3 rd person

Example:

mijji	I eat
Mu mijjiw.	I am not eating.
Mu mijjiwn.	You are not eating.
Mu mijjikw.	S/he is not eating.

What letter needs to be added at the end of the verb? Turning positive to negative using the following verbs:

infinitive form		1 st person present form	
apaja'simk	to come back	apaja'si	I come back.
mijjimk	to eat	mijji	I eat.
almila'simk	to play	almila'si	I play.

Changing a word from a positive to a negative when the first person present form ends in a consonant (j, k, l, m, n, p, q, s, t, w or y). To change a positive to a negative when the verb in the the first person form ends with a consonant, you add “mu” in front of the word then add the following endings:

mu _____ u	1 st person
mu _____ u'n	2 nd person
mu _____ uk	3 rd person

What letter needs to be added at the end of the verb? Turning positive to negative using the following verbs:

infinitive form		1 st person present form	
kesatmk	to love	kesatm	I like it
nestmk	to understand	nestm	I understand
nutmk	to hear	nutm	I hear
puatmk	to want	puatm	I want
jiksitm	to listen	jiksitm	I listen

Below is the verb conjugation for the verb “wiktmk” (I like the taste of) in the 1st person present tense form:

Person(s)		Singular	Plural	Negative Singular	Negative Plural
1 st	Ni'n	wiktm	wiktmann	mu wiktmu	mu wiktmuann
2 nd	Ki'l	witkmn	witkmnn	mu wiktmu'n	mu wiktmu'nl
3 rd	Nekm	wiktik	wiktikl	mu wiktmuk	mu wiktmukl
1 st & 2 nd	Kinu	wiktmu'k	wiktmu'kl	mu wiktmukk	mu wiktmukkl
1 st & 3 rd	Ninen	wiktmek	wiktme'kl	mu wiktmuek	mu wiktmuekl
2 nd & 3 rd	Kilow	wiktmoq	wiktmoql	mu wiktmuoq	mu wiktmuoql
3 rd & 3 rd	Nekmowkw	wiktmi'tij	wiktmi'titl	mu wiktmi'tikw	mu wiktmi'tikul

Colour table below to be used when referring to sacred colours.

Sacred colours	Singular		Plural	
	Animate	Inanimate	Animate	Inanimate
	mekwe'k	mekwe'k	mekwe'kik	mekwe'kl
	wape'k	wape'k	wape'kik	wape'kl
	wisawe'k	wisawe'k	wisawe'kik	wisawe'kl
	maqtawe'k	maqtawe'k	maqtawe'kik	maqtawe'kl

Pronoun Usage with Likes and Dislikes

	Meets Expectations	Exceeds Expectations						
Pronunciation	<p>Words on flashcards are pronounced clearly and correctly.</p> <p>All elements of 1st, 2nd, and 3rd persons are included.</p> <p>Use Listening Section (G)</p> <table border="1"> <tr> <td>Wiktm _____.</td> <td>I like the taste of _____.</td> </tr> <tr> <td>Wiktmn _____.</td> <td>You like the taste of _____.</td> </tr> <tr> <td>Wiktik _____.</td> <td>S/he likes the taste of _____.</td> </tr> </table>	Wiktm _____.	I like the taste of _____.	Wiktmn _____.	You like the taste of _____.	Wiktik _____.	S/he likes the taste of _____.	<p>In addition to the Meets Expectations criteria, the work:</p> <p>Uses additional supplementary terms and labels</p> <p>Pronunciation is consistently clear and accurate, with a smooth and natural delivery.</p>
	Wiktm _____.	I like the taste of _____.						
Wiktmn _____.	You like the taste of _____.							
Wiktik _____.	S/he likes the taste of _____.							
	3-4 marks	5 marks						
Written	<p>All words are correctly written, very neat and all words are legible.</p>	<p>In addition to the Meets Expectations criteria, the work:</p> <p>Uses additional supplementary terms and labels.</p>						
		3-4 marks	5 marks					
Presentation	<p>Includes <u>all</u> elements to introduce the concepts of likes and dislikes.</p> <p>The images support the text.</p>	<p>In addition to the Meets Expectations criteria, the work:</p> <p>The speaker looks <u>confidently</u> at the audience and uses gestures to convey understanding.</p>						
		3-4 marks	5 marks					

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Likes and Dislikes Collage

	Meets Expectations	Exceeds Expectations	
Pronunciation	Words on collage are pronounced clearly and correctly. Use Listening Section (A) and other sections that refer to likes and dislikes. Minimum of 5 likes and 5 dislikes. Examples:	<p>In addition to the Meets Expectations criteria, the work:</p> <p>Uses additional supplementary terms and labels</p> <p>Pronunciation is consistently clear and accurate, with a smooth and natural delivery.</p>	
	Ni'n wikt m mekwa'mu'k wenju'su'n.		I like the taste of a red apple.
	Mu ni'n wikt mu mekwa'mu'k wenju'su'n.		I don't like the taste of a red apple.
	Ni'n wikt m plamuey.		I like the taste of salmon meat.
	Mu ni'n wikt mu plamuey.		I don't like the taste of salmon meat.
	Wikt mann wenju'su'n l.		I like the taste of apples.
	Mu wikt mu ann wenju'su'n l.		I don't like the taste of apples.
	3-4 marks	5 marks	
Written	All words are correctly written, very neat and all words are legible.	<p>In addition to the Meets Expectations criteria, the work:</p> <p>Uses additional supplementary terms and labels</p>	
		3-4 marks	5 marks
Presentation	Includes all elements to introduce the concepts of likes and dislikes.	<p>In addition to the Meets Expectations criteria, the work:</p> <p>The speaker looks confidently at the audience and uses gestures to convey understanding.</p>	
	The images support the text.		3-4 marks

Module 5: Calendar

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Have an interactive conversation using the four statements and four questions appropriately with recognizable pronunciation.
- Create an interactive calendar in PPT of their birth month with recorded audio files for each number, day of the week, and name of the month, including an audio file for "Today is my birthday".

Required content:

Questions:	
Koqowey kiskuk?	What is today?
Koqowey net wlatu?	What was yesterday?
Koqowey net sapo'nuk?	What is tomorrow?
Tale'k ki'l ajipuna'n?	When is your birthday?
Statements:	
Kiskuk na _____.	Today is _____.
Wlatu na _____.	Yesterday was _____.
Sapo'nuk na _____.	Tomorrow is _____.
Ni'n ajipuna'y _____.	My birthday is _____.
Use the table below for responses.	

