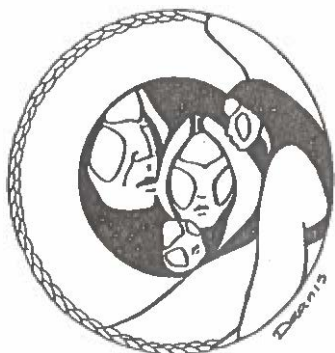


NATIVE LANGUAGE EDUCATION IN ONTARIO



Vol. 5, No. 2
November, 1989



NATIVE LANGUAGE EDUCATION in ONTARIO

VOLUME V NUMBER 1

October 1989

NEWS FROM YOUR COORDINATOR: The summer passed very quickly and here we are again, entering the fall season. The leaves are turning lovely shades of orange, yellow, and red. It is the time of year to reflect and prepare for the year ahead.

When I think about the summer school of 1989, I visualize the three classes of children, learning Native As A Second Language, students walking from the Bora Laskin Building to the Ryan Building, the sounds of laughter, words of frustration and enthusiasm in BL 2009, Big Books clutched under the arms of students, and the taste of the Native Feast at the Friendship Centre. Of course, there are many other memories and incidents that each and everyone of you will cherish and remember. I trust it was a positive experience for you and that you will look forward to your return next July.

Since the semester started, several teachers have called for resources. This summer you were introduced to the various resources available in the School of Education Library. Remember, you can borrow resources from the library by writing a letter to the library, listing the resources required. I have a list of all the materials regarding Native Education including: children's books, teacher's books, reference books, and audio-visual materials. If you would like a copy of the list, let me know or leave a message with Ann.

I am revising the Plan Book that we used this summer. Your comments and the comments of your instructors are all being taken into consideration. In January, I will send the second edition to a random sample of teachers, consultants at the Ministry of Education and the Department of Indian Affairs. Then, one last revision will take place, the book will be printed and ready for 1990 Summer School. I want to express my appreciation for your honest comments and suggestions during the pilot of this book during the past summer.

On an unhappy note, Sister Catherine had a heart attack in the middle of September. I understand she is recovering in the General Hospital at Moose Factory. Take a few moments to write to her; I'm sure she would appreciate receiving some news from you. We are all praying for you Sister!

What other news -- Jean Shawana is back in Mobert, Ernesting Buswa has joined the staff at Mobert, Julia Ann Rivers is teaching in Sioux Lookout, Rubina Naogizic has returned to a school in Sioux Lookout, Christie Ann Bernard is offering NSL over Distance Education to a grade one class in Savant Lake, Wanda White is teaching an NSL class during the evening to adults, Linda Neshinapaise is writing an NSL guidelines document for grade nine in Fort Hope. Let's keep in touch, what grade are you teaching? What kinds of exciting projects are you involved in?

Until next time,

Barbara

NATIVE LANGUAGE EDUCATION IN ONTARIO is an occasional newsletter, published by the Native Language Office, Lakehead University, Thunder Bay, Ontario, P7B 5E1 mailed without charge to students registered in the Native Language Instructors' Program at Lakehead University.

DEAR FRIENDS: The warmth and compassion shown to me at a time of great sorrow meant very much to me and my family. I received your card and donations recently and I would like to thank you all for your support. The grief was overwhelming for me, being away from home and losing a second son, but it was friends, like you and family that provided much comfort and made a trying time more bearable. Miigwetch.

