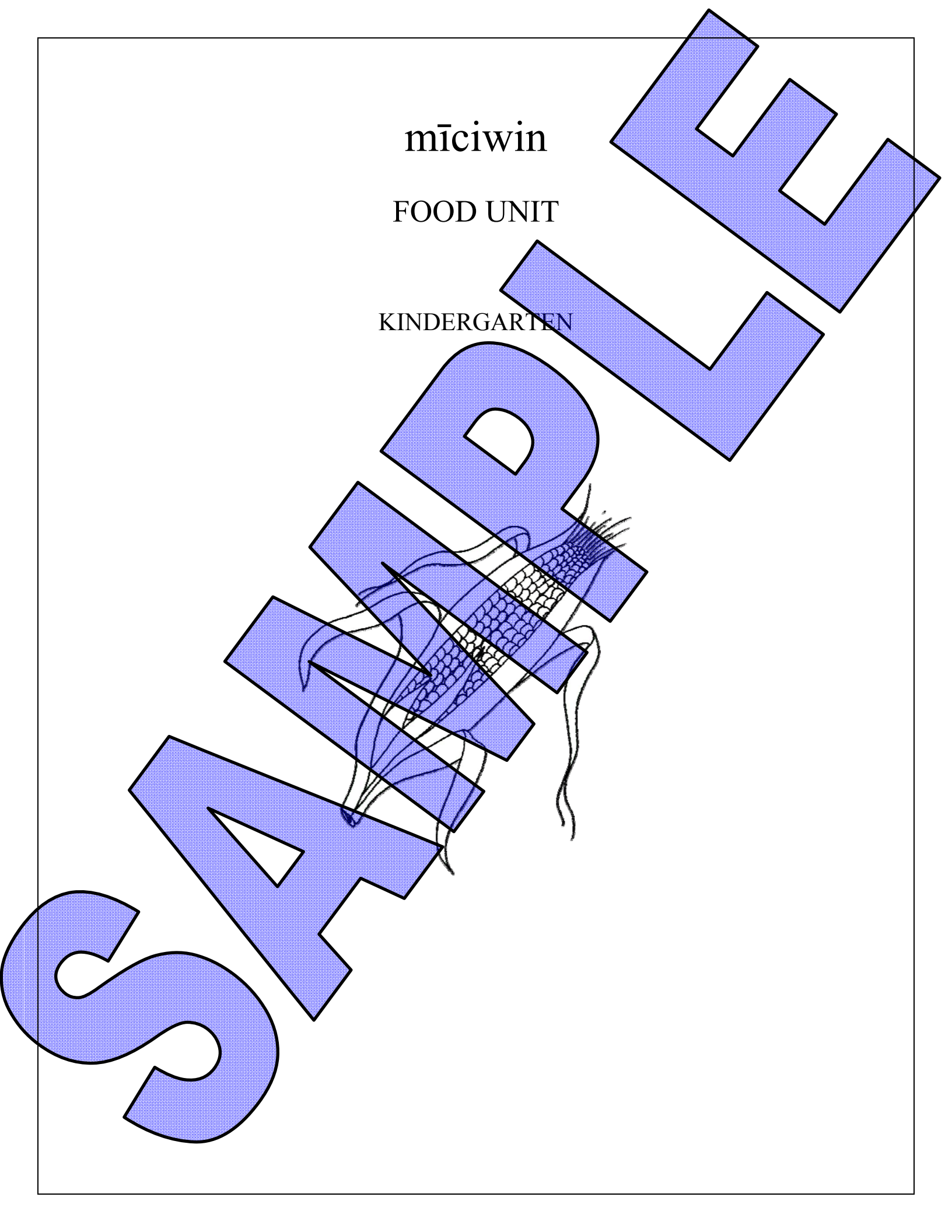


mīciwin

FOOD UNIT

KINDERGARTEN

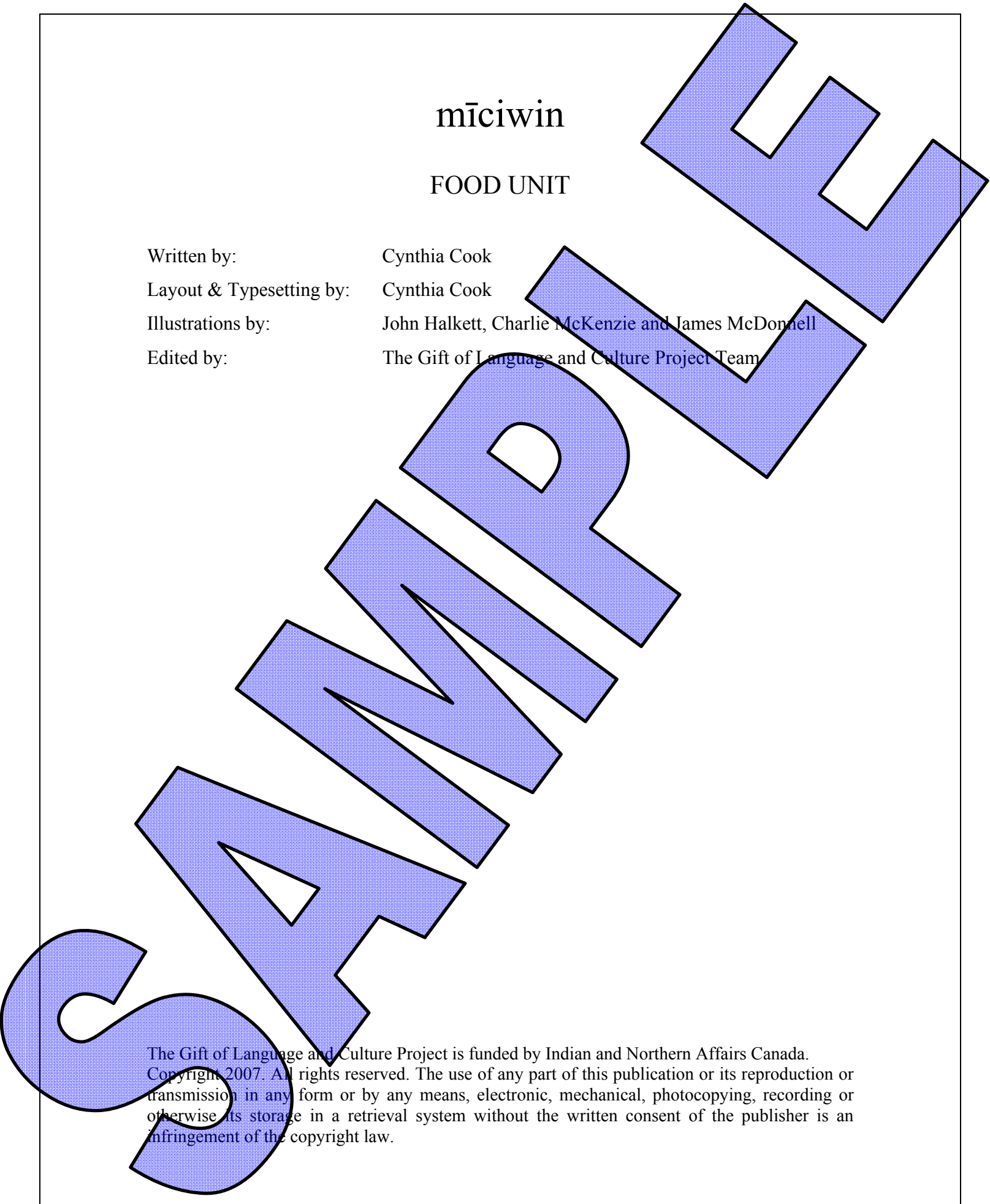


mīciwin