Vocabulary

Amskwesewey	Monday
Ta'puowey/Ta'puewey	Tuesday
Si'stewey	Wednesday
Ne'wowey/Ne'wewey	Thursday
Weltamultimk/Kweltamultimk	Friday
Kespitek	Saturday
Akantie'wimk	Sunday
aqq	and
wlatu	yesterday
kiskuk	today
sapo'nuk	tomorrow
<p>Note: Some speakers, in writing and speaking the language, will use alternate words for some days of the week as shown above.</p>	

Supplementary

Words to use when naming special days

Nuelewimk	Christmas
Pa'kewimk	Easter
Ankukomkewey Na'kwek	Treaty Day
Sma'knisewey Na'kwek	Remembrance Day
Puna'newimk	New Year's Day
Kesaltultimkewey Na'kwek	Valentine's Day

Words to use when describing weather

na'ku'setewik	it is sunny
kikpesaq	it is raining
pesaq	it is snowing
kaqtukowik	it is thundering
weju'sik	it is windy
teke'k	it is cold
eptek	it is hot
winikiskik	bad weather
welikiskik	good weather

Words for Months

Punamujuiku's	January
Apiknajit	February
Siwkewiku's	March
Penatmuiku's	April
Sqoljewiku's	May
Nipniku's	June
Peskewiku's	July
Kisikwekewiku's	August
Wikumkewiku's	September
Wikewiku's	October
Keptekewiku's	November
Kesikewiku's	December

GCO 1.0 Listening – Suggested Activities

Actively listens to simple items related to calendar and uses verbal and body language to show comprehension. Teacher will model by sharing basic vocabulary for the calendar. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual sentences. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities that follow.

(A) On a blank calendar introduce na'kwekl (days of the week) and ne'wt akantie'wimk (one week) by placing them in the right place on the calendar starting with Akantie'wimk - Sunday.

Have students practice pronouncing each word.

Akantie'wimk	Sunday
Amskwesewey	Monday
Ta'puowey/Ta'puewey	Tuesday
Si'stewey	Wednesday
Ne'wowey/Ne'wewey	Thursday
Weltamultimk	Friday
Kespitek	Saturday

(B) Teach the concepts of weeks and the number of days in the week. Enter the numbers of days on the calendar and introduce. Practice pronunciation.

ne'wt akantie'wimk	one week
lluiknek te'sikl na'kwekl	seven days

Continue with the rest of the numbers for the month:

ne'wt	1
ta'pu	2
si'st	3
ne'w	4
na'n	5
asukom	6
lluiknek	7
ukumuljin	8
peskunatek	9
newtiska'q	10
newtiska'q je ne'wt	11
newtiska'q je ta'pu	12
newtiska'q je si'st	13
newtiska'q je ne'w	14
newtiska'q je na'n	15
newtiska'q je asukom	16
newtiska'q je lluiknek	17
newtiska'q je ukumuljin	18
newtiska'q je peskunatek	19
tapuiska'q	20
tapuiska'q je ne'wt	21
tapuiska'q je ta'pu	22
tapuiska'q je si'st	23
tapuiska'q je ne'w	24
tapuiska'q je na'n	25
tapuiska'q je asukom	26
tapuiska'q je lluiknek	27
tapuiska'q je ukumuljin	28
tapuiska'q je peskunatek	29
nesiska'q	30
nesiska'q je ne'wt	31

(C) Students will be able to ask and answer questions to demonstrate that they know how to say the day of the week in correct order starting with Monday.

Q:	Koqowey kiskuk?	What is today?
A:	Kiskuk na Ta'puowey/Ta'puewey.	Today is Tuesday.
Q:	Koqowey net wlaku?	What was yesterday?
A:	Wlaku na Amskwesewey.	Yesterday was Monday
A:	Koqowey net sapo'nuk?	What is tomorrow?
Q:	Sapo'nuk na Si'stewey.	Tomorrow is Wednesday.

Supplementary Content

(D) Have students listen to identify the three of the days of the week that are different from the endings of the rest of the days.

Akantie'wimk	Sunday is a day of worship
Weltamultimk	Friday is a day of eating proper (fast)
Kespitek	Saturday means the last day of the week

The other four days have “ewey” or “owey” - “belongs to”.

Amskwesewey	Monday	1 st day of a work week
Ta'puowey/Ta'puewey	Tuesday	2 nd day of a work week
Si'stewey	Wednesday	3 rd day of a work week
Ne'wowey/Ne'wewey	Thursday	4 th day of a work week

Listen for words/phrases associated with calendars.

(E) Have students listen for words associated with calendars.

na'kwek	a day
newte'jk Akantie'wimk	one week
tapu'kl Akantie'wimkl	two weeks
ne'siskl Akantie'wimkl	three weeks
newkl Akantie'wimkl	four weeks
newte'jit tepkunaset	one month
nesiska'q te'sikl na'kwekl wla tepkunaset	30 days this month
nesiska'q je ne'wt te'sikl na'kwekl wla tepkunaset	31 days this month
newtiska'q je ta'pu te'sijik tepkunasetk newtipunqik	12 months in a year

GCO 2.0 Reading – Suggested Activities

Read familiar names, words and very simple sentences for example on notices and posters. Use flash cards and have students read the Mi'kmaq words for the day of the week and match the Mi'kmaq with the English. Use Listening Section (A).

Have students read their booklets and show pictures of the days of the week. Use Listening Section (D).

GCO 3.0 Spoken Interaction – Suggested Activities

Can repeat or rephrase things at a slower rate of speech related to calendars and related vocabulary. Have students work with partners and practice question/response dialogue. Use Listening Section (A) and (C).

Use dialogue to interact with peers to practice numbers. Have students use flash cards with peers with numbers on one side; Mi'kmaq words on the other. Students can practice pronunciation. Use Listening Section (B).

Use dialogue to practice calendar vocabulary. Pair students with a calendar. Have students take turns putting the appropriate day for the days of the week in the empty slots on the calendar and the questions associated with them using today, yesterday and tomorrow. Use Listening Section (C).

Practice today, tomorrow and yesterday on a daily basis.

1st student inserts any day of the week on the calendar and the 2nd student responds to the questions starting with today:

1st student asks “Koqowey kiskuk? - What is today?” Depending on which day is selected as today, the remaining questions could be:

Koqowey wlaku? - What was yesterday?

Koqowey sapo'nuk? - What is tomorrow?

When the first student is confident with his knowledge of the weekdays determined by his/her answers, then they will reverse roles.

GCO 4.0 Spoken Production – Suggested Activities

Use simple phrases and sentences to identify dates and calendar terminology. Have individual students begin the class by putting the appropriate day for the days of the week in the empty slots on the calendar and the questions associated with them using today, yesterday and tomorrow.

Use Listening Section (A), (B) and (C).

Use simple phrases that match pictures. Have students present the booklet they created with pictures and captions for the days of the week.

Use Listening Section (D).

GCO 5.0 Writing – Suggested Activities

Produce simple sentences or captions in guided situations. Have students create a booklet with a calendar and numbers. They may put pictures for each day of the week and write captions. Use Listening Section (A), (B) and (D).

Create an interactive calendar in PPT of their birth month with recorded audio files for each number, day of the week and name of the month including an audio file for today is my birthday.

GCO 6.0 Language Development - *Supplementary Content*

Listens to and repeats words and phrases, with a focus on pronunciation. Three of the days of the week are different from the endings of the rest of the days. Use listening section (D).