Sincerely yours,

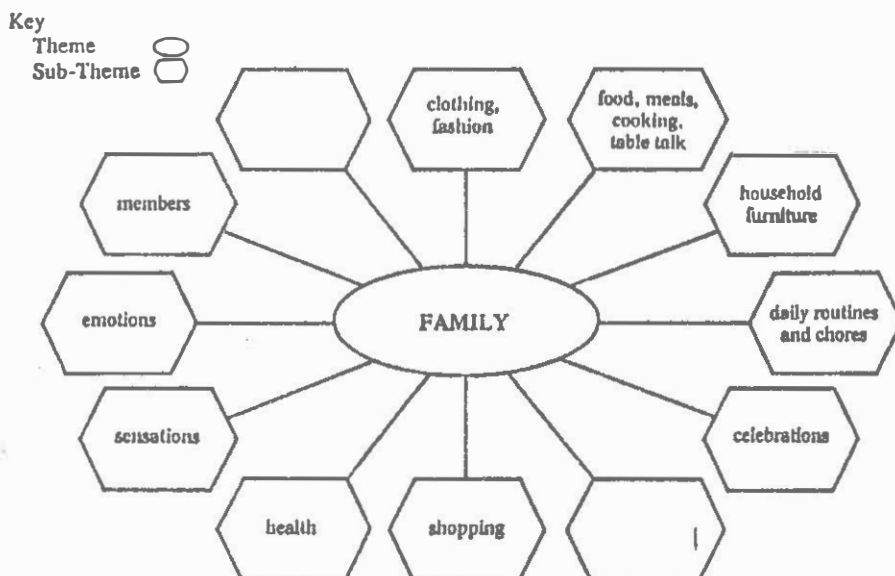
Rita Root

DR. HENRIETTE SEYFFERT MEMORIAL PRIZE IN NATIVE LANGUAGE STUDIES: Awarded to the student who has completed a minimum of three full course equivalents in Native Language Studies at this University, and whose average mark, computed on all Native Language courses completed, is the highest for the year. No student shall receive the prize more than once.

The recipient for this award for 1989 is Georgina Nahwegahbo.
Congratulations Georgina!

THEME PLANNING: Now that it is October and the shock of ending your vacation to face a classroom full of eager students has worn off, it's time to think of that old problem that has worried teachers since the invention of chalk. What am I going to do the rest of the year? Theme planning is an easy way to plan your lessons and have them relate to a central idea. It's easy to do if you follow a few simple steps.

1. On chart paper choose your main theme or idea for three or four week's work, then think of as many sub-themes as you can to go along with your main idea and write them on your chart just like in the diagram at the bottom of the page.
2. Choose a sub-theme, i.e. celebrations and choose ideas for two or three weeks work. Some sample lessons could be, for example, a calendar of the year's holidays, why celebrations are held, community activities related to celebrations, special foods for celebrations, etc.
3. Make a list of activities that could be suitable for your lessons, large group, small group, art, etc.
4. Decide on materials you will need for your lesson book, filmstrips, art supplies needed and write them down, it will save time later. Once you've completed one theme it should be easy to plan enough of them to take you until that day all teachers look forward to, summer vacation.



KID'S PAGE

Word Search

Find twelve words that have to do with school.
Write them to the right of the letters.

p e n c i l p p q s r	1. _____
x r k s a d q a w s t	2. _____
m a t h e r m i p s e	3. _____
s s f b o o k l l e b	4. _____
w e q c s d u f w c r	5. _____
x r k l a h c o o e g	6. _____
x f r b e t c v n r u	7. _____
d n u o r g y a l p m	8. _____
y m l p p u b x h t o	9. _____
a s z d r l l h s f n	10. _____
r s c i e n c e e y x	11. _____
q t k f j m p t r z g	12. _____

Word Compounds

 +  =	_____
 +  =	_____
 +  =	_____
 +  =	_____
 +  =	_____
 +  =	_____
 +  =	_____
 +  =	_____

RESOURCE PEOPLE: The following people have volunteered their services as resource persons to teachers in Northwestern Ontario. They will come to your school and provide workshops in Native Arts and Crafts and various teaching activities that could be used in an NSL classroom. They would need their transportation, accommodations, and meals paid for. An honorarium although not necessary would be most appreciated.

- | | |
|---|---|
| 1. Freda MacDonald
School of Education
Lakehead University
Thunder Bay, Ontario
P7B 5E1
807-343-8711 | 2. Susan Bebonang, Vice-Principal
Armstrong Public School
Armstrong, Ontario
P0T 1A0
807-583-2076 (work)
807-583-2802 (home) |
|---|---|

AUDIO VISUAL MATERIALS: Contact - Ojibway and Cree Cultural Centre, 71 Third Avenue, Timmins, Ontario, P4N 1C2.

THE TRADITIONAL SNOWSHOE

26 Minutes Colour ©1984 English

This particular program is designed to familiarize young people from senior public school students to the high school level. This program demonstrates how the snowshoe is made (in fine detail). The type of material used and special techniques are clearly demonstrated by the craftsman. Narration provides the viewer with a clear understanding of the construction of the snowshoe.

