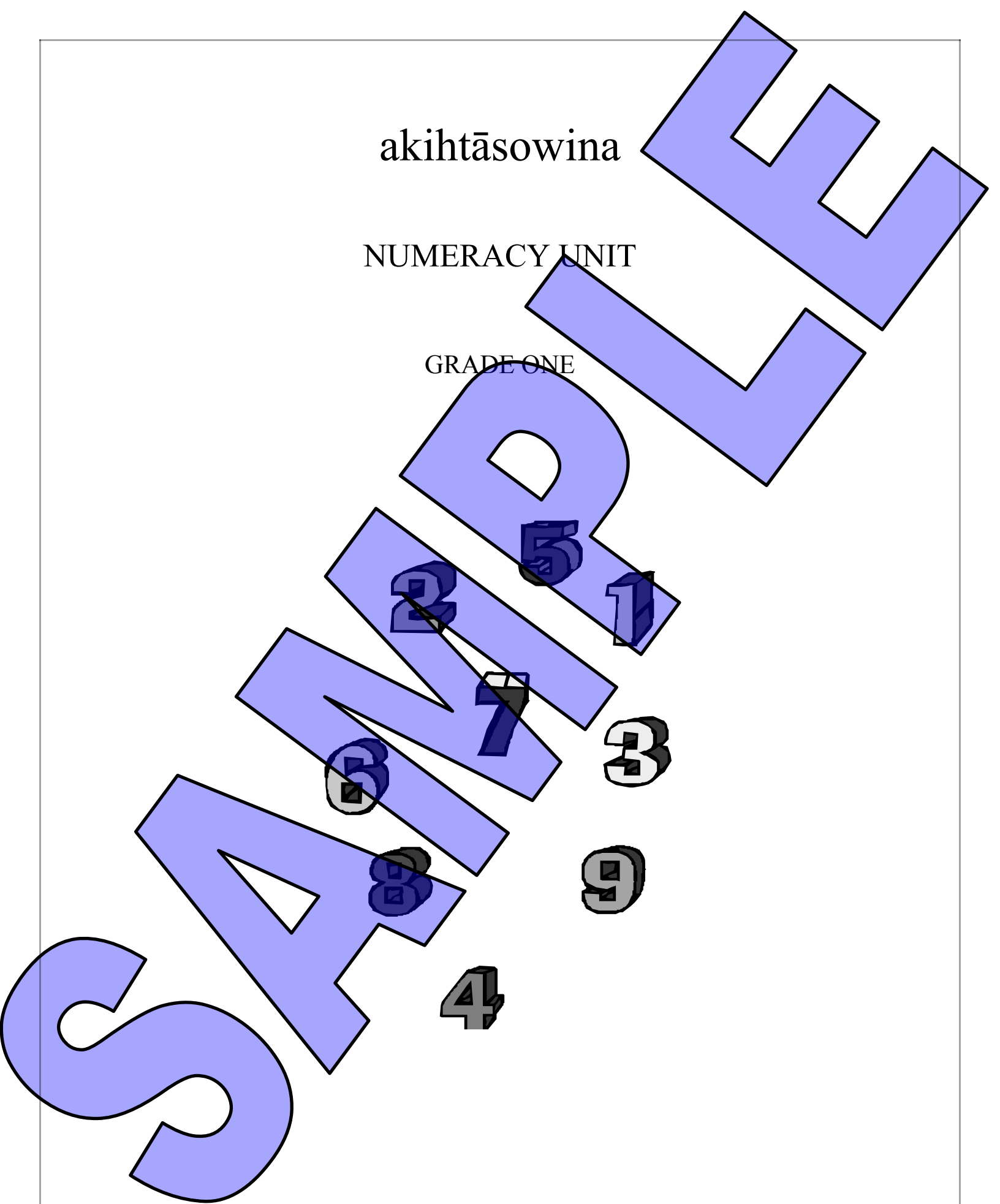


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NUMERACY UNIT

GRADE ONE



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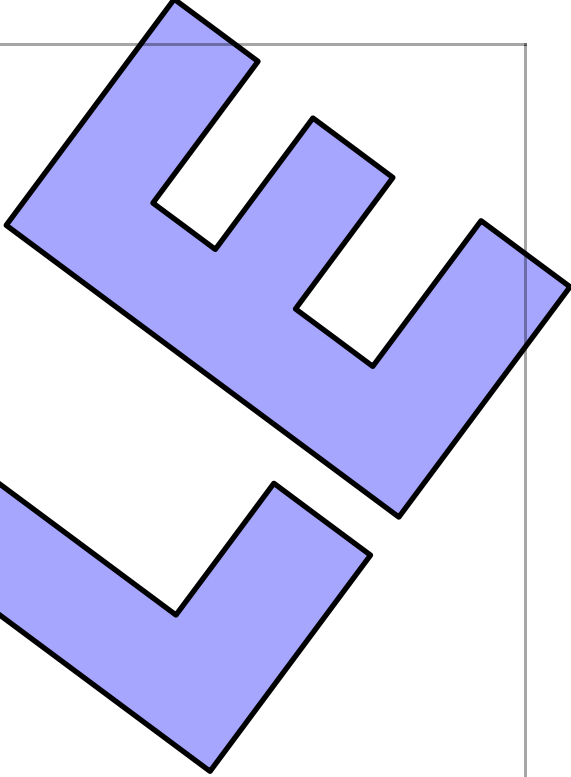