Calendar Booklet

	Meets Expectations	Exceeds Expectations
Pronunciation	The captions in the booklet are pronounced <u>clearly</u> and <u>correctly</u> . Use listening sections (A), (B) and (D).	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels Pronunciation is consistently clear and accurate, with a smooth and natural delivery.
	3-4 marks	5 marks
Written	All words are correctly written, very neat and all words are legible. The days of the week and numbers are well organized in a clear format with appropriate labels/pictures.	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels
	3-4 marks	5 marks
Presentation	Includes all elements to introduce the calendar booklet. Uses appropriate facial expressions and body movements,	In addition to the Meets Expectations criteria, the work: Holds the audience's attention.
	3-4 marks	5 marks

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Module 6: Clothing and the Body

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Have an interactive conversation using the four statements and four questions appropriately with recognizable pronunciation.
- Create a message using the proper Mi'kmaw words and phrases for putting coloured clothing on the body, appropriate for specific season.

Required content:

Questions:		
1	Koqowey nasa'tu'n ta'n tujiw ilpilsin toqo_____?	What do you put on when you get dressed and it is <u>(season)</u> ?
2	Koqowey nasa'tu'n?	What do you put on?
3	Koqowey nasa'tu'n _____?	What do you put on your <u>(body part)</u> ?
4	Ta'n tujiw ilpilsin koqowey tmk nasa'tu'n?	When you get dressed, what do you put on first?
Statements/Responses:		
1a	Nasa'lik _____.	I put on a <u>(season adj.) (clothing)</u> . (animate – sing.)
1b	Nasa'likik _____.	I put on <u>(season adj.) (clothing)</u> . (animate – pl.)
1c	Nasa'tu _____.	I put on a <u>(season adj.) (clothing)</u> . (inanimate – sing.)
1d	Nasa'tuann _____.	I put on <u>(season adj.) (clothing)</u> . (inanimate - pl.)
2a	Nasa'lik _____.	I put on my <u>(colour) (clothing)</u> . (animate – sing.)
2b	Nasa'likik _____.	I put on my <u>(colour) (clothing)</u> . (animate – pl.)
2c	Nasa'tu _____.	I put on my <u>(colour) (clothing)</u> . (animate – sing.)
2d	Nasa'tuann _____.	I put on my <u>(colour) (clothing)</u> . (animate – pl.)
3a	Nasa'lik _____.	I put a <u>(clothing)</u> on my <u>(body part)</u> . (animate – sing.)
3b	Nasa'likik _____.	I put <u>(clothing)</u> on my <u>(body part)</u> . (animate – pl.)
3c	Nasa'tu _____.	I put a <u>(clothing)</u> on my <u>(body part)</u> . (inanimate – sing.)
3d	Nasa'tuann _____.	I put <u>(clothing)</u> on my <u>(body part)</u> . (inanimate – pl.)
4a	Tmk nasa'lik _____, toqosip nasa'lik _____, klapis nasa'lik _____.	First, I put on a <u>(clothing)</u> , then I put on a <u>(clothing)</u> , finally I put on a <u>(clothing)</u> . (animate – sing.)
4b	Tmk nasa'likik _____, toqosip nasa'likik _____, klapis nasa'likik _____.	First, I put on <u>(clothing)</u> , then I put on <u>(clothing)</u> , finally I put on <u>(clothing)</u> . (animate – pl.)
4c	Tmk nasa'tu _____, toqosip nasa'tu _____, klapis nasa'tu _____.	First, I put on a <u>(clothing)</u> , then I put on a <u>(clothing)</u> , finally I put on a <u>(clothing)</u> . (inanimate – sing.)
4d	Tmk nasa'tuann _____, toqosip nasa'tuann _____, klapis nasa'tuann _____.	First, I put on <u>(clothing)</u> , then I put on <u>(clothing)</u> , finally I put on <u>(clothing)</u> . (inanimate – pl.)
See the table below for the responses to the above questions.		

Statement 1a responses (animate – singular)	
Nasa'lik toqwa'qewey atla'y.	I put on a fall shirt.
Nasa'lik kesikewey wskwitkwan.	I put on a winter jacket.
Nasa'lik siwkwewey wskwitkwanji'j.	I put on a spring sweater.
Nasa'lik toqwa'qewey we'skit.	I put on a fall vest.
Statement 1b responses (animate – plural)	
Nasa'likik kesikewe'k tepotk.	I put on winter boots.
Nasa'likik nipkewe'k mkisnk.	I put on summer shoes.
Nasa'likik kesikewe'k pijjaqnk.	I put on winter mittens.
Statement 1c responses (inanimate – singular)	
Nasa'tu kesikewey a'kusn.	I put on a winter hat.
Nasa'tu nipkewey makkot.	I put on a summer dress.
Statement 1d responses (inanimate – plural)	
Nasa'tuann kesikewe'l siknn.	I put on winter socks.
Nasa'tuann nipkewe'l pita'qewe'ji'jl.	I put on summer shorts.
Nasa'tuann siwkwewe'l pita'qewe'l.	I put on spring pants.
Nasa'tuann nipkewe'l nepamkewe'l.	I put on summer pyjamas.
Statement 2a responses (animate – singular)	
Nasa'lik wapamuksit ntatla'ym.	I put on my white shirt.
Nasa'lik maqtawamuksit ntepotm.	I put on my black boot.
Nasa'lik wataptewamuksit ntipijjaqn.	I put on my yellow mitten.
Nasa'lik mekwamuksit nwe'skitm.	I put on my red vest.
Statement 2b responses (animate – plural)	
Nasa'likik wapamuksijik ntepotmk.	I put on my white boots.
Nasa'likik maqtawamuksijik nmuksnk.	I put on my black shoes.
Nasa'likik mekwamuksijik ntipijjaqnk.	I put on my red mittens.
Statement 2c responses (inanimate – singular)	
Nasa'tu maqtawamu'k nta'kusn.	I put on my black hat.
Nasa'tu mekwamu'k nmakkotm.	I put on my red dress.
Statement 2d responses (inanimate – plural)	
Nasa'tuann wapamu'kl ntisiknn.	I put on my white socks.
Nasa'tuann mekwamu'kl npita'qewe'ji'jml.	I put on my red shorts.
Nasa'tuann maqtawamu'kl npita'qewe'yml.	I put on my black pants.
Nasa'tuann wataptewamu'kl nnepamkewe'yml.	I put on my yellow pyjamas.
Statement 3a responses (animate - singular)	
Nasa'lik atla'y npitnokomk.	I put a shirt on my arm.
Nasa'lik wskwitkwan ntlmaqnk.	I put a jacket on my shoulder.
Nasa'lik we'skit npaqmk.	I put a vest on my back.
Nasa'lik wskwitkwanji'j npitnokomk.	I put a sweater on my arm.
Nasa'lik nipkewey mkisn nkatk	I put a sandal on my foot.
Statement 3b responses (animate – plural)	
Nasa'likik tepotk nkatk.	I put boots on my feet.
Nasa'likik mkisnk nkatk.	I put shoes on my feet.
Nasa'likik pijjaqnk npitnk.	I put mittens on my hands.
Nasa'likik nipkewe'k mkisnk nkatk.	I put sandals on my feet.
Statement 3c responses (inanimate – singular)	
Nasa'tu a'kusn nunjekk.	I put a hat on my head.
Nasa'tu makkot npaqmk.	I put a dress on my back.
Statement 3d responses (inanimate – plural)	
Nasa'tuann siknn nkatk.	I put socks on my feet.
Nasa'tuann nepamkewe'l npaqmk.	I put pyjamas on my back.