STICKS AND STONES

30 Minutes Colour ©1981 English

This program demonstrates traditional string games, tabnhon game and hide-and seek games of the James Bay area. Songs accompany the activities, along with an explanation of how the toys are constructed. Two experienced Native teachers, in a relaxed atmosphere, demonstrate and explain the activities.

Teachers could learn the activities through this program and use it again to introduce the game in the classroom.

BOOKS: Order from: Canadian Alliance in Solidarity with Native Peoples, P.O. Box Stn. P, Toronto, Ontario, M5S 2T1. Postage and handling: \$3.00 for first item, and .25 for each additional one.

All My Relations: Sharing Native Values Through the Arts, Resource Kit for teachers and group leaders of K to gr. 7. \$10.00

CONFERENCES:

*TESL
Canada '89*

**"Language Development
in the
Canadian Community"**

November 2-4 1989

Letter 110
TESL Canada '89
Dept. of Secondary Education
University of Alberta
Edmonton, Alberta T6G 2E2
(403) 492-3672

The Convention Centre - Calgary, Alberta



MESSAGES -- NOTICES:

Would the student who still has the wheelchair from the summer session please either return it or contact Barbara as soon as possible.

NLIP sweatshirts are still available, contact Barbara at the University if you are interested in buying one.

Miss a friend? Want to get in touch with a classmate? Just drop us a line here at the University and we will pass it along in the next issue.

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FROM YOUR COORDINATOR

As the fall term is about to end, a new season is quickly approaching. With the new fallen snow and Christmas music in the air, we bring you a Christmas edition of our Newsletter.

From talking to people at conferences, on the telephone, and at various meetings, challenging topics such as classroom management, culture in the classroom, professional ethics and whole language have been discussed. To address these challenges, each newsletter will focus on one topic, include teaching ideas, research and reviews of recent publications. This issue is devoted to Classroom Management. The next issue will focus on Culture in the Classroom.

Recently I attended the 7th Annual Principals Conference sponsored by Indian and Northern Affairs Canada in Sault Ste Marie. I shared three workshop sessions on Native Language with Lena White, Jean Grubin, Ruth Issac, Keith Lickers and David Rydholm. Principals had an opportunity to voice their concerns and share successful Native language experiences.

Plans for Summer 1990 are beginning. Year One and Year Three of the Native As A First Language Diploma Program will be offered as well Part Two of Native As A Second Language, Education 4744. Classes for children in Native As A Second Language will provide the opportunity for students to experience a "real" classroom teaching situation. The next newsletter will contain more information regarding Summer 1990.

Have a great holiday season and a blessed Christmas with your friends and families.

Barbara

IN MEMORIAM

The sad news reached the Native Language Office that Gordon Sunday was suddenly taken from us as a result of an unfortunate hunting accident in October.

Gordon was born in 1946. We came to know him in 1987, when he began his studies at NLIP. He finished year two in 1988.

During our association with Gordon, he was always diligent in his studies and committed to excellence in Native Language Education. The linguists spoke highly of his rich and precise knowledge of Ojibwe. He was never too busy to help and encourage other NLIP students, staff, and friends.

Gordon will be sorely missed by all of us. As we extend our sympathy to his family, we comfort them and ourselves with the knowledge that his life enriched us all, and he will not be forgotten. We are privileged to have known him.

DID YOU KNOW?

Maria Gray is teaching kindergarten at Mistikwospwogan School in Fort Severn. When teaching kindergarten she uses Native language as well as English since most students know very little English when they enter school. Besides teaching, Maria has extra duties in the school. She does playground supervision, translates for teachers and parents, assists a monthly pancake breakfast for perfect attendance, assists in fundraising activities such as Book Fairs and bingo, and she participates in teleconferences.

Cecilia Wheesk is teaching at Bishop Belleau Separate School in Moosonee. She is teaching Cree as a second language in Senior Kindergarten to Grade Seven.

Gladys Kakekayash and another teacher go to the radio station and announce school activities in Native language.

Sylvia Traverse has her long range plans completed for the school year. She is in Gypsumville, Manitoba teaching NSL from grades one to nine. She has included a great deal of drama in her plans for the year.

