

Unit 1: Identity

Overview

In this unit, children will explore their relationship with others and with the world beyond themselves. They will develop an awareness of themselves as being unique and special, and identify needs and wants that are common to all children. They will identify and describe groups to which they belong and demonstrate an understanding that co-operation is an important part of being a contributing member of a family or group.

Outcomes

Students will be expected to

- K.1.1 demonstrate an understanding of themselves as unique and special
- K.1.2 identify needs and wants that are common to all children
- K.1.3 identify and describe groups to which they belong
- K.1.4 demonstrate an understanding that the need for co-operation is an important part of being a member of a group

Process and Skills Development

Communication

- share and talk about artifacts
- draw/illustrate
- view commercials
- identify locations on a map

Inquiry

- prepare and ask questions
- make predictions
- solve problems
- sort/group items

Participation

- contribute to discussion
- gather pictures/photographs
- create a model
- role-play
- label pictures/items

Suggested Time for Unit Completion

To be finalized by individual teachers in consultation with administration.

K.1.1 Students will be expected to demonstrate an understanding of themselves as unique and special.

Specific Outcomes

Students will be expected to

- identify characteristics about themselves that make them unique and special persons
- develop an awareness that all individuals have characteristics that make them unique and special

Suggestions for Learning and Teaching

Teachers can have students

- Use photographs of students to identify similarities and differences, and to describe features of themselves and others. The teachers will use a digital camera to take pictures of their students.
- Categorize pictures and/or individuals by their specific traits i.e., hair colour, gender, height...
- Identify the parts of the body in English and Innu-aimun. (Blackline Master 1.2, page 52.)
- Make simple cloth tea dolls with stuffing representing the positive qualities of the child. The teacher would discuss the qualities that make each person special. Each student would take turns saying something special about his/her classmate.
- Place the positive attributes of himself/herself on a life-sized silhouette. These positive attributes could be on coloured cards or stickers of a culturally appropriate item. (i.e., tea doll, canoe or caribou. See provincial Kindergarten guide page 32). (Blackline Master 1.1, page 50.)
- Use a mirror to identify their facial features and how they are similar/different from their classmates. They should note features like eye colour, hair colour and skin colour. Teachers should also be aware of children in the class who have exceptionalities. (Blackline Master 1.3, page 56.)
- Identify their English and Innu names and make decorative nameplates to be used on their desk or classroom walls. Discuss how it is unique that they have two names. They can also discuss the meaning of their Innu names and how they got them. (Blackline Master 1.4, page 58.)
- Complete Blackline Master 1.5, page 60.

K.1.1 Students will be expected to demonstrate an understanding of themselves as unique and special.

Suggestions for Assessment

Students may, for example

- Make individual collages. They can take pictures from catalogues/magazines. The teacher can ensure that they provide culturally appropriate pictures and materials.
- Participate in a teacher-led discussion on physical attributes.

Suggested Links/Resources

- *I Am Special*
(Nitshpitenitakushin nin)
(baggie book)
- *Food I Love* (baggie book)
- *Tea Doll Comes to Life*
- Blackline Masters 1.1, 1.2, 1.3, 1.4, 1.5
- *Red Parka Mary*, Peter Eyvindson
ISBN: 0921827504
- *I Love to Play Hockey*, Dale Klassen
ISBN: 0-921827-44-X
- *What Makes Us Happy*, École Forest Hill
- *Two Pairs of Shoes*, Esther Sanderson
ISBN: 0-921827-15-6
- Tea doll
- Discovery Links to Social Studies, Pearson
- Eagle Crest (leveled books)
- *The Learning Circle*. INAC
- Digital Camera

K.1.2 Students will be expected to identify needs and wants that are common to all children.

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> • identify the difference between needs and wants • develop awareness that all children have basic needs and wants • recognize that children (local, national, and global) have special wants that relate to their needs • give examples of themselves as consumers satisfying needs and wants 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Brainstorm what things are needs (food, shelter, clothing, water, protection) and wants (games, toys, televisions, skidoos, etc.). The teacher should include as much culturally relevant material in this discussion as he/she can. • Distinguish between needs and wants. • Play a classification game where the teacher shows the students pictures of sample needs and wants and asks the students to identify/classify the item as a need or a want. Use Innu material where possible. (Blackline Master 1.6, page 62.) • Classify what foods are traditional Innu foods. Make some traditional foods in class (i.e., bannock) and have the students observe how this food is prepared. Have the students bring in traditional foods and have a class lunch at school. The lunch would consist of traditional Innu foods only. (Blackline Masters 1.7 and 1.8, pages 64 and 66.) • Show pictures of animals and discuss where they live, for example, underground, in the water, on the land, or in the air. Ask students what they already know about the animal. Discuss which animals are used for food and which ones are not. • Look at pictures of different types of shelters, for example, igloo, tent, trailer, hut, house, apartment building. Ask students which ones they have seen in their community or surrounding area. Ask students which type of shelter they live in. Explain to students that the first shelters used by the Innu were made of caribou skin. Use this as a starting point. Have students draw and colour pictures of various types of shelters. Have them discuss or explain their drawings. (Blackline Masters 1.9 and 1.10, pages 68 and 70.) • Walk around town to look for safety signs. Take pictures of the signs students identify and use these pictures to create a class book of safety signs.