Statement 4a reponse (animate – singular)	
Tmk nasa'lik wskwitwanji', toqosip nasa'lik we'skit, klapis nasa'lik wskwitkwan.	First, I put on a sweater, then I put on a vest, finally I put on a jacket.
Statement 4b response (animate – plural)	
Tmk nasa'likik mkisnk, toqosip nasa'likik tepotk, klapis nasa'likik pijjaqnk.	First, I put on shoes, then I put on boots, finally I put on mittens.
Statement 4c response (inanimate – singular)	
Tmk nasa'tu makkot, toqosip nasa'tu a'kusn.	First, I put on a dress, then I put on a hat.
Statement 4d response (inanimate – plural)	
Tmk nasa'tuann siknn, toqosip nasa'tuann pita'qewe'l.	First, I put on socks, then I put on pants.

Vocabulary:

Animate Nouns			
singular		plural	
atla'y	shirt	atla'yk	shirts
mkisn	shoe	mkisnk	shoes
nipkewey mkisn	sandal	nipkewe'k mkisnk	sandals
pijjaqn	mitten/glove	pijjaqnk	mittens/gloves
tepot	boot	tepotk	boots
we'skit	vest	we'skitk	vests
wskwitkwan	jacket/coat	wskwitkwank	jackets/coats
wskwitkwanji'	sweater	wskwitkwanji'jk	sweaters

Inanimate Nouns			
singular		plural	
a'kusn	hat	a'kusnn	hats
makkot	dress	makkotl	dresses
sikn	sock	siknn	socks
		na'ku'sete'l pikikwe'l	sunglasses
		pita'qewe'l	pants
		pita'qewe'ji'l	shorts

ntinnin (my body)		ktinnin (your body)	
nunji	my head	kunji	your head
ntlmaqñ	my shoulder	ktlmaqñ	your shoulder
nji'taqñ	my neck	kji'taqñ	your neck
npitnokom	my arm	kpitnokom	your arm
ntluiqn	my finger	ktluiqn	your finger
npaqm	my back	kpaqm	your back
nkajikn	my leg	kkajikn	your leg
nkat	my foot	kkat	your foot

ntinnink (on my body)		ktinnink (on your body)	
nunjekk	on my head	kunjekk	on your head
ntlmaqñk	on my shoulder	ktlmaqñk	on your shoulder
nji'taqñk	on my neck	kji'taqñk	on your neck
npitnokomk	on my arm	kpitnokomk	on your arm
ntluiqnk	on my finger	ktluiqnk	on your finger
npaqmk	on my back	kpaqmk	on your back
nkajiknk	on my leg	kkajiknk	on your leg
nkatk	on my foot	kkatk	on your foot

Season (noun)		Season (adjective)	
kesik	winter	kesikewey	of or belonging to winter
siwkw	spring	siwkwewey	of or belonging to spring
nipk	summer	nipkewey	of or belonging to summer
toqwa'q	fall	toqwa'qewey	of or belonging to fall

GCO 1.0 Listening – Suggested Activities

Introduce clothing by using flashcards of different kinds of clothing for all seasons. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual sentences. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities that follow.

(A) Have a large cut-out of a body and clothing items. Have students create labels for the items and attach to body.

tapsun	clothes
wskwitkwan	jacket/coat
pita'qewe'ji'jl	shorts
pita'qewe'l	pants
tepotk	boots
mkisnk	shoes
a'kusn	hat
pijjaqnk	mittens/gloves
makkot	dress
atla'y	shirt
siknn	socks
we'skit	vest
wskwitkwanji'j	sweater

Listen to distinguish animate and inanimate pronunciations.

(B) Teacher may use flash cards or use gestures to indicate different items.

Koqowey nasa'tu'n ta'n tujiw ilpilsin toqo _____ ?	What do you put on when you get dressed and it is <u>(season)</u> ?
Nasa'lik (tapsun).	I put on a <u>(clothing item)</u> . (animate – sing.)
Nasa'likik (tapsun).	I put on <u>(clothing items)</u> . (animate – pl.)
Nasa'tu (tapsun).	I put on a <u>(clothing item)</u> . (inanimate – sing.)
Nasa'tuann (tapsun).	I put on <u>(clothing items)</u> . (inanimate – pl.)

Tapsun (Clothes)

For *animate* singular nouns use **nasa'lik**

atla'y	shirt
wskwitkwan	jacket/coat
wskwitkwanji'j	sweater
we'skit	vest
tepot	boot
mkisn	shoe
pijjaqn	mitten

For *animate plural* nouns use **nasa'likik**

atla'yk	shirts
wskwitkwank	jackets/coats
wskwitkwanji'jk	sweaters
we'skitk	vests
tepotk	boots
mkisnk	shoes
pijjaqnk	mittens

For *inanimate singular* nouns use **nasa'tu**

a'kusn	hat
makkot	dress
sikn	sock

For *inanimate plural* nouns use **nasa'tuann**

a'kusnn	hats
makkotl	dresses
siknn	socks
pita'qewe'ji'jl	shorts
pita'qewe'l	pants
nepamkewe'l	pyjamas

Listen for singular and plural

(C) Teacher may use flash cards, act out, or point to items.

Amalamu'k (colour) singular animate objects		Amalamu'kl (colours) plural animate objects	
mekwamuksit	one red	mekwamuksijik	two or more red
wapamuksit	one white	wapamuksijik	two or more white
wataptewamuksit	one yellow	wataptewamuksijik	two or more yellow
maqtauwamuksit	one black	maqtauwamuksijik	two or more black

Supplementary Content

Listen for pronouns (your/I) and preposition (on).

(D) Teacher may use flash cards, act out, or point to items.

Koqowey nasa'tu'n?	What will you put on?
Nasa'tu mekwamu'k nta'kusn.	I put on my red hat.

Koqowey nasa'tu'n <u>kunje</u> kk?	What do you put <u>on your</u> head?
Nasa'tu a'kusn <u>nunje</u> kk.	I put a <u>hat on my</u> head.
Nasa'tu mekwamu'k nta'kusn <u>nunje</u> kk.	I put on my <u>red hat on my</u> head.

kunji	your head	kunjekk	on your head
ktlmaqñ	your shoulder	ktlmaqñk	on your shoulder
kji'taqñ	your neck	kji'taqñk	on your neck
kpitnokom	your arm	kpitnokomk	on your arm
ktluikñ	your finger	ktluikñk	on your finger
kpaqm	your back	kpaqm k	on your back
kkajikñ	your leg	kkajikñk	on your leg
kkat	your foot	kkatk	on your foot

Listen for changing endings for season/belonging to season

(E) Have students listen to understand that they can identify the type of seasonal clothing by adding “ewey” at the end of the word.