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**NUMERACY UNIT**

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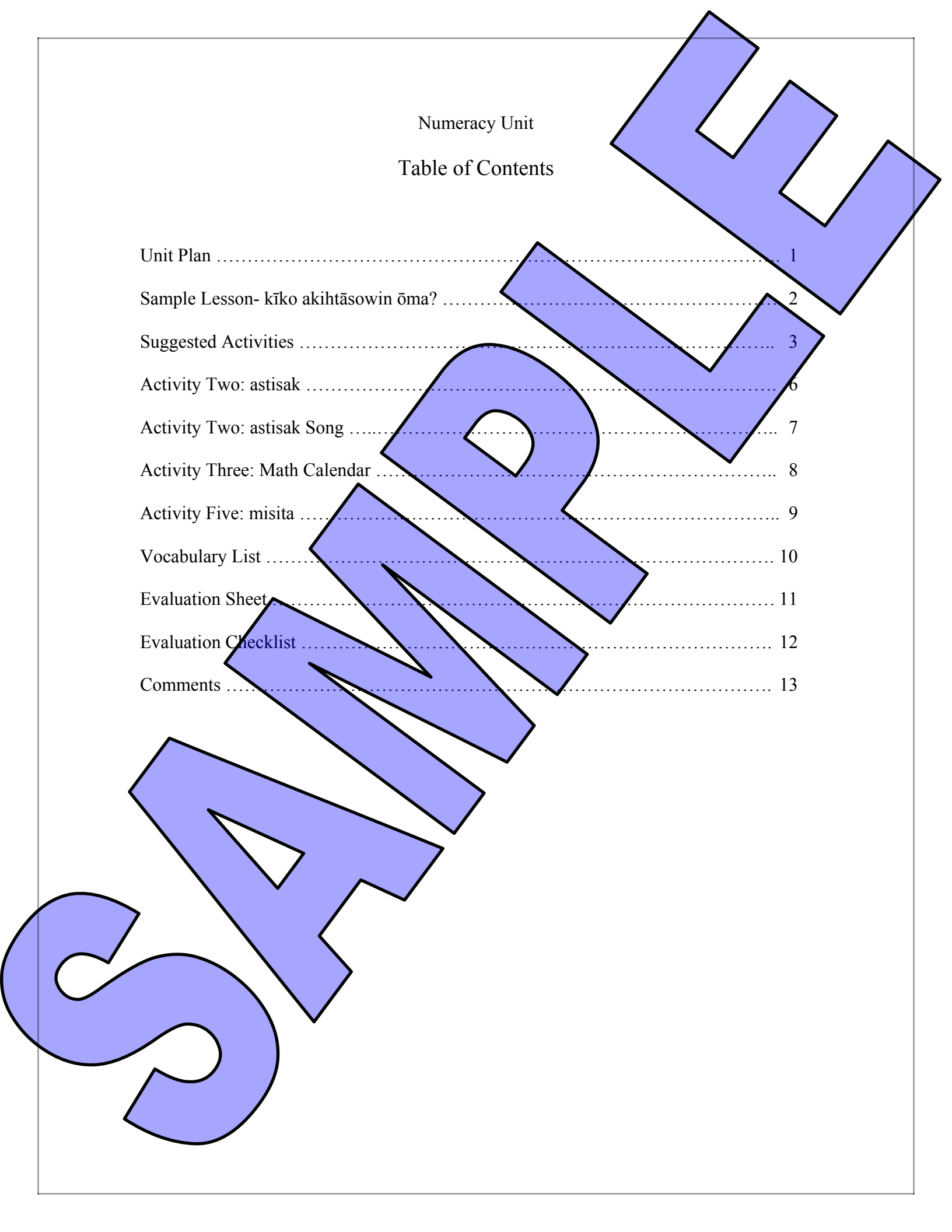
The Gift of Language and Culture Project Team