Wanda White is very busy in Nipigon teaching Ojibwe as a second language to 47 grade nine and ten students. She has integrated a cultural component into her program. On October 30, Norma Fawcett demonstrated needlework and beadwork. On November 6, Freda MacDonald shared some Native artifacts. Gilbert Panamick from MacDiarmid shared his legends and stories on November 7th and 9th. Wanda lacks funding to have these resource people come and speak to her classes, thus a collection from the students pays for at least the transportation costs.

SHARING SECTION

Bernice McKay would like to share her crossword puzzle in syllabics. There is a list of five words. Can you find them?

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ᑭ	ᑭ	ᑭ	ᑭ	ᑭ	ᑭ	ᑭ	ᑭ	ᑭ
ᑭ	ᑭ	ᑭ	ᑭ	ᑭ	ᑭ	ᑭ	ᑭ	ᑭ



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PROMOTING EXCELLENCE IN BEHAVIOUR

A teacher can use incentives and awards in working with students to increase academic output. Social reinforcement is the easiest to use, takes little effort and time and is free. Social reinforcement refers to the behaviour of significant others that increase the frequency of a particular behaviour. Children do not get tired of receiving encouragement and recognition of their efforts. Social reinforcers include words, phrases, smiling, laughing. Social reinforcements may not be strong enough to bring about prompt behaviour change in students with difficult behaviours.

Another type of reinforcer, such as activity reinforcers include tokens and tangible reinforcers. Activity reinforcers are found in all schools and homes. Desirable activities include being group leader, seeing a film strip or movie, listening to music, working puzzles, art, craft, or physical education. Activity reinforcers can be combined with social reinforcers. Activity reinforcers can be done at home.

For example, the student earns the use of a tape recorder for the weekend to take home and record a family practice of singing in Native language or drumming. The student earns the reward at school and is involved in a reinforcing event.

Token reinforcers are concrete - you can see them, count them, add them, and spend them. Tokens come in many forms - play coins, chips, paper, bark strips, or other tangible items that can be traded in at a future time. Specific behaviours can be reinforced. Select a procedure for recording tokens earned. Teach the students to record their own behaviour. Self-monitoring means teaching children to accurately describe their own behaviour, to tally the data, and to record the data in chart form. Children are reinforced and motivated by data that clearly shows they are improving their behaviour.

Incentives and rewards to use to promote student excellence in behaviour and achievement:

- have student of the week
- display art work
- reward the entire class for individual behaviour
- promote student encouragement of each other
- bring in special movies
- schedule extra activities in P.E., art, music
- play special games
- display student's work
- use free time activities and space
- take students on trips and other outings
- set up a peer tutoring program
- let students create their own slide shows with Native music
- keep a list of positive verbal comments and approaches handy
- use social reinforcers - smiles, laughter
- promote community wide involvement in school related activities:
 - honour shirt program
 - money raising projects
 - service projects (cut wood for elders, pancake breakfast)
 - field trips

Checklist

- * Promote student excellence at the individual, classroom and school level
- * Involve teachers, parents and community in recognition activities
- * Use a combination of social and token incentives
- * Allow students to demonstrate their strengths

CLASSROOM MANAGEMENT-ADAPTING TO STUDENTS LEARNING STYLES

While much has been written about student learning and achievement in general, there have been few studies dedicated to the learning styles of Native students. However, an article by Floyd C. Pepper and Steven L. Henry in the Canadian Journal of Native Education (No.1 Vol.13 1986) examines the way in which Native students learn and suggests a number of ways in which the classroom may be adapted to make the classroom more responsive to the students' needs. Some of these ideas may be useful to Native language teachers.

Pepper and Henry point out that Native children tend to learn by watching the activities of others and sharing in the activities of the family and community. This may cause students some difficulties when they enter the classroom where learning is often based in listening to the teacher. To make the classroom more comfortable for the students, the following teaching strategies were suggested:

1. Rotate students between groups rather than have students grouped by ability.
2. Use a high percentage of group projects and a low percentage of oral questions and answers.
3. Use hands-on activities and materials.
4. Use a variety of informal classroom settings with freedom of movement - studying on the floor, sitting at a table or desks arranged in small groups etc.
5. Present the whole picture of things before isolating skills into small segments.
6. Provide activities based on students' own experiences, i.e. festivals, hunting, fishing, trips, etc.
7. Provide a high rate of praise.
8. Allow students to move around through activities.
9. Allow students to help each other, allow the older students to help the younger ones.
10. Provide artwork illustrating people and animals: cartoons, wood carving, model building, miniature displays, map making.
11. Use as many visual aids as possible, picture, maps, etc. rather than explaining new ideas with only words.
12. Use brainstorming and open-ended activities.
13. Schedule sports and special activity days.
14. Use instructional games and student designed instructional games.
15. Use quizzes and review sessions based on T.V. game shows such as "Reach for the Top" or "Jeopardy".