Season (noun)		Season (adjective)	
kesik	winter	kesikewey	of or belonging to winter
siwkw	spring	siwkwewey	of or belonging to spring
nipk	summer	nipkewey	of or belonging to summer
toqwa'q	fall	toqwa'qewey	of or belonging to fall

Then add the word in front of the noun.

E.g. **kesikewey** wskwitkwan - winter jacket
nipkewey makkot - summer dress

Listen for complete sentences that combine numbers, colour, and clothing.

(F) Have students listen numbers, colour, and clothing words.

E'pit kekkunaji ne'sijik wapamuksijik atla'yk.	A woman has three white shirts.
E'pité'ji'j' amalamkua'laji ne'sijik atla'yk.	A girl colours three shirts.
L'pa'tuj we'ji'aji newijik wataptewamuksijik tepotk.	A boy found four yellow boots.
L'pa'tuj kekkunaji tapusijik maqtawamuksijik mkisnk.	A boy has two black shoes.
Ji'nm kekkunk newte' pkumanamu'k a'kusn.	A man has one blue hat.
Ji'nm pekwatelkl tupkwanamu'kl pita'qewe'l.	A man buys brown pants.

Listen for direction words and responses

(G) Teacher may use clothing and physical movements to convey meaning

Ke' lu'kwatmui wskwitkwan.	Point to a jacket.
Student answers: Wla na wskwitkwan.	This is a jacket.
Teacher: Ke' lu'kwatmui pita'qewe'l.	Point to the pants.
Student: Wla na pita'qewe'l.	These are the pants.
Teacher: Ke' lu'kwatmui tepotk.	Point to the boots.
Student: Wla na tepotk.	These are the boots.

Teacher: Ke' lu'kwatmui mkisnk.	Point to the shoes.
Student: Wla na mkisnk.	These are the shoes.
Teacher: Ke' lu'kwatmui a'kusn.	Point to the hat.
Student: Wla na a'kusn.	This is a hat.
Include seasonal clothing:	
Ke' lu'kwatmui kesikewey wskwitkwan.	Point to the winter jacket.
Wla na kesikewey wskwitkwan.	This is a winter jacket.
Ke' lu'kwatmui nipkewey makkot.	Point to the summer dress.
Wla na nipkewey makkot.	This is a summer dress.
GCO 2.0 Reading – Suggested Activities	
Read familiar names, words and very simple sentences for example on notices and posters. Have students read flash cards with colour objects to introduce the following colour one item for singular and two for plural. Use Listening Section (C).	
Supplementary Content	
Provide sentence strips. Have student read the instructions and answers. Use Listening Section (D).	
GCO 3.0 Spoken Interaction – Suggested Activities	
Can repeat or rephrase things at a slower rate of speech related to clothing and body parts. Have students practice clothing terms with peers. Use flash cards or actual clothing. Use Listening Sections (A) and (B).	
Supplementary Content	
Practice seasonal clothing terms. Have students practice using seasonal clothing terms. Use Listening Section (E).	
Practice direction terms. Have students 'test' each other in pairs or triads by acting out directions. Use Listening Section (G).	
GCO 4.0 Spoken Production – Suggested Activities	
Use simple phrases and sentences to describe clothing and body. Have students' role play in front of class. Have other classmates ask students to point (lu'kwatmui) to a certain piece of clothing and the student has to answer, Wla na _____. - This is _____. Use Listening Section (G).	
Use simple captions to describe clothing and body. Have students present their booklets with pictures and captions using 1st, 2nd and 3rd singular pronouns, proper verb ending and proper possessive marks. Use Listening Sections (C), (D) and (E).	

GCO 5.0 Writing – Suggested Activities

Produce simple sentences in guided situations. Have students create original sentences in a booklet form with pictures and captions using 1st, 2nd and 3rd singular pronouns, proper verb ending and proper possessive marks.

Use Listening Sections (C), (D) and (E).

E.g. Add a colour or season

Ni'n nasa'likik nmuksnk.	I put on my shoes.
Ki'l nasa'lijik kmuksnk.	You put on your shoes.
Nekm nasa'laji wmuksnk.	He/she puts on his/her shoes.

Create labels. Have students create a Word Wall of verbs, numbers of clothing and people. Use Listening Sections (A), (B), (C) and (E).

GCO 6.0 Language Development - *Supplementary Content*

Identify correct adjectives for sentences. Students will complete the sentences by choosing the correct colour words. Use Listening Section (F).

E.g. Nasa'lik <u>mekwamuksit</u> atla'y.	I put on a <u>red</u> shirt.
mekwamuksit mekwamuksijik mekwamu'kl	red
Nasa'tuann _____ pita'qewe'l.	I put on black pants.
maqta'wamu'k maqta'wamuksit maqta'wamu'kl	black
Nasa'likik _____ tepotk	I put on white boots.
wapamuksit watapta'wamu'kl wapamuksijik	white
Nasa'tu _____ a'kusn.	I put on a green hat.
stoqnamu'k stoqnamuksijik stoqnamu'kl	green
Nasa'likik _____ pijjaqnk.	I put on brown mittens.
tupkwanamu'k tupkwanamuksijik tupkwanamu'kl.	brown

Uses basic spelling patterns in unguided situations. Have students specify type of seasonal clothing by adding “ewey” at the end of the word. Use Listening Section (E).