K.1.2 Students will be expected to identify needs and wants that are common to all children.

Suggestions for Assessment

Students may, for example

- Be interviewed using a list of animal pictures and a list of places where they live. Have students match the animal to its habitat.
- Draw a picture of where they live. This picture can be placed in the student portfolio.
- Participate in a matching game where the teacher calls out the name of a safety issue and they cover the corresponding sign on a card. For example, the teacher would say the word “stop” and the student would cover the picture of the stop sign or the teacher would say the word “poison” and the student would cover the poison symbol. Students could role play one of the people who tries to keep them safe.
- Draw a picture of their favourite form of transportation and tell the teacher why this is so. Focus on the traditional mode of transportation.
- Complete an interview sheet which they take home to ask their parents/grandparents which games they played. Also they may observe or participate in traditional games. Add this to their portfolio or have parents come in to the classroom.

Suggested Links/Resources

- *I Am Special*
(*Nitshpitenitakushin nin*)
(baggie book)
- *Food I Love* (baggie book)
- *Where I Come From* (baggie book)
- *A Tea Doll Comes to Life*
- Blackline Masters 1.6, 1.7, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14
- *Ribbon Rescue*, Robert Munsch
ISBN: 0-590-03871-0
- *A Salmon for Simon*, Betty Waterton
ISBN: 0-88899-276-9
- *City Signs*, Zoran Milich
ISBN: 978-1-55337-748-1
- *I Love to Play Hockey*, Dale Klassen
ISBN: 0-921827-44-X
- www.innu.ca
- www.therooms.ca
- www.tipatshimuna.ca
- Google Images for pictures
- Inuit traditional games

K.1.2 Students will be expected to identify needs and wants that are common to all children.
(continued)

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> • identify the difference between needs and wants • develop awareness that all children have basic needs and wants • recognize that children (local, national, and global) have special wants that relate to their needs • give examples of themselves as consumers satisfying needs and wants 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Explain which people look after them and keep them safe. Discuss the concept of personal safety. (For example, the role of parents, grandparents, older siblings, teachers, special Innu constables, doctors, nurses, priests and RCMP.) Describe the possible dangers inside the home, such as the stove, matches, lighters, heaters, guns, knives, slingshots and bows and arrows. Describe safety issues connected to water. (For example, playing unsupervised near the water, swimming alone, not going on the ice unless it is absolutely safe to do so.) Discuss issues related to road safety. (For example, traffic rules, not hanging off the rear of vehicles, and skidoo and ATV safety.) Show the students signs which indicate poisonous or dangerous household items, and road signs and other danger signs. (Blackline Master 1.11, page 72.) • View pictures or a slide show of different forms of transportation. Ask the students to determine which forms they have used and also which ones were used in the past and which ones are used at present. Discuss how the Innu walked long distances in the past. Focus on traditional modes of transportation which include dog teams, walking and canoe. Discuss when transportation is a need or a want. (Blackline Masters 1.12 and 1.13, pages 74 and 76.) • View pictures or slide shows of toys and games such as wood puppets, shoulder blades game, fishbone game and string game. Discuss what games students play today. Make a list of these games. Have the students take the lists home and ask their parents/grandparents which of these games they also played. When the lists come back, identify which games the parents/grandparents played as traditional games and the rest as non-traditional. Play one or two simple traditional games in class such as tapaikan (pin and cup game). (Blackline Master 1.14, page 78.)

K.1.2 Students will be expected to identify needs and wants that are common to all children.
(continued)

Suggestions for Assessment

Please see page 17.

Suggested Links/Resources

K.1.3 Students will be expected to identify and describe groups to which they belong.