Avoid Stereotyping

Since all children are not the same, it is important to avoid limiting your teaching style to just methods suggested in the list. Once the student leaves the elementary school he or she may have to attend high school in a different community. Here the student will be exposed to different styles of teaching and will be expected to learn in a very different way. This may cause the student to have problems in adjusting to a different classroom atmosphere. To expose the student to a variety of teaching methods, the following might be tried:

1. Teach to their learning styles when introducing new topics.
2. When students are comfortable with a new idea, review it using a different teaching method.

3. Present lessons in the Native student's learning style at least 65% of the time.
4. Use other teaching methods at least 25-35% of the time so that students will be comfortable with other teaching methods as well.
5. Present learning activities and tests in a variety of teaching methods.
6. Use different teaching methods for different subject areas.

By using a mixture of teaching methods, your students will not only learn more but will also be better prepared for the future challenges of further education.

References:

Henry, S., Pepper, F., Social and Cultural Effects on Indian Learning Style: Classroom Implications, Canadian Journal of Native Education, No. 1, Vol. 13, 1986. pp 54-60.

ENCOURAGING COMMUNICATION IN THE CLASSROOM: WORKING IN GROUPS - Della Takeuchi

A whole language classroom provides the most natural environment to build on childrens' competence in working with language. From infancy to adulthood our social and work environments rely predominantly on communication. Classrooms where interaction is rarely a priority, leave the areas of listening and speaking behind those of reading and writing. A whole language teacher will provide an environment that is exciting and interesting, with multiple opportunities for expression, support, choice and versatility in the form of events that cover all areas of literacy.

A typical day will be filled with activities that require varied groupings. It is vital for peers to interact, because the learning that occurs between peers is just as important as children learning from adults. The classroom structure should allow for both child/child and child/adult interaction. Various group sizes, flexible seating, heterogeneous groupings, and the opportunity for building new friendships should be encouraged.

A classroom layout could include the following:

- (A) Carpeted meeting area to accommodate the entire class seated on the floor.

Activities:

- choral readings
- singing, chanting
- brainstorming
- casual conversations
- reading ...morning message
 - ...big books
 - ...information from
 - ...board
 - ...variety of books and
 - ...magazines
- sharing ...teacher to group
 - ...child(ren) to teacher
 - ...child to child

(B) Desks in small groups or tables to accommodate four to six activities.

Activities:

- conferencing
- arts and crafts
- partner reading
- research projects
- daily reading/writing activities

(C) Area free of carpet and furniture.

Activities:

- painting
- organized games
- math exploration
- drama activities

(D) A cozy corner.

Activities:

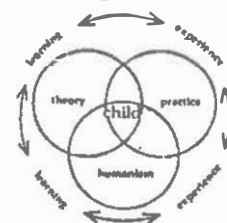
- reading and writing
- conferencing with peer or teacher

Grouping can take on many forms. Different groups are required in the classroom to induce the functions and types of language that are characteristic of a healthy environment.

Group work has been found to be the most effective way to organize children for learning. Styles and Gray state that, "The investment in group work can produce more gain in the development of listening, thinking and speaking skills than almost any other single learning approach." Whichever forms the teacher chooses to use on a daily basis, the individual learners need to be considered at various times. There should be a balance between child-choice and teacher-directed grouping.

A classroom where the teacher's voice is not the dominant force, is a place where children will be given numerous and various opportunities for language development. This environment provides occasions for explaining ideas, feelings and knowledge; hopefully to a degree where children feel they are confident users of their language.