Clothing Booklet or Fashion Show

	Meets Expectations	Exceeds Expectations																																																								
Pronunciation	<p>All words and phrases pronounced <u>clearly</u> and <u>correctly</u>. Using vocabulary from sections (A), (B), (C) and (D). Terms include: tapsun – clothes:</p> <table border="1"> <tr><td>wskwitkwan</td><td>jacket/coat</td></tr> <tr><td>pita'qewe'l</td><td>pants</td></tr> <tr><td>tepotk</td><td>boots</td></tr> <tr><td>mkisnk</td><td>shoes</td></tr> <tr><td>a'kusn</td><td>hat</td></tr> <tr><td>pijjaqnk</td><td>mittens</td></tr> <tr><td>makkot</td><td>dress</td></tr> <tr><td>wskwitkwanji'j</td><td>sweater</td></tr> <tr><td>atla'y</td><td>shirt</td></tr> <tr><td>siknn</td><td>socks</td></tr> <tr><td>we'skit</td><td>vest</td></tr> <tr><td>pita'qewe'ji'jl</td><td>shorts</td></tr> </table> <table border="1"> <tr><td>kunji</td><td>your head</td><td>kunjekk</td><td>on your head</td></tr> <tr><td>ktlmaqñ</td><td>your shoulder</td><td>ktlmaqñk</td><td>on your shoulder</td></tr> <tr><td>kji'taqñ</td><td>your neck</td><td>kji'taqñk</td><td>on your neck</td></tr> <tr><td>kpitnokom</td><td>your arm</td><td>kpitnokomk</td><td>on your arm</td></tr> <tr><td>ktluikñ</td><td>your finger</td><td>ktluikñk</td><td>on your finger</td></tr> <tr><td>kpaqm</td><td>your back</td><td>kpaqm</td><td>on your back</td></tr> <tr><td>kkajikñ</td><td>your leg</td><td>kkajikñk</td><td>on your leg</td></tr> <tr><td>kkat</td><td>your foot</td><td>kkatk</td><td>on your foot</td></tr> </table> <p>Option: Students can do a 'fashion show' where they name clothes that they model.</p>	wskwitkwan	jacket/coat	pita'qewe'l	pants	tepotk	boots	mkisnk	shoes	a'kusn	hat	pijjaqnk	mittens	makkot	dress	wskwitkwanji'j	sweater	atla'y	shirt	siknn	socks	we'skit	vest	pita'qewe'ji'jl	shorts	kunji	your head	kunjekk	on your head	ktlmaqñ	your shoulder	ktlmaqñk	on your shoulder	kji'taqñ	your neck	kji'taqñk	on your neck	kpitnokom	your arm	kpitnokomk	on your arm	ktluikñ	your finger	ktluikñk	on your finger	kpaqm	your back	kpaqm	on your back	kkajikñ	your leg	kkajikñk	on your leg	kkat	your foot	kkatk	on your foot	<p>In addition to the Meets Expectations criteria, the work:</p> <p>Uses additional supplementary terms and labels</p> <p>Pronunciation is consistently clear and accurate, with a smooth and natural delivery.</p>
	wskwitkwan	jacket/coat																																																								
pita'qewe'l	pants																																																									
tepotk	boots																																																									
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kkat	your foot	kkatk	on your foot																																																							
	3-4 marks	5 marks																																																								
Written	<p>All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible. The clothing items are labeled and are <u>well organized</u> in a <u>clear</u> format with appropriate labels/pictures.</p>	<p>In addition to the Meets Expectations criteria, the work:</p> <p>Uses additional supplementary terms and labels.</p>																																																								
		3-4 marks	5 marks																																																							
Presentation	<p>Includes <u>all</u> elements to introduce clothing. Uses <u>appropriate</u> facial expressions and body movements,</p>	<p>In addition to the Meets Expectations criteria, the work:</p> <p>Holds the audience's attention.</p>																																																								
		3-4 marks	5 marks																																																							

Module 7: School Objects

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Have an interactive conversation using the seven statements and seven questions appropriately with recognizable pronunciation.
- Create a message describing the items in a room and their locations using in or on.

Required content:

(In this module students will be assessed on inanimate objects only.)

Questions:		
1	Koqowey nemitu'n?	What do you see?
2	Wen nemi't	Who do you see?
3a	Talamu'k _____ ?	What colour is the _____ ? (inanimate – sing.)
3b	Talamuksit _____ ?	What colour is the _____ ? (animate – sing.)
4a	Talamu'kl _____ ?	What colour are the _____ ? (inanimate – pl.)
4b	Talamuksijik _____ ?	What colour are the _____ ? (animate – pl.)
5Aa	Ta'sikl _____ nemitu'nl?	How many _____ do you see? (inanimate – pl.)
5Bb	Ta'sijik _____ nemi'jik?	How many _____ do you see?.....(animate – pl.)
6a	Tami etek _____ ?	Where is the _____ ? (inanimate – sing.)
6b	Tami eyk _____ ?	Where is the _____ ? (animate – sing.)
7a	Tami etekl _____ ?	Where are the _____ ? (inanimate – pl.)
7b	Tami eykik _____ ?	Where are the _____ ? (animate – pl.)
Statements/Responses:		
1a	Nemitu _____.	I see a _____ . (inanimate – sing.)
1b	Nemituann _____.	I see _____ . (inanimate – pl.)
2a	Nemi'k _____.	I see a _____ . (animate – sing.)
2b	Nemi'kik _____.	I see _____ . (animate – pl.)
3a	_____.	The (object) is (colour). (inanimate – sing.)
3b	_____.	The (object) is (colour). (animate – sing.)
4a	_____.	The (objects) are (colour). (inanimate – pl.)
4b	_____.	The (objects) are (colour). (animate – pl.)
5A	Nemitu _____.	I see # (object). (inanimate – sing.)
5a	Nemituann _____.	I see # (objects). (inanimate – pl.)
5B	Nemi'k _____.	I see # (object). (animate – sing.)
5b	Nemi'kik _____.	I see # (objects). (animate – pl.)
6	_____.	The (object) is located (position) the (object).
7	_____.	The (objects) are located (position) the (object).

Use any of the four terms below to indicate position for statements 6 & 7.

Use the table below for responses.

Positions (only the position <i>ke'kutek</i> is required – all other positions are supplementary)			
Animate Singular	Animate Plural	Inanimate Singular	Inanimate Plural
pisit (s/he is there inside)	pisijik (they are there inside)	pitek (it is there inside)	Pitekl (they are there inside)
ke'kupit (s/he is there on top of)	ke'kupijik (they are there on top of)	ke'kutek (it is there on top of)	ke'kutekl (there are there on top of)
eyk lame'k (s/he is there under/inside)	eykik lame'k (they are there under/inside)	etek lame'k (it is there under/inside)	etekl lame'k (they are there under/inside)
eyk uttejk (s/he is there behind/ in the back)	eykik uttejk (they are there behind/ in the back)	etek uttejk (it is there behind/ in the back)	etekl uttejk (they are there behind/ in the back)

Statement 1a responses (inanimate – singular)	
Nemitu ka'qn.	I see a door.
Nemitu kutputi.	I see a chair.
Nemitu patawti.	I see a table.
Nemitu wi'katikn.	I see a book.
Nemitu tuopiti.	I see a window.
Statement 1b responses (inanimate – plural)	
Nemituann ka'qnn.	I see doors.
Nemituann kutputi'l.	I see chairs.
Nemituann patawti'l.	I see tables.
Nemituann wi'katiknn.	I see books.
Nemituann tuopiti'l	I see windows.
Statement 2a responses (animate – singular)	
Nemi'k nujikina'muet.	I see a teacher.
Nemi'k kina'masite'w.	I a student.
Nemi'k nujikina'muet aqq kina'masite'w.	I see a teacher and a student.
Nemi'k wi'kikn.	I see a pencil/pen.
Statement 2b responses (animate – plural)	
Nemi'kik nujikina'mua'tijik.	I see teachers (3 or more).
Nemi'kik kina'masite'wk.	I students.
Nemi'kik nujikina'mua'tijik aqq kina'masite'wk.	I see teachers (3 or more) and students.
Nemi'kik wi'kiknk.	I see pencils/pens.
Statement 3a responses (inanimate - singular)	
Ka'qn mekwamu'k.	The door is red.
Kutputi wapamu'k.	The chair is white.
Patawti maqtawamu'k.	The table is black.
Wi'katikn wataptewamu'k.	The book is yellow.
Statement 3b responses (animate – singular)	
Wi'kikn maqtawamuksit.	The pencil/pen is black.
Statement 4a (inanimate – plural)	
Ka'qnn mekwamu'kl.	The doors are red.
Kutputi'l wapamu'kl.	The chairs are white.
Patawti'l maqtawamu'kl.	The tables are black.
Wi'katiknn wataptewamu'kl.	The books are yellow.
Statement 4b (animate – plural)	
Wi'kiknk wataptewamuksjik.	The pencils are yellow.
Statement 5A (inanimate – singular)	
Nemitu newte' ka'qn	I see one door.