Specific Outcomes

Students will be expected to

- identify the attributes of a family group (local, national, and global)
- develop an awareness that groups form for a variety of reasons and have a variety of purposes
- identify positive and negative feelings associated with belonging or wanting to belong to a group

Suggestions for Learning and Teaching

Teachers can have students

- Look at a map of their school and community. Teachers will use pictures of local buildings so they can identify where these are located on the map. Students will glue these pictures on the map. Discuss where their community is in Labrador, in the province and in Canada. (Will need Canadian map for this activity) The teacher may also use a globe to show where they are located in the world. (Blackline Masters 1.15, 1.16, and 1.17 pages 80, 82, and 84.)
- Participate in a puppet play using puppets from various groups. The teacher will discuss issues related to acceptance in groups. (Blackline Master 1.18, page 86.)
- Use a basic picture of a tea doll, draw the clothes and colour it. Students might also use them as cutouts and place them on the walls of their classroom. This doll shows the significance of their culture and is representative of their cultural group. (Blackline Master 1.1, page 50.)
- Discuss the groups which students are a part of or know about in their community. This includes sports teams, their class, house units, choir, drama, friends and visitors. (Blackline Master 1.19, page 88.)
- Discuss the concept of leadership. Use the game “follow the leader” to describe how leadership works. Discuss why they should respect the leaders and the Elders in the community. (Blackline Master 1.20, page 90.)
- Learn how to take turns, pair-share, and participate in other co-operative group activities.

K.1.3 Students will be expected to identify and describe groups to which they belong.

Suggestions for Assessment

Students may, for example

- Using a map of their community, identify where their houses and school are located. The teacher will also note their participation and understanding from a teacher-led discussion.
- Participate in a puppet play; the teacher will assess this activity primarily by observation and participation. The teacher can question them on their understanding of family members, their roles and responsibilities. The teacher might also note students' fine motor skills when drawing and colouring.
- Draw a picture of a group. The teacher will recognize students' understanding of the concept of groups through their discussions and their ability to identify people in groups. Further, the teacher will note the students' understanding of the function of groups such as their families and sports teams.
- Participate in the game "follow the leader." The teacher will gain a notion of the students' understanding of the concept of leadership in the school, home and the community. The teacher will note how the other students respect the leader. The teacher will also note the understandings of the class about the concept of leadership and also the students' behaviour in group settings, for example, if they share, take turns, etc. This can be graded by using a rubric.

Suggested Links/Resources

- *A Busy Day* (baggie book)
- Blackline Masters 1.1, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20
- *Red Parka Mary*, Peter Eyvindson
ISBN: 0921827504
- *My Family*, Karen Hjemboe
ISBN: 1-58430-911-3
- *Mama, Do You Love Me?*
Barbara M. Joosse
ISBN: 0-87701-759-X
- www.therooms.ca
- Family pictures, variety of sports, organizations
- Pictures: relatives and family, leaders in the community, people in the community, Innu Nation Website, school websites
- Native Reflections materials (posters, etc.)
- Google Earth, maps, atlases and a globe. Pictures of significant buildings in the community (Band council office, school, clinic, store)

K.1.4 Students will be expected to demonstrate an understanding that the need for co-operation is an important part of being a member of a group.

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> • develop an awareness of rules and why they are made • identify and analyze formal and informal rules • identify and practise skills that would help them resolve conflict 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Brainstorm rules and why we need to follow them. • Participate in the parachute activity. This will include a pre-activity where the teacher allows the students to engage in the activity without instruction. Then the teacher goes over the rules and explains what might happen with or without co-operation during the activity. Explain that they have to work together. • Participate in a talking circle using a talking stick. Explain about the stick, how it is used, and the rules associated with its use. The teacher will also speak about respecting others and the use of the talking stick. The students will have to raise the stick when they wish to talk. • Discuss the concept of leadership – utshimau. The teacher can provide pictures to show the concept of utshimau. Utshimau is a broad concept and applies to teacher, principal, or chief. This shifts from context to context. The child can also be the leader or utshimau. The game of “Simon says,” can be used to teach this concept in a fun and engaging way where a ‘little utshimau’ can lead the class in a fun game.

K.1.4 Students will be expected to demonstrate an understanding that the need for co-operation is an important part of being a member of a group.

Suggestions for Assessment

Students may, for example

- In a sharing circle, tell the class/teacher about a rule they follow and why and where they follow that rule (i.e., school, home, community).
- Respond to questions about the concept of utshimau. The teacher will observe how each student performs when he/she is utshimau. This will be noted for their report cards in relation to co-operation and getting along with others.
- Take a field trip to gather sticks so that they can make their own talking stick. The teacher will provide instruction on how the stick is to be made and decorated. They will decorate the stick using the teacher's model and with his/her direction. They would have to paint the stick. This activity can be connected to raising your hand to speak in class. The teacher will model how to use the stick.