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Numeracy Unit  
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## Grade One

**Unit:** Numeracy

**Time Allotment:** Fifteen - 45 minute periods (675 minutes)

**Target Vocabulary:**  
Numbers 0-31

0 - namakīkway	11 - piyakosāp	22 - nīstanaw-nīsosāp
1 - piyak	12 - nīsosāp	23 - nīstanaw-nistosāp
2 - nīso	13 - nistosāp	24 - nīstanaw-niyosāp
3 - nisto	14 - niyosāp	25 - nīstanaw-niyānanosāp
4 - niyo	15 - niyānanosāp	26 - nīstanaw-nikotwāsosāp
5 - niyānan	16 - niktowāsosāp	27 - nīstanaw-tīpakohposāp
6 - niktowāsik	17 - tīpakohposāp	28 - nīstanaw-ayināniwosāp
7 - tīpakohp	18 - ayināniwosāp	29 - nīstanaw-kīkā-mitātahtosāp
8 - ayināniw	19 - kīkā-mitātahtosāp	30 - nistomitanaw
9 - kīkā-mitātaht	20 - nīstanaw	31 - nistomitanaw-piyakosāp
10 - mitātaht	21 - nīstanaw-piyakosāp	

### Unit Objectives:

The students will be able to:

- learn oral numbers zero to thirty-one in Cree.

### Resources:

Manipulatives  
Song  
Chant  
Number Worksheets (Supplementary Activities)  
Number Flashcards 0-31

### Common Essential Learnings:

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

**Sample Lesson:** kīko akihtāsowin ōma?

**Objectives:**

Students will be able to:

- identify numbers to ten using the number line and counters.
- say the number to ten.
- develop number sense.

**Materials:**

Number line  
Baggies  
Manipulatives

**Procedure:**

1. Rote count to thirty-one using the number line.
2. Rote count to ten using the number line.
3. Hand out baggies containing different amounts of manipulatives from one to ten. Each student will have a baggie of items.
4. Teacher says a number and students count out their items out loud. The student who has that number amount raises their hand and identifies the number on the number line. All students check to see if this is right by counting the items together.
5. Teacher writes the number on the board and asks students to say the number word again. Chant out the word using a variety of voices such as whispering and then increasing in volume.
6. Use the number line to count up to the number that the student identified.

\*Use this activity for numbers one to thirty-one.

## Suggested Activities

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

### Activity One: Ladybug Addition

Objectives:

Students will be able to:

- discover ways to get sums of up to thirty-one.
- develop number sense to thirty-one.
- develop the sense of the math operations (addition and subtraction).

Procedure:

1. Give students an enlarged copy of the ladybug pattern from the Kindergarten unit.
2. Have the students cut out thirty-one black dots that they have made and put them in a baggy.
3. Point out that the ladybug has two sides on its' back. Use an overhead demo sheet as you demonstrate the different ways of acquiring sums to thirty-one.
4. After the demonstration, direct students to show you different problems such as "piyak ikwa niso" by putting one dot on one side of the ladybug and two dots on the other side. Discuss order if needed.

Extension: remove the dots and show how many dots are left.

### Activity Two: astisak

Objectives:

Students will be able to:

- learn the numbers to ten.
- sing the song "astisak."

Preparation:

Teacher makes a clothesline long enough for each student to have room to hang up mittens.

Procedure:

1. Have children design and colour ten mittens each.
2. Teacher sings the “astisak” song while the students hang up the corresponding mittens.

### Activity Three: Math Calendar

Objective:

Students will be able to:

- use numbers one to thirty-one in math operations of addition and subtraction using Cree.

Teacher Preparation:

- a. Draw two squares with a plus sign in the middle of the two and an equals sign at the end.
- b. Do the same on the back, except this time use a subtraction sign.
- c. Laminate cards for multiple uses.