Connections, Winter, 1989



CONFERENCE NEWS

Ninth Annual C.E.L. Conference "Joining Together, Learning Together".
Winnipeg, Manitoba, February 22-23, 1990. Registration fee is \$55.00 for two days. Keynote speakers include Donald Graves, Jerry Harste, Nancie Atwell, Jerrie Weiss, and Judith Voirst. Direct inquiries to: C.E.L. Group Inc.
c/o Hazel Stoyko, 246 Barker Blvd., Winnipeg, Manitoba, R3R 2E4 (204)895-1665

The Tenth Annual International Native American Language Issues Institute (NALI) "Protecting, Preservation, and Promotion of Native Languages: How much will we leave for our children?" Holiday Inn West, Oklahoma City, OK, June 6 - 8, 1990. Pre-registration is \$90.00 (U.S.A. currency) per participant. This includes Institute sessions, Institute materials/handouts, exhibit opening, banquet, and the 1990 Institute proceedings. For registration form write to: NALI '90 Planning Committee, P.O. Box 963, Choctaw, OK, 73020

Fourth National Conference of the Canadian Council for Multicultural and Intercultural Education "Multicultural, Intercultural, and Race Relations Education". Ottawa, Ontario, November 24 - 26, 1990. For registration form write to: Andrew J. Krawczyk, Program Chair, Race Relations Consultant, Vancouver School Board, 1595 West 10, Vancouver, B.C., V6T 1Z8

RECENT PUBLICATIONS

NEW VERBO - A new version of the classroom game Verbo is now available at all three Native Cultural Centers. The new game is designed to drill verb vocabulary and forms with your class. It has now been adapted to include Cree, Micmac, Mohawk, English, and French as well as Ojibwe. The new kit comes with 1 master card as well as 36 player cards, a set of instructions as well as a teacher's guide. The teacher's guide includes verb lists in each of the languages written in both Syllabics and Roman orthography. For teachers who are tired of using pieces of scrap paper as markers, the new game includes 900 round plastic markers.

Available From:

Woodland Indian Cultural Centre
Box 1506
Brantford, Ontario, N3T 5V6

Ojibwe and Cree Cultural Centre
59 - 71 Third Avenue
Timmins, Ontario, P4N 1C2

Lake of the Woods Cultural Centre
Box 1720
Kenora, Ontario, P9N 3X7

Ojibwe Cultural Foundation
Excelsior P.O.
West Bay, Ontario, P0P 1G0

HONOUR THE SUN by Ruby Slipperjack. In Honour the Sun, Ruby Slipperjack creates a northern community where her character, a ten-year old girl called The Owl, writes seasonal diaries, beginning in the summer of 1962. She writes of the warm, moving, carefree, often humorous, events of her childhood.

Upon reaching her teen years, she feels the first sorrow as an ominous climate of change seems to overwhelm her circle of friends, and then, a deep despair, as it includes even her mother, once her source of strength and security. With helpless frustration, she watches, unable to understand why her mother seems to suddenly succumb to alcohol.

As a sixteen-year-old who has had to leave her community for further schooling, she returns for a summer visit, and realizes that despite all the changes, despite the alienation, her mother's words will always be with her: "Honour the Sun, child. Just as it comes over the horizon, honour the Sun, that it may bless you, come another day..."

Ruby Slipperjack finished high school in Thunder Bay, Ontario, where she now lives with her husband and three children. She is presently working at Lakehead University as Coordinator of Native Student Support Services. HONOUR THE SUN is Ruby's first novel. Among her many hobbies and skills, she is also an artist. Her artwork is featured on the front cover.

Available from: Pemmican Publications Inc., 411 - 504 Main Street, Winnipeg, Manitoba, R3B 1B8. ISBN 0-919143-44-X, \$12.95.

NATIVE LANGUAGE PUBLICATIONS AT LAKEHEAD UNIVERSITY

Thunder Bay, Ontario, May, 1989.

The Lakehead University Bookstore now stocks a large number of Native Language publications. These will be of interest to language learners, teachers, or anyone with an interest in Native Languages. Some of the Ojibwe and Cree publications currently available are listed here. For information about ordering and prices, telephone (807)-343-8589.

OJIBWE

Nookomis Gaa-inaajimotawid. What My Grandmother Told Me. Maude Kegg, and John Nichols, ed. 1983. St. Paul: Minnesota Archaeological Society.

Ojibwewi-ikidowinan. An Ojibwe Word Resource Book. John Nichols and Earl Nyholm editors. 1979. St. Paul: Minnesota Archaeological Society.