Suggested Links/Resources

- *Setting Up A Tent* (baggie book)
- *Making A Sweat Lodge* (baggie book)
- *Hunters of the Barren*, Georg Henriksen
ISBN: 0919666000
- www.ainc-inac.gc.ca/index-eng.asp
- www.innu.ca
- www.therooms.ca
- Parachute, description of activity (google)
- Birch sticks, paint, strings, feathers
- *The Talking Stick*
- Classroom and school rules, group goal setting
- Pictures of leadership situations (buildings, people in leadership positions). Chief and council, principals, directors, teachers and families.

Unit 2: Roots

Overview

This unit provides an opportunity for children to explore their families' histories. They will identify the important people that they consider as members of their family and extended family to gain an understanding that families have historic roots. They will explore how the roles of family members change over time and recognize that families everywhere have varied traditions, rituals and celebrations. The unit also provides an opportunity to introduce young children to age-appropriate research by having them "gather" or collect pictures or items and bring them to share with the class.

Outcomes

Students will be expected to

- K.2.1 demonstrate an understanding that families have historic roots
- K.2.2 demonstrate an understanding of how the roles of family members change over time
- K.2.3 recognize that families (local, national and global) have varied traditions, rituals and celebrations

Process and Skills Development

Communication

- share family traditions
- use appropriate terminology
- respond to a piece of literature
- draw and write

Inquiry

- ask questions
- brainstorm a list
- gather pictures/photos

Participation

- contribute to a sing-song
- sort flash cards
- organize an event

Suggested Time for Unit Completion

To be finalized by individual teachers in consultation with administration.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots.

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> identify the important people that they consider as members of their family and extended family give examples to show that families have historic roots explore terminology associated with time 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> Use a map to locate the communities of Old Davis Inlet, Davis Inlet, Natuashish, Sheshatshiu, and Sept-Iles to identify the communities where Innu people live. Children can place a marker (tent, tea doll, caribou) on the communities where their family members come from. This will be placed in a prominent place in the classroom or the hallway. (Blackline Masters 2.1 and 2.2, pages 94 and 96.) Use pictures to represent the communities of Old Davis Inlet, Davis Inlet and Natuashish to illustrate differences between them. They can also do the same for Sheshatshiu showing movement to the site to be near the Hudson's Bay trading post at North West River. Create a drawing to illustrate individual student's family and extended family. Identify family background, where the student's family came from. Look at pictures and artifacts to introduce traditional dress, tools, transportation, toys, games and music. You can include pictures from the present day and have the children classify pictures as "now", "then" or "both". Students can make a wall display of their "now", "then" and "both" pictures. Invite grandparents/Elders to the class to speak about the past and the old ways. The class will make pictures showing the differences between then and now. Present a gift to the grandparents/Elders. Go on a "walk and talk" about how the Innu people used to walk to different communities. They could go to a traditional tent where children could listen to stories told by Elders and share in the making of traditional foods. They can look at Elizabeth Penashue's walk on the Internet. Participate in the Heritage Fair. Some project suggestions could include: Aboriginal animals, traditional foods, traditional dress, traditional tools, drum dancing.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots.

Suggestions for Assessment

Students may, for example

- Classify a series of pictures into past and present.
- Draw a picture of their families. Students can be evaluated on their composition of the model and the detail they put into it. **OR** students may select from available drawings of grandparents, parents, and other family members which apply to them. They may cut out and colour these family members.
- Create a display of artifacts using pictures.

Suggested Links/Resources

- *Where I Come From* (baggie book)
- *Uapikun Learns a Lesson*
- Blackline Masters 2.1, 2.2
- *Two Pairs of Shoes*, Esther Sanderson
ISBN: 0-921827-15-6
- *Red Parka Mary*, Peter Eyvindson
ISBN: 0921827504
- *Grandmother's Dream-Catcher*, Becky McCain
ISBN: 0-8075-3031-X
- *My Arctic 1, 2, 3*, Michael Araarluk Kusugak
ISBN: 1-55037-505-9
- www.therooms.ca
- Interpretation Center in North West River
- Virtual Museum Tour
- Eagle Crest Books
- *Them Days Magazine*
- Elizabeth Penashue's Walk

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time.