Statement 5a (inanimate – plural)	
Nemituann tapu'kl kutputi'l.	I see two chairs.
Nemituann ne'siskl patawi'l.	I see three tables.
Nemituann newkl wi'katiknn.	I see four books.
Statement 5B (animate-singular)	
Nemi'k newte'jit wi'kikn.	I see one pencil/pen.
Statement 5b (animate-plural)	
Nemi'kik tapusijik nujjkina'muejik.	I see <i>two</i> teachers.
Nemi'kik ne'sijik kina'masite'wk.	I see three students.
Nemi'kik newijik wi'kiknk.	I see four pencils/pens.
Statement 6 (singular)	
Wi'kikn pisit wi'katikn iktuk .	The pencil is located inside the book.
Wi'katikn ke'kutek kutput iktuk .	The book is located on the chair.
Na'ku'setewey <i>etek</i> uttejk kutput iktuk .	The clock is located behind the chair.
Wi'katikn etek lame'k pataw iktuk .	The book is located under the table.
Statement 7 responses (plural)	
Wi'katikne'l ke'kutekl pataw iktuk .	The papers are located on the table.
Wi'kiknk <i>eykik</i> lame'k kutput iktuk .	The pencils are located under the chair.

Vocabulary:

School Objects (animate objects are supplementary)			
singular form		plural form	
a'pis	office	a'pisl	offices
epikasikua'sutio'q	sink	epikasikua'sutio'qik	sinks
ka'jjo'qn	toilet paper	ka'jjo'qnn	
ka'qn	door	ka'qnn	doors
kina'masite'w	student	kina'masite'wk	students
kina'matimkewo'kuom	school	kina'matimkewo'kuoml	schools
kutputi	chair	kutputi'l	chairs
mi'jano'kuom	bathroom	mi'jano'kuoml	bathrooms
mikuite'tmuikewey	computer	mikuite'tmuikewe'l	computers
msaqtaqt	floor	msaqtaqtl	floors
musuey	tissue	musue'l	tissues
na'ku'setewey	clock	na'ku'setewe'l	clocks
nikanu's	principal	nikanu'sk	principals
nujjkina'muet	teacher	nujjkina'muejik nujjkina'mua'tjijik	teachers (<i>two</i>) teachers (<i>3 or more</i>)
patawi	table	patawi'l	tables
plu'jaqamati	mirror	plu'jaqamati'l	mirrors
suspanikn	soap	suspaniknk	soaps
tuopiti	window	tuopiti'l	windows
wi'katikn	book	wi'katiknn	books
wi'katikney	paper	wi'katikne'l	papers
wi'kikn	pencil/pen	wi'kiknk	pencils/pens

Locations			
(Locative form)		(Singular form)	(Plural form)
kutput iktuk	on the chair	kutputi	kutputi'l
pataw iktuk	on the table	patawi	patawi'l
wi'katikn iktuk	in the book	wi'katikn	wi'katiknn
tuopit iktuk	on the window	tuopiti	tuopiti'l
wi'katikney iktuk	on the paper	wi'katikney	wi'katikne'l
wi'kikn iktuk	on the pencil/pen	wi'kikn	wi'kiknk

Adjective Numbers		
	Animate	Inanimate
one	newte'jit	newte'
two	tapusijik	tapu'kl
three	ne'sijik	ne'siskl
four	newijik	newkl
five	nanijik	nankl
six	asukom te'sijik	asukom te'sikl
seven	lluiknek te'sijik	lluiknek te'sikl
eight	ukumuljin te'sijik	ukumuljin te'sikl
nine	peskunatek te'sijik	peskunatek te'sikl
ten	newtiska'q-te'sijik	newtiska'q-te'sikl *For the numbers ten and greater, the adjective form generally is the same as the cardinal number

	singular		plural	
	amalamuksit (animate)	amalamu'k (inanimate)	amalamuksijik (animate)	amalamu'kl (inanimate)
	mekwamuksit.	mekwamu'k.	mekwamuksijik	mekwamu'kl
	wapamuksit.	wapamu'k.	wapamuksijik	wapamu'kl
	wataptewamuksit.	wataptewamu'k.	wataptewamuksijik	wataptewamu'kl
	maqtaawamuksit.	maqtaawamu'k.	maqtaawamuksijik	maqtaawamu'kl
	pkumanamuksit.	pkumanamu'k.	pkumanamuksijik	pkumanamu'kl
	tupkwanamuksit.	tupkwanamu'k.	tupkwanamuksijik	tupkwanamu'kl
	stoqnamuksit.	stoqnamu'k.	stoqnamuksijik	stoqnamu'kl

GCO 1.0 Listening – Suggested Activities

Actively listens to simple words and terms related to school. Uses verbal and body language to show comprehension. Teacher will model by showing flashcards of different objects. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual sentences. If available, allow students to record and listen to their pronunciation.

Listen for school objects

(A) Use pictures/flashcards of places and items found in the school so students can practice.

mi'jano'kuom	bathroom
wi'katikn	book
kutputi	chair
patawti	table
tuopiti	window
ka'qn	door
msaqtaqt	floor
nikanu's	principal
suspanikn	soap
ka'jjo'qn	toilet paper
plu'jaqamati	mirror
epikasikua'sutio'q	sink
musuey	tissue
a'pis	office

Listens to commands

(B) Read each command and use actions to illustrate.

Ke' nmiskmui tapu'kl wi'katiknn aqq pa'sitesk msaqtaqtuk.	Get me two books and sit on the floor.
Ke' pana'tu ka'qn aqq nmiskmui musuey.	Open the door and get me a tissue.
Ke' wsua'l tamln aqq ke'kua'l patawtiktuk.	Take a glass and put it on the table.
Ke' ke'kua'tu ne'siskl kutputi'l patawtiktuk.	Put three chairs on the table.
Ke' naji-ankamsi plu'jaqamatiktuk aqq apatpa'sitesk.	Go look at yourself in the mirror and come sit back down.

Listens to both commands and sentences

(C) Read the sentence and demonstrate how commands are different from simple sentences.
(Commands do not have subjects; the subject 'you' is implied.)

Ni'n ankamsi plu'jaqamatiktuk.	I look at myself in the mirror.
Pmkopa'si kutputiktuk.	Sit down on the chair.
Naji-pana'tu ka'qn.	Go open the door.
Ni'n nitap teluisit _____.	My (boy) friend's name is _____.
Ni'n nitape'skw teluisit _____.	My (girl) friend's name is _____.
Ke' nmiske'n tmitki'knn.	Go get scissors.

Supplementary Content

Listen to dialogue

(D) Read the dialogue using pauses or change of tone to indicate two speakers.