Oshkimasina'ikan. Kaa Anihisinaape: noomakahk. ("The New Testament in Northern Ojibwe/Saulteaux"). Toronto: Canadian Bible Society.

An Ojibwe Text Anthology. John Nichols, editor. 1988. London: University of Western Ontario.

"Statement made by the Indians": A Bilingual Petition of the Chippewas of Lake Superior, 1864. John Nichols, editor. 1988. London: University of Western Ontario.

Stories of Alice King of Parry Island. Alice King. 1985. Native Languages Programme Department of Native Studies, University of Manitoba.

Stories of Andrew Medler from Bloomfield's Eastern Ojibwa. Andrew Medler. 1985. Native Languages Programme. Department of Native Studies, University of Manitoba.

Introductory Ojibwe (Severn Dialect). Part One. Mary Mitchell. 1988. Lakehead University Bookstore.

Anishinaabehiwibii'gedaaa: Exercises in writing for speakers of Ojibwe. John Nichols. 1987. Native Languages Programme. Department of Native Studies. The University of Manitoba.

Nishnaabehii'gedaaa: Exercises in writing for speakers of Central Ojibwe and Odawa. John Nichols and Lena White. 1987. Native Languages Programme, Department of Native Studies. The University of Manitoba.

Stories of Sam Osawamick. Sam Osawamick. 1985. Native Languages Programme. Department of Native Studies, University of Manitoba.

Three stories from the Odawa Language Project. G. Piggott, ed. 1985. Native Languages Programme, Department of Native Studies. The University of Manitoba.

Aapji Go Geget Ngii-yekdiye bini/Aapji Go Geget Ngii-ayekodiye bimin. Ojibwa Stories by Students of the Native Language Instructors' Program, Lakehead University, Thunder Bay, Ontario. Randy Valentine and Lena White, editors. 1987. Lakehead University.

Ojibwa, Cree and Micmac Plays and Games in English and Vernacular. Lisa Valentine, ed. 1984. Lakehead University Bookstore.

Explore Ojibwe: a practical reference workbook for teachers. Lena White. 1987. Lakehead University.

Ojibwe Structure Reference Book. Lena White. 1988. Lakehead University.

Ka-mnwendaagzini, ka-danummi, ka-baapmi. A collection of language learning ideas taken from the newsletters published by the Walpole Island language centre. Lena White. 1988. Thunder Bay: Lakehead University.

Nahkawewin. Saulteaux (Ojibway Dialect of the Plains). Margaret Cote. 1985. Saskatchewan Indian Federated College.

A Saulteaux Phrase Book. Paul Voorhis. 1977. Brandon University.

Saulteaux Verb Book. Margaret Cote and T. Klokeid. 1985. Saskatchewan Indian Federated College.

CREE

Cree Language Structures: A Cree Approach. Ahenakew, Freda. 1987. Winnipeg: Pemmican Publications.

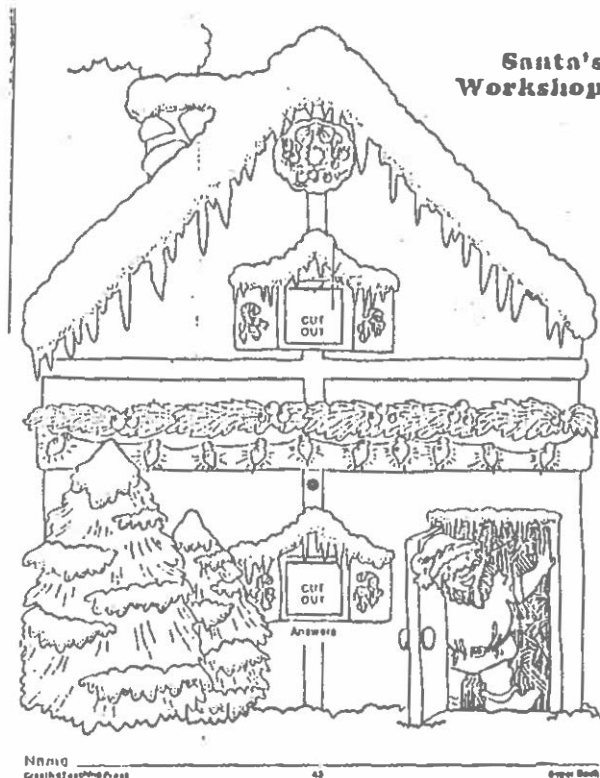
Pisiskiwak ka-pikiskwecik. Told by L. Beardy. Wolfart, H. C., ed. 1985. [monolingual edition] Algonquian and Iroquoian Linguistics, Memoirs, University of Manitoba, Winnipeg, Manitoba.