FOOD UNIT

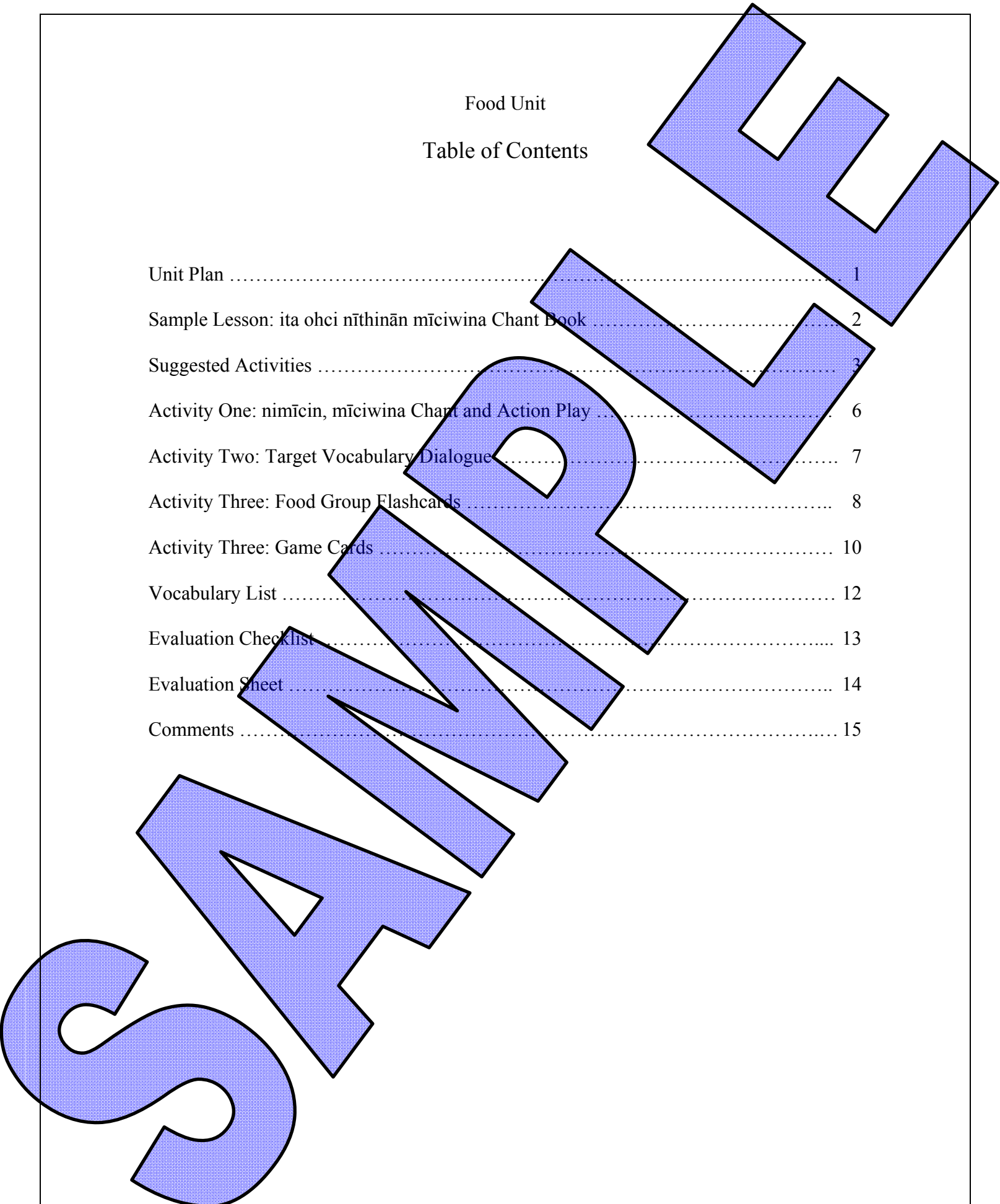
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Food Unit
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Kindergarten

Unit: Food

Time Allotment: Fifteen – 45 minute periods (675 minutes)