Student	Kisi-lia's mi'jano'kuomk?	May I go to bathroom?
Teacher	E'e, kisi-lietesk mi'jano'kuomk.	Yes, you can go to the bathroom.
Student	Kisi naji-nmia's nikanu's?	May I go see the principal?
Teacher	E'e, kisi-naji-nmiatesk nikanu's.	Yes, you can go see the principal.
Student	Kisi-nmiskites ntui'katikn?	May I go get my book?
Teacher	E'e, kisi-nmiskitesk ktuikatikn.	Yes, you can go get your book.
Student	Kisi-jukua'tuitesk nkutputim?	May you get my chair?
Teacher	E'e, kisi-jukua'tltes kcutputim.	Yes, I can get your chair.
Student	Kisi-pana'ttes ka'qn?	May I open the door?
Teacher	E'e, kisi-pana'ttesk ka'qn.	Yes, you can open the door.

Listen for plurals

(E) Have students listen for changes in pronunciation for plural forms.

wi'katikn	wi'katiknn	book	books
ka'qn	ka'qnn	door	doors
kutputi	kutputi'l	chair	chairs
patawti	patawti'l	table	tables
suspanikn	suspaniknk	soap	soaps
musuey	musue'l	tissue	tissues
wi'kikn	wi'kiknk	pencil/pen	pencils/pens
nujikinamuet	nujikinamuejik nujikinamua'tijik	teacher teachers	teachers (two) teachers (3 or more)
kina'masite'w	kina'masite'wk	student	students
mikuitemuikewey	mikuitemuikewe'l	computer	computers

Note: The easiest way to distinguish animate and inanimate nouns is by their plural forms. Animate plural nouns end in **-k or -q**, and inanimate plural nouns end in **-l or -n**.

Suggested Activities

Listen for location indicators (prepositions)

(F) Have students listen for the words that indicate 'where'. Explain that the meaning of "iktuk is in/on/at the.

(Locative form)		(Singular form)	(Plural form)
kutputiktuk	on the chair	kutputi	kutputi'l
patawtiktuk	on the table	patawti	patawti'l
wi'katikniktuk	in the book	wi'katikn	wi'katiknn
tuopitiktuk	on the window	tuopiti	tuopiti'l

Supplementary Content

Listen for location indicators (prepositions)

(G)

Ni'n ketu' liey nikanu'sk wta'pismk.	I want to go to the principal's office.
Nitap pemkopa'sit kutputiktuk.	My (boy) friend sits on the chair.
Ni'n patuetesin ka'qniktuk.	I bump into the door.
Nekm niseket musuey msaqtaqtuk.	S/he drops the tissue on the floor.

Listen for possessive markers

(H) Have students listen for the sounds that make the possessive markers.

Ni'n	My	Ki'l	Your	Nekm	His/Her
nkutputim	my chair	kkutpitim	your chair	wkutputim	his/her chair
npatawtim	my table	kpatawtim	your table	wpatawtim	his/her table
ntuopitim	my window	ktuopitim	your window	wtuopitim	his/her window

Note: There are 3 possessive markers in Mi'kmaq - n, k and w and are at the beginning of most nouns.

N is used for **my**, **k** is used for **you** and **w** is used for **his/her**.

The suffix of "m" implies ownership.

GCO 2.0 Reading – Suggested Activities

Read familiar names, words, and sentences. Each student is given an image with the written text at the bottom. The student must read the text using the visual clues. Use listening section (C).

Read original text. Students read their Pictionary of school objects (singular and plural forms).

GCO 3.0 Spoken Interaction – Suggested Activities
Can repeat or rephrase things at a slower rate of speech related to school objects. Provide flash cards or use objects and have pairs of students ‘test’ each other. Use Listening Section (A).
Practice following directions. Give a variety of instructions and ask the students to follow them. Teacher models with a student volunteer. Students work in pairs. Use Listening Section (B).
Practice distinguishing between commands and sentences. Scramble the lists of sentences and commands. Have students work in pairs and respond to commands by following the command or confirming that what they heard was a sentence.
Practice a dialogue. Have students work in pairs and practice a dialogue where one is the teacher and the other a student. Use Listening Section (D).
<i>Supplementary Content</i>
Practice plurals. Arrange objects in single and multiple groups. Have students point and indicate singular and plural. Use Listening Section (E).
Practice possessives. Have students practice possessives by indicating my/you for a series of objects. Use Listening Section (F).
GCO 4.0 Spoken Production – Suggested Activities
Uses simple phrases and sentences to describe school objects. Have students present a dialogue to the class where one is the teacher and the other a student. Use Listening Section (D).
<i>Supplementary Content</i>
Use simple phrases in singular and plural. Have students create a Pictionary of school objects (singular and plural forms).
GCO 5.0 Writing – Suggested Activities
Uses a variety of familiar text forms and media. (E.g., brochures, Pictionary). Have students create a Pictionary of school objects (singular and plural forms).
GCO 6.0 Language Development – Suggested Activities
Uses direction and location words. Show a picture and ask students to make a complete sentence using a location indicator. Use Listening Section (G) for examples.

Pictionary Rubric

	Meets Expectations	Exceeds Expectations
Pronunciation	All words and phrases pronounced <u>clearly</u> and <u>correctly</u> . Using both singular and plural forms.	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels Pronunciation is consistently clear and accurate, with a smooth and natural delivery.
	3-4 marks	5 marks
Written	All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible. The clothing items are labeled and are <u>well organized</u> in a <u>clear</u> format with appropriate labels/pictures.	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels
	3-4 marks	5 marks
Presentation	Includes all elements to introduce school objects. Uses appropriate facial expressions and body movements, The images support the text.	In addition to the Meets Expectations criteria, the work: Holds the audience's attention.
	3-4 marks	5 marks

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Summary of Selected Projects

Module 1: Greetings

Written/Oral: Self-Introduction

Written: Portfolio Cover

Written/Oral: Sentence Strips for Pronouns

Module 2: Kinship

Oral/Written: Family Tree

Module 3: Feelings

Written: Checklist for Matching

Oral/Written: Feelings Presentation

Written: Create a children's storybook with images of identified feelings. Or other work product as appropriate/negotiated.

Module 4: Likes and Dislikes

Oral/Written: Likes and Dislikes Poster

Oral/Written: Sentence Completion

Module 5: Calendar

Written: Picture book: the days of the week with numbers/captions

Written/Oral: Create an interactive calendar in PPT of their birth month with recorded audio files for each number, day of the week and name of the month including an audio file for today is my birthday.

Module 6: Clothing

Oral/written: Clothing booklet or Fashion Show]

Module 7: School Objects

Oral/written: Pictionary

Summative Assessment – End of Course Grading
<i>60% Spoken Interaction and Production</i>
<i>25% Reading and Listening</i>
<i>15% Written Products</i>

Process: Did the student show they followed the processes of learning the materials? Did he/she participate consistently in the oral activities? Work hard to complete projects? Maintain good study habits?

Progress: Did the student make progress in their learning? How significant was that progress?

Product: Is it evident that the student made strong efforts to develop quality projects for each unit?