Procedure:

1. Take the day of the month...for example, today is the 5th.
2. Give the students an addition card along with five (date of month) items Smarties, cereal, etc.
3. The students will separate the items into two groups putting some in one square and some in the other square. Then have the students tell you their number solutions. For example, two Smarties in the first square, three in the other one; they say  $3+2=5$  in Cree.
4. Now write the solution on the board. Also write the number five (or whatever number you're working with) on the board.
5. Do the same for subtraction.

#### Activity Four: Chant

Objectives:

Students will be able to:

- say numbers one to ten in Cree.
- perform a finger play.

Procedure:

1. Say the chant using fingers.
2. At the end, put all fingertips together to make the “children kiss.”
3. The children may draw faces on their fingers and repeat the chant.

Variation: Teacher demonstrates that the “awāsisak” can “kiss” other numbers.  
For example: “nīso ikwa tīpakohp acīmitowak” (two and seven kiss).

#### Activity Five: misita

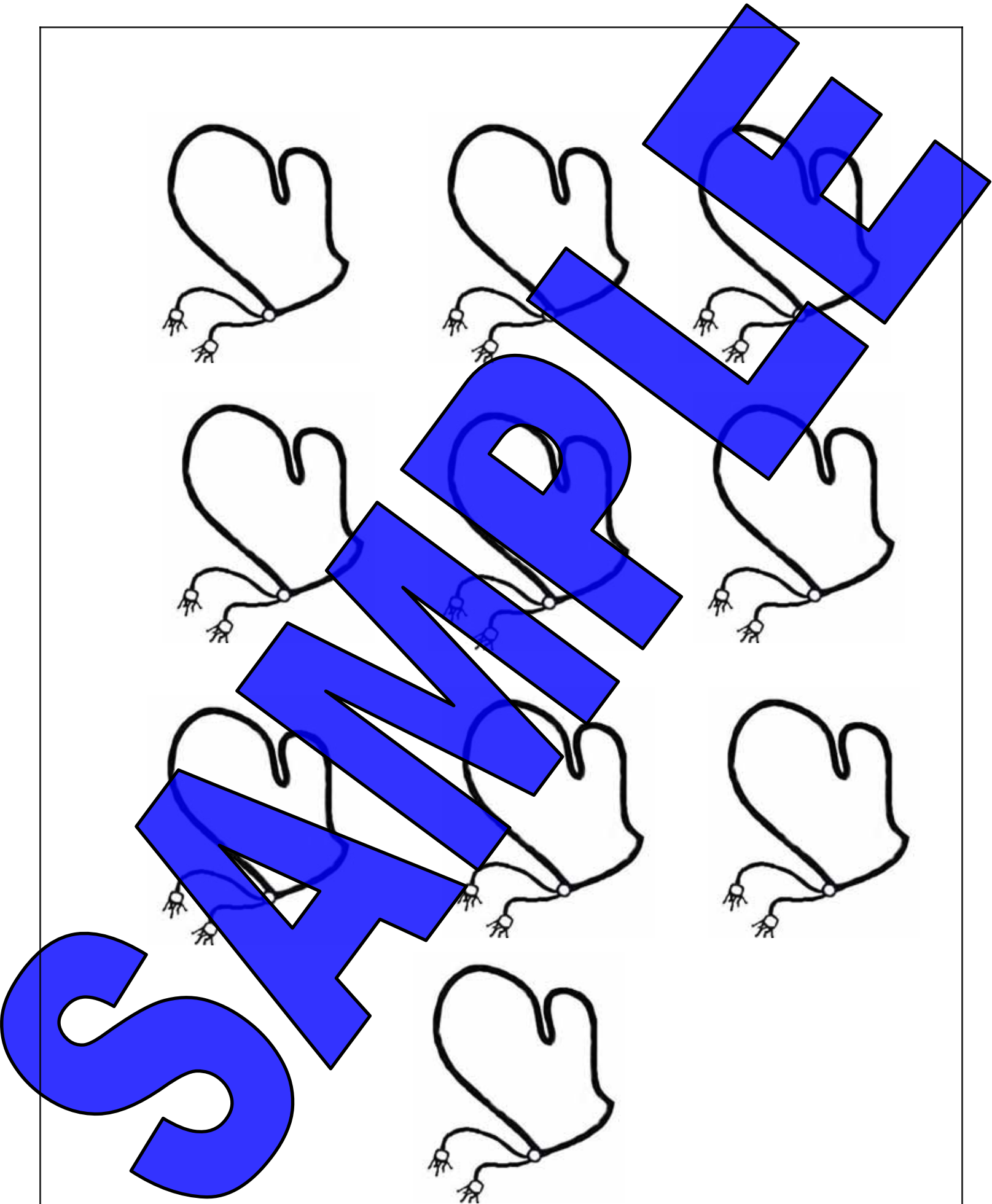
Objectives:

Students will be able to

- count to thirty-one.
- play a racing game.