Target Vocabulary:

tohtōsāpoy
cahkās
māhtāmin
ithinimina
kīkisīpāmīciwiniis
okohcaskwāsa
mōsowiyās
namīstīk
pahkwīsiKANAK
tohtōsāpoya
wiYāsa
mīnisa ikwa kistikāna

milk
ice cream
corn
blueberries
cereal
macaroni
moose meat
smoked fish
breads
milk and milk products
meats
fruits and vegetables

Review Vocabulary:

wāwa
shpihkasikan
pahkwīsiKANAK
tohtōsāpoy
mīnis(a)
wiYās

eggs
bread
bannock
milk
fruit
meat

Unit Objectives:

The students will be able to:

- learn basic food items in Cree.
- learn the generic terminology of the four food groups.
- learn where food items from the target vocabulary come from.

Resources:

ita ohci nīthinān mīciwina Chant Book and Activity Sheets
Chant
Memory Game and Food Groups Game
Flashcards
Food Groups Chart
Supplementary Worksheets
niwīkistīn mīciwina Connect the Dots

Common Essential Learnings:

Communication
Personal and Social Values and Skills
Critical and Creative Thinking
Independent Learning
Numeracy

Sample Lesson: *ita ohci nīthinān mīciwina* Chant Book

Objectives:

The students will be able to:

- identify and name, in Cree, the foods in the chant book.
- learn where food items from the target vocabulary come from.

Material:

Flashcards

ita ohci nīthinān mīciwina Chant Book and Activity Sheets

Procedure:

1. Introduce one food item that is in the book using flashcards.
2. Students repeat after you as you name the flashcards.
3. Read the chant book “*ita ohci nīthinān mīciwina*.”
4. After reading the appropriate page, stop and ask questions for understanding.
5. As a closure to the lesson, use the flashcards from the back of the chant book to check for understanding. The flashcards can be posted up where students can easily access them or see them. For example, show/point to the picture of corn and ask the students, “*tanīti ohci oma mīciwin?*” and the students can point to the corn plant and say, “*kistikānihk ohci.*”
6. The activity sheets from the book can also be used as a closure to the lesson.

Evaluation:

Students can be evaluated through the use of questions. Keep a checklist of how well the students can match the food items to their origin.

Suggested Activities

The following activities are not in any particular order. The teachers can choose which activities they want to use.

Activity One: nimīcin mīciwina Chant and Action Play

Objective:

The students will be able to:

- name the foods in the target vocabulary and do the actions associated with the food items.

Procedure:

1. Have students stand by their desks or in a semi circle in front of you.
2. Explain to them they are going to learn a new chant that has many actions and that you are going to show them first.
3. Say the chant and demonstrate the actions once.
4. Say the chant again and encourage the students to follow along with the actions.
5. Say the chant again and this time students must say the chant with you and do the actions the same time.
6. The following are some variations you can use: The students can say the chant in a quiet voice, say the chant at a fast rate or they can say the chant at a slow rate. You can even encourage them to come up with other variations.

Activity Two: Target Vocabulary Dialogue

Objective:

The students will be able to:

- use the target vocabulary in simple dialogue.

Procedure:

1. Bring actual food items to class so the students can use them with the activity.
2. The teacher, with the help of a student/volunteer, can model the dialogue.
3. Place students in groups of two and have them practice the dialogue with each other.
4. Another option is to place two students in front of the class and have them practice the dialogue while the rest of the class watches, listens and helps out with the dialogue. Keep rotating students to the front until everyone has had a chance or until they have mastered the dialogue.

Activity Three: Naming Food Groups and Game

Objective:

The students will be able to:

- learn the names of the four food groups in Cree.