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> • identify the responsibilities of family members • demonstrate an awareness that the responsibility of family members may change • recognize that the structure of families may change • give examples of how the roles of family members have changed over time 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Discuss various roles of family members then and now. The teacher could tell stories about things they had to do when they were children. Examine the division of labor or chores which each member of a household does. Show the students pictures of various chores (sweeping the floor, doing dishes, hanging out clothes, cleaning up rooms, putting clothes in laundry basket, bringing in wood, shoveling snow, fetching water) and identify which family member is responsible for these chores. Also identify if any household member works outside the home. (Blackline Masters 2.3 and 2.4, pages 98 and 100.) • Identify the seasons of the year. Ask students what they do in the different seasons. (For example, some would be going to the country in the spring and fall, sliding and fishing in the winter, swimming, berry picking, gathering different medicines and camping in the summer, and goose hunting in the spring.) Show pictures of various activities and ask students in which season the activity would take place. (Blackline Master 2.5, page 102.) • Discuss developmental changes. Talk about body changes which occur as you grow. Discuss how, as you grow older, you may become responsible for different activities or chores. (Blackline Masters 2.6 and 2.7, pages 104 and 106.) • Show pictures of various family groups and discuss how these groups are different and similar. For example, some may have two parents, some may only have a mother or father, some may have grandparents living with them, etc. (Blackline Master 2.8, page 108.)♥

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time.

Suggestions for Assessment

Students may, for example

- Ask parents/grandparents in their home to describe one chore they had to do years ago which they no longer have to do today. Send a note home to ask the adults/Elders to tell them what the chore was and describe how they did it. The student will share this story with the class. There may even be some old pictures which they can use in their presentation.
- Have a picture of each season on a sheet of paper. Play a matching game. Have pictures of activities on the sheet and ask students to match these activities to the correct season.
- Participate in a sequencing activity. They will provide a series of pictures showing their personal growth/development from infancy to Kindergarten or they could do a series of pictures showing growth in the following way: baby-young child-older child-teenager-young adult-older adult (this could be an activity for those students who do not have pictures of themselves from infancy). This could be a cross-curricular activity with Science.
- Draw a picture showing some way which they have helped someone; compose a song about helping other people (teacher and class activity); tell the class how they have helped somebody.
- Be given a picture of a tree trunk and its bare branches and they use leaves (which have been collected on a field trip) to represent the members of their family group. OR provide students with a picture of a tent or house and have them draw stick people to represent the members of their family unit. They can detail the responsibilities of each family member.

Suggested Links/Resources

- *Where I Come From* (baggie book)
- *Now and Then* (baggie book)
- *Uapikun Learns a Lesson*
- Blackline Masters 2.3, 2.4, 2.5, 2.6, 2.7, 2.8
- *Smelly Socks*, Robert Munsch
ISBN: 0-439-96707-4
- *A Whale in the Sky*, Anne Siberell
ISBN: 0525441972
- Roots of Empathy program
- Books on family structure

K.2.3 Students will be expected to recognize that families (local, national and global) have varied traditions, rituals and celebrations.

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> • identify traditions, rituals and celebrations connected to their personal experiences • give examples to show that families (local, national and global) have varied traditions, rituals and celebrations • demonstrate an understanding of the importance of showing respect for others' traditions, rituals and celebrations. 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • View books, slide shows, pictures, videos of gatherings, powwows and other celebrations. This will help introduce the concepts related to traditions, rituals and celebrations. • Write a song about the various seasons and different celebrations of that season (Halloween in fall, Christmas in winter, Easter in spring and Aboriginal Day Innu Festival in the summer). This composition of songs is already happening a lot at the kindergarten level in Sheshatshiu. They make up songs to welcome students in the morning, to say goodbye in the afternoon, and to do the Innu alphabet. They also compose songs about the students' names. The students really enjoy this activity. • Invite an Elder to the classroom to show the children traditional drum dancing; children can participate in a traditional drum dance and make their own drum crafts. • Discuss National Aboriginal Day and why/how it is celebrated. • Discuss birthdays and how in the past Innu people did not celebrate birthdays. Teachers can explain there were no calendars or clocks to keep track of time the way we do now. The sun and the seasons were used to mark the passing of time, day and night. (Blackline Master 2.9, page 110.) • Talk about family traditions and how some families establish their own traditions that they participate in every year. Some examples include going to the country for Outpost, fishing, berry picking and hunting. • Introduce how traditions and rituals of other cultures have been adapted and adopted by the Innu, such as Christmas, Easter and Halloween. Teachers can also provide background information on other First Nation rituals.