Procedure:

1. Copy two sets of thirty one of the foot prints and write the numbers on the feet.
2. Lay out the two sets on the floor, side by side, and have two students race to thirty-one.
3. Have students race by counting and moving ahead as they count.



# astisak

(Tune of Mary Had a Little Lamb)

piyak astis nitakotāw  
nitakotāw, nitakotāw  
piyak astis nitakotāw  
nitakotāw

nīso astisak nitakotāwak  
nitakotāwak, nitakotāwak  
nīso astisak nitakotāwak  
nitakotāwak

(continue by adding the numbers to ten in place of nīso)

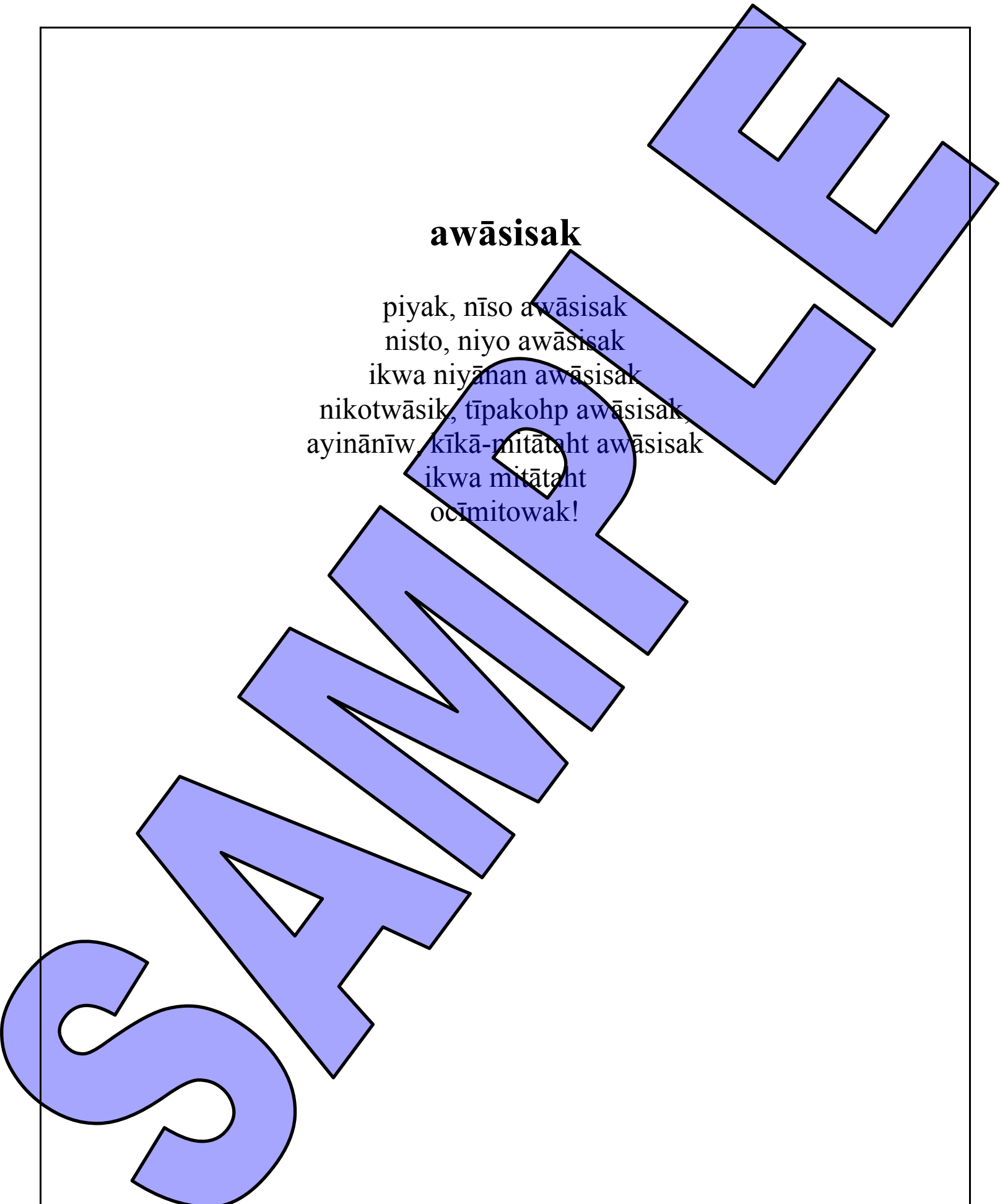
**SAMPLE**

$$\square + \square = \square$$

$$\square - \square = \square$$

## awāsisak

piyak, nīso awāsisak  
nisto, niyo awāsisak  
ikwa niyānan awāsisak  
nikotwāsik, tīpakohp awāsisak,  
ayinānīw, kīkā-mitātaht awāsisak  
ikwa mitātaht  
ocīmitowak!





## Vocabulary List

Students can take the vocabulary list home to review or practice with parent/guardian.

namakikway	0
piyak	1
niso	2
nisto	3
niyo	4
niyanan	5
nikotwasik	6
tipakohp	7
ayinanaw	8
kika-mitataht	9
mitataht	10
mitataht-piyakosap	11
mitataht-nisosap	12
mitataht-nistosap	13
mitataht-niyosap	14
mitataht-niyananosap	15
mitataht-nikotwasosap	16
mitataht-tipakohposap	17
mitataht-ayinanawosap	18
mitataht-kika-mitatahtosap	19
nistanaw	20
nistanaw-piyakosap	21
nistanaw-nisosap	22
nistanaw-nistosap	23
nistanaw-niyosap	24
nistanaw-niyananosap	25
nistanaw-nikotwasosap	26
nistanaw-tipakohposap	27
nistanaw-ayinanawosap	28
nistanaw-kika-mitatahtosap	29
nistomitanaw	30
nistomitanaw-piyakosap	31