Pisiskiwak ka-pikiskwecik/Talking Animals. Told by L. Beardy. Wolfart, H. C., ed. 1985. [bilingual edition]. Algonquian and Iroquoian Linguistics, Memoirs, University of Manitoba, Winnipeg, Manitoba.

Spoken Cree, Revised Edition. Ellis, C. Douglas. 1983. Edmonton: Pica Pica Press.

Meet Cree: A guide to the Cree Language. Second edition. Wolfart, H. Christoph and Janet F. Carroll. 1981. Edmonton: University of Alberta Press.

HOLIDAY IDEAS



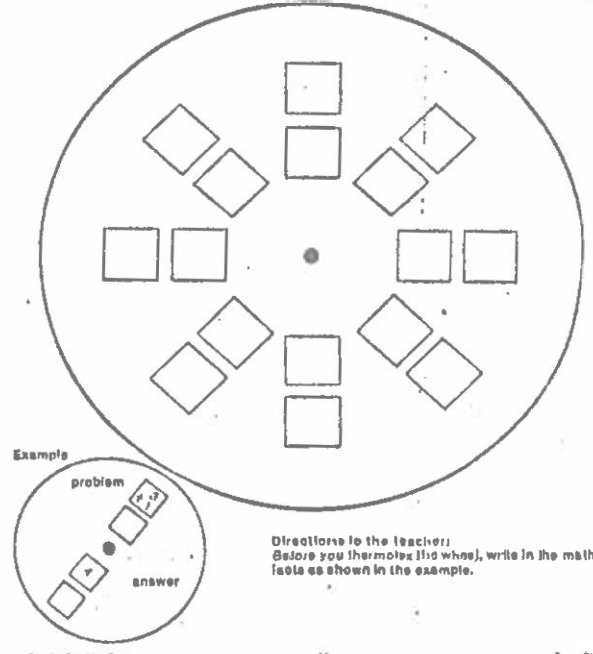
Marie
Creative Teaching Press

43

Paper Book

Santa's Workshop Math Facts Wheel

Directions: Color Santa's Workshop. Cut out the two windows. Cut out the math facts wheel. Use a paper fastener to join the wheel to Santa's Workshop. Turn the wheel and solve the problems.



Directions to the teacher:
Before you laminate this wheel, write in the math facts as shown in the example.

Creative Teaching Press

44

Open Book

Christmas Thoughts

Put your brain to work thinking of items that will fit these lists. You will need extra paper. Here's how to score your results: 1 point for each answer up to the number requested; 2 points for further items to 20; 3 points each for 21 or more.

1-6 = OK; 7-16 = Good; 17-30 = Very Good; 31 or more = Excellent

7 THINGS ON CHRISTMAS TREES		7 FOODS WE EAT DURING THE HOLIDAYS	
1. _____	8. _____	1. _____	8. _____
2. _____	9. _____	2. _____	9. _____
3. _____	10. _____	3. _____	10. _____
4. _____	11. _____	4. _____	11. _____
5. _____	12. _____	5. _____	12. _____
6. _____	13. _____	6. _____	13. _____
7. _____	14. _____	7. _____	14. _____

8 THINGS TO DO DURING WINTER VACATION		8 PRESENTS I'D LIKE TO GIVE/RECEIVE THIS YEAR	
1. _____	9. _____	1. _____	9. _____
2. _____	10. _____	2. _____	10. _____
3. _____	11. _____	3. _____	11. _____
4. _____	12. _____	4. _____	12. _____
5. _____	13. _____	5. _____	13. _____
6. _____	14. _____	6. _____	14. _____
7. _____	15. _____	7. _____	15. _____
8. _____	16. _____	8. _____	16. _____

Christmas Word Tree

There are forty-six words hidden in this Christmas tree. Follow the arrows clockwise to see if you can find them all. For example, at the top of the tree you will find CHRISTMAS, which has three smaller words within it. Enjoy!