K.2.3 Students will be expected to recognize that families (local, national and global) have varied traditions, rituals and celebrations.

Suggestions for Assessment

Students may, for example

- Create crafts and participate in a drum dance. Students can be assessed for participation.
- Draw a picture of a celebration for each season.
- Tell stories about their personal experiences. Have a show-and-tell where they tell you what they celebrated.
- Choose a season and make a collage or depict rituals that match the season.
- Draw a traditional Innu coat and decorate it themselves.

Suggested Links/Resources

- *Where I Come From* (baggie book)
- *A Far Away Friend* (baggie book)
- *Uapikun Learns a Lesson*
- Blackline Master 2.9
- *The Crying Christmas Tree*, Allan Crow
ISBN: 092182713X
- *Cheryl's Potlatch*, Sheila Thompson
ISBN: 1-895276-02-1
- www.therooms.ca
- Innu Music Festival in Sheshatshiu
- Learning Circle Unit 6; National Aboriginal Day
- *The Spring Celebration*
- Eagle Crest books

K.2.3 Students will be expected to recognize that families (local, national and global) have varied traditions, rituals and celebrations. *(continued)*

Specific Outcomes

Students will be expected to

- identify traditions, rituals and celebrations connected to their personal experiences
- give examples to show that families (local, national and global) have varied traditions, rituals and celebrations
- demonstrate an understanding of the importance of showing respect for others' traditions, rituals and celebrations.

Suggestions for Learning and Teaching

Teachers can have students

- Discuss the significance of the ritual of putting a red cross on a tent for protection. This was done because long ago a tent was hit by lightning and this now helps to protect the tent and is a symbol to remind people of what happened long ago.
- Either tell the students about or invite an Elder to the classroom to discuss the role of the Shaman in traditional medicine.

K.2.3 Students will be expected to recognize that families (local, national and global) have varied traditions, rituals and celebrations. (*continued*)

Suggestions for Assessment

Please see page 31.

Suggested Links/Resources

Unit 3: Place

Overview

This unit has a geography focus. Children will develop concepts related to geography as well as skills in mapping. Children will explore some of the natural and constructed features of their community. They will develop basic mapping skills to identify, locate, and name familiar places within the community. Some children will have a prior knowledge of maps, while for others location will be a new idea. Whenever possible, extend their awareness of maps to the national and global community. For the most part, all children have some experience with the treasure map and with hunting for treasure. Mapping is something that will be developed throughout the year. They will identify connections between their community and other communities (local, national, and global) and will develop an awareness that communities depend on each other to meet their needs and wants.

Outcomes

Students will be expected to

- K.3.1 describe some of the natural and constructed features of their community
- K.3.2 use basic mapping skills to identify, locate, and name familiar places within the community
- K.3.3 identify connections between their community and other communities (local, national, and global)

Process and Skills Development

Communication

- sketch
- read a map
- recognize map symbols
- recognize landmarks

Inquiry

- label maps, blocks, and/or structures/models
- predict and/or retrace directions

Participation

- create a model
- create simple maps

Suggested Time for Unit Completion

To be finalized by individual teachers in consultation with administration.

K.3.1 Students will be expected to describe some of the natural and constructed features of their community.

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> • demonstrate an awareness of the concept of natural and constructed features • identify common features and landmarks in their community • use and create simple maps to distinguish between land and water (local, national, and global) • locate familiar bodies of water and land forms in their community • use and create simple maps to distinguish between land and water (local, national, and global) • locate familiar bodies of water and land forms in their community 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • View books, pictures or objects (rocks, sand, soil and water) to identify and differentiate between natural and constructed features. Teachers should start with pictures that utilize local natural and constructed features that are of importance to the Innu. Use Innu-aimun to describe these features. For example, natural features include landforms (mountains, hills, and valleys) and water forms (ponds, lakes, rivers and oceans) and constructed landmarks include bridges, buildings, roads, playgrounds and monuments. (Blackline Master 3.1, page 114) • As a group, walk through the community or take a bus ride to identify important natural landmarks and constructed landmarks. This would also be an opportunity to distinguish between landforms and water forms. • Use a map to identify the location of important areas in the school and on the playground. • Use the community maps in Blackline Masters 1.16 and 1.17 to identify some of the features of their community (Sheshatshiu or Natuashish). Look at the map together and discuss how this is not the actual size of the community, but just a representative drawing. Ask students what features they recognize on the map. • Create a floor map. In preparation for the activity the teacher should construct a map of the community on a large piece of paper. The teacher should include objects such as the church, school, store, clinic, band council office, day care, water tower, arena, and trees. When this is completed the teacher will place the paper on the floor of the classroom. Sand and soil may also be available for students to place on the map. Students will be given construction paper to create their own house. They can draw roads and place their houses (with house numbers) where they think they are located. They can place other landmarks on the map. Students can color the land green and the water blue.