I reviewed the above vocabulary with my child. \_\_\_\_\_

parent/guardian

# Evaluation Sheet

Use the following to test students' vocabulary.

<input type="checkbox"/>	0	namakīkway
<input type="checkbox"/>	1	piyak
<input type="checkbox"/>	2	nīso
<input type="checkbox"/>	3	nīsto
<input type="checkbox"/>	4	niyo
<input type="checkbox"/>	5	niyānan
<input type="checkbox"/>	6	nikotwāsik
<input type="checkbox"/>	7	tīpakohp
<input type="checkbox"/>	8	ayinānīw
<input type="checkbox"/>	9	kīkā-mītāht
<input type="checkbox"/>	10	mitāht
<input type="checkbox"/>	11	mitāht-piyakosāp
<input type="checkbox"/>	12	mitāht-nīsosāp
<input type="checkbox"/>	13	mitāht-nīstosāp
<input type="checkbox"/>	14	mitāht-niyosāp
<input type="checkbox"/>	15	mitāht-niyānanosāp
<input type="checkbox"/>	16	mitāht-nikotwāsosāp
<input type="checkbox"/>	17	mitāht-tīpakohposāp
<input type="checkbox"/>	18	mitāht-ayinānīwosāp
<input type="checkbox"/>	19	mitāht-kīkā-mitāhtosāp
<input type="checkbox"/>	20	nīstanaw
<input type="checkbox"/>	21	nīstanaw-piyakosāp
<input type="checkbox"/>	22	nīstanaw-nīsosāp
<input type="checkbox"/>	23	nīstanaw-nīstosāp
<input type="checkbox"/>	24	nīstanaw-niyosāp
<input type="checkbox"/>	25	nīstanaw-niyānanosāp
<input type="checkbox"/>	26	nīstanaw-nikotwāsosāp
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<input type="checkbox"/>	30	nistomitanaw
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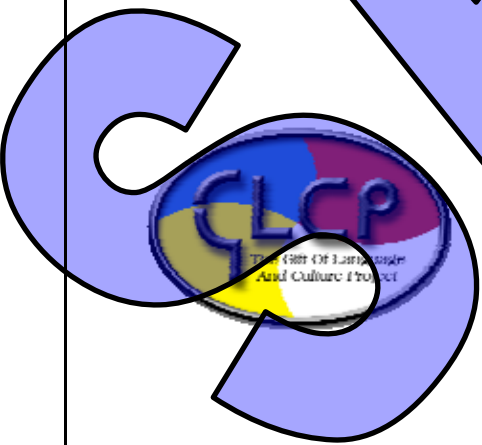


wihowina

Comments



SAMPLE



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