Procedure:

1. Introduce each food group individually, but always have a food groups chart visible to the students.
2. Name the food group being introduced in Cree and show the flashcard from either page 8 or 9. It would also be nice to have many pictures of food/flashcards handy to show examples of food that go into that food group. Show some non-examples as well.
3. Give every student a coloured card that corresponds to the colour represented in the food group being introduced. For example, if you were introducing breads you would give students yellow cards.
4. Explain the steps you are going to take. First, you will show them a picture of a food item. Second, ask them, “taniī onci ōma mīciwin?” They have to lift their yellow cards and say “pahkwīisikan” if it belongs in the breads food group, but if it does not belong they can say, “namwāc pahkwīisikan.” Go on to another food item.
5. Once all the food groups have been introduced to the students in this way, you can play the game. The objective of the game is to name all the food groups in Cree to reach the prize. Divide the students into teams of four. Each player gets a game card that has all four food groups. The players sit facing each other, in a circle. Players place their game cards in front of them and the teacher places some prizes in the center. The players take turns naming each square from their game card and once they name each food group correctly they claim a prize from the center of the table.

Activity Four: Memory

Objective:

The students will be able to:

- match and name the food items from the target vocabulary list.

Procedure:

1. Put students into groups of two or more.
2. Place all 16 playing cards face down.
3. Each player takes a turn.
4. On each turn the player flips over two cards and places them on the exact spot where he/she flipped them. The player must also name the food items, in Cree, that they flip over. If the player picks a pair, the player keeps the matching pair and the next player takes a turn. But if the player does not pick a pair, he/she places the cards faced down again and the next player has a turn.
5. The winner of the game is the player with the most pairs.

Activity Five: Food Groups Game (mīciwina)

Objectives:

The students will be able to:

- review names of food items from target vocabulary.
- review numbers.

Procedure:

1. Player rolls the die, and moves his/her marker to the spot.
2. As the player moves the marker to the spot they must count in Cree. When the player lands on a food item they name the food item in Cree. If the player correctly names the food item they stay in that spot, but if they incorrectly name the food item they go back to the spot they were previously.
3. When a player lands on an apple with an "x" they miss a turn.
4. The first player to reach the last apple is the winner.
5. Other game variations are listed with the game's directions.

nimīcin mīciwina Chant and Action Play

minihkwī, minihkwī tohtōsāpoy (pretend to drink milk)

nothkwāta, nothkwāta cahkās (pretend to lick ice cream)

pāhkwīm, pāhkwīm māhtāmin (pretend to bite off a corn cob)

mōminī, mōminī ithinimīna (pretend to pick and eat blueberries)

kīskisa, kīskisa mōsowiyās (pretend to cut moose meat)

akwāwī, akwāwī namīstik (make a smoke rack hut with hands )

piminawāso, piminawāso okohcaskwāsa (pretend to stir big pot)

mīci, mīci kīkīsipāmīciwīnis (pretend to eat cereal)

mmmm, hmmm nimīcin mīciwina (rub tummy)

Target Vocabulary Dialogue

The following dialogue will have to be modeled by a teacher and a helper before students try it.

Student 1: “tāniwī tohtōsāpoy?”

Student 2: “ōmīta tohtōsāpoy.”

Student 1: “pītā tohtōsāpoy.”

Student 2: “na, ōmīta tohtōsāpoy.”

Student 1: “tīniki.”

Student 1: “tāniwī _____?”

Student 2: “ōmīta _____.”

Student 1: “pītā _____.”

Student 2: “na, ōmīta _____.”

Student 1: “tīniki.”

Target Vocabulary Used With This Dialogue

tohtōsāpoy
cahkās
kīkisīpāmīciwinis
mōsowiyās

Student 1: “tāniwā _____?”

Student 2: “awītā _____.”

Student 1: “pīsiw _____.”

Student 2: “na, awītā _____.”

Student 1: “tīniki.”

Target Vocabulary Used With This Dialogue

māhtāmin
namīstīk/kinosīw

Student 1: “tāniwīhkā _____?”

Student 2: “ōmīta _____.”

Student 1: “pītā _____.”

Student 2: “na, ōhīta _____.”

Student 1: “tīniki.”

Target Vocabulary Used With This Dialogue

ithinimina
okohcaskwāsa