K.3.1 Students will be expected to describe some of the natural and constructed features of their community.

Suggestions for Assessment

Students may, for example

- Draw a basic map of their community, showing some of the important landmarks. They could explain their map to the class.
- Categorize a series of pictures as either natural features or constructed features using pictures from their community.
- Categorize a series of pictures as either landforms or water forms from their local area.
- Work with an adult to create a fire drill route map for their home.
- Participate in a storytelling/writing session where they have to use natural features in the story. This could be done using a rebus.
- Identify their community on a Labrador map and identify Labrador on a national map and eventually a world globe.
- Be observed for participation in activities such as the treasure hunt and floor map activity.

Suggested Links/Resources

- *What I See* (baggie book)
- *Maps Are Fun* (baggie book)
- *Uapikun and the Mishta-shipu*
- Blackline Masters 3.1
- Google Earth
- Provincial Mapping Division
- Department of Tourism, Culture and Recreation
- Local, provincial, and national maps and a globe

K.3.1 Students will be expected to describe some of the natural and constructed features of their community. *(continued)*

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> • demonstrate an awareness of the concept of natural and constructed features • identify common features and landmarks in their community • use and create simple maps to distinguish between land and water (local, national, and global) • locate familiar bodies of water and land forms in their community • use and create simple maps to distinguish between land and water (local, national, and global) • locate familiar bodies of water and land forms in their community 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Use various maps to locate where they live. Post a map of the community in the classroom. Also display a map of Labrador and a provincial and national map. Have students distinguish between land and water on these various maps. Ask them to locate where they live on each map. • Participate in a treasure hunt. Teachers can place symbolic Innu treasures (drum, tea doll, hat, moccasin, mitts, game) - one per group - around the classroom, school or schoolyard. Have students participate in the treasure hunt by giving each group a simple map to help them find their treasure. The emphasis should be on recognizing certain landmarks on the school grounds. • Invite some community helpers (Elders, Band Council, construction workers) to the classroom to discuss how the community was built from the natural features or surroundings. Why was Natuashish built in its location? Why was Sheshatshiu built in its current location? They might talk about why the site was selected and how particular constructed features were designed and built. • Discuss the places they see on the way to school, the beach in NWR, or Goose Bay or Uashat. Then children can tell the class in circle time what they see on the way to school. These places - natural or constructed - can be drawn on a map. • Read <i>Uapikun and the Mishta-shipu</i>. The story takes Uapikun and her family on a journey. Talk about the natural features that she sees. • Go on a field trip to Mista Shipu/ Muskrat Falls/new bridge to show these natural/constructed features. (This is an activity for Sheshatshiu students.) Talk about how the bridge will connect Sheshatshiu to Akamississit (the island of Newfoundland). Video the field trip for Natuashish students.

K.3.1 Students will be expected to describe some of the natural and constructed features of their community. *(continued)*

Suggestions for Assessment

Students may, for example

see page 37.

Suggested Links/Resources

K.3.2 Students will be expected to use basic mapping skills to identify, locate, and name familiar places within the community.

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> • give verbal directions using relative terms for different locations • give directions in relative terms • use signs and symbols to identify location • read simple maps and pictures • create simple maps and pictures 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Play an Innu version of “Simon Says”. Children are asked to stand in a group or a line. In order to get children to follow a command, the phrase “Uapukun Issishueu” must be used. If they make a movement without the phrase being used they are out and must sit down and observe the others. This continues until one child is left standing. The teacher should include commands that have students move about, locate body parts or use directionality. All directions are to be given in Innu-aimun. • After reading a story, map the location of events. For example, in <i>Uapikun and the Mishta-shipu</i>, Uapikun and her family go to the store to get supplies, leave Sheshatshiu to drive to Uashat, stop at a store, stop at the Mishta-shipu, and arrive in Uashat. Students could draw a basic map to depict these events. • Learn their home address as well as local street names, as the most important place in a child’s life is their home. Show them how to find their street and their house on a community map. Have them identify constructed features nearest to their homes. • Discuss the usage of signs on the maps as well as the symbols used to represent significant landmarks in the school and on the playground. This activity could include a fire drill route map of the school, which would also reinforce safety issues. (Blackline Master 3.2, page 116) • Visit a local fire station and observe a demonstration of the equipment used by the firefighters. A firefighter could demonstrate a plan for a fire drill route. • Have students draw a map of their house. They should include the kitchen, living room, bathroom, bedrooms, etc. The teacher can demonstrate how this map will look by drawing one on the board prior to having them start their own maps. (Blackline Masters 3.3 and 3.4, pages 118 and 120)

K.3.2 Students will be expected to use basic mapping skills to identify, locate, and name familiar places within the community.

Suggestions for Assessment

Students may, for example

- Be observed by the teacher to demonstrate understanding of directionality, identification of body parts and the initiative they show in movements during the *Uapikun Issishueu* activity. The teacher will also note gross and fine motor movement.
- Produce maps using associated skills and competencies, including fine motor skills in map drawing, use of colour, and the designation of symbols. Development in awareness of locations and directionality on maps will also be noted and assessed.
- Give an oral presentation of the map they produced. Explain locations and how one might locate areas or travel from one area to another. Teachers will note student's clarity of explanations and the details given.
- Collect and place their work materials on maps in a portfolio. This will show how their concepts of maps develop over time.
- Present themselves to their classmates, and teacher will observe how well they give the information.

Suggested Links/Resources

- *What I See* (baggie book)
- *Maps Are Fun* (baggie book)
- *Uapikun and the Mishta-shipu*
- *Uapikun's Dream*
- Blackline Masters 3.2, 3.3, 3.4
- School map (fire escape routes)
- Community map
- Google Earth
- *Dora the Explorer* video
- Pictures of road signs

K.3.2 Students will be expected to use basic mapping skills to identify, locate, and name familiar places within the community. *(continued)*

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> • give verbal directions using relative terms for different locations • give directions in relative terms • use signs and symbols to identify location • read simple maps and pictures • create simple maps and pictures 	<ul style="list-style-type: none"> • Host a group of students from another school. The kindergarten class has to decide where to bring their student friends in their community. The tour will last one hour and should include the most important places students want others to see in their community. Students can brainstorm and record these places with teacher assistance. When the list is completed, students will locate and mark these features on a community map. When the map is completed, students and teacher may identify the best possible route for their tour, identifying where it should begin, what will follow, and where it will end. • Students will “present” themselves to their classmates. <i>“My name is, I live in Sheshatshiu/Natuashish, my address is....., my telephone # is..... I live close to theMy house colour is”</i>

K.3.2 Students will be expected to use basic mapping skills to identify, locate, and name familiar places within the community. *(continued)*

Suggestions for Assessment

Students may, for example

See page 41.

Suggested Links/Resources

K.3.3 Students will be expected to identify connections between the community and other communities (local, national, and global)

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> • identify places where products originate • give examples to show that communities depend on each other to provide for their needs and wants • explain how communities connect through transportation and communication 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • At the local level: Identify the foods they eat (caribou, partridge, rabbit, fish, berries, etc) and have them tell where the food comes from (barren ground, woods, river, marsh, etc.) Explain that long ago, clothing was made from caribou skins, fox furs, rabbit skins, etc. Today clothing comes from many other places. • At the national/global level: Bring empty containers or other goods from home and set up a store in the classroom. The teacher can read aloud the labels and identify the origins of the products. Using pictures, students can match the food with its place of origin. As a group, students can identify the places on a map. • Check the labels on their shirts, jackets or other articles of clothing and identify where the articles of clothing originated. Locate place of origin on a map or globe. • Discuss how food gets to the table. Describe how we depend on others from the farmer to the trucker/pilot and grocer to get food to our tables and that some food comes from far away. • Through discussion, understand that goods and services can be provided locally or from other places. Begin by identifying what is available in Sheshatshiu or Natuashish (e.g. store, clinic, police station) Discussion might also include increased understanding of adjacent communities. For instance, the community of North West River has a gas station, a museum, and interpretation centre. Other communities such as Goose Bay, Labrador City, Uashaat (Seven Islands) and Montreal have other services. This leads to a discussion about where goods come from. Students can find out from home where certain goods are from (e.g., computer, television, fridge, skidoo, toys, dishes, etc). Students, with the help of teachers, can find these locations on the map. (Blackline Master 3.5, page 128) • Pin pictures on a map to show where goods come from. Start with local goods from Natuashish and Sheshatshiu.

K.3.3 Students will be expected to identify connections between the community and other communities (local, national, and global)

Suggestions for Assessment

Students may, for example

- Be observed for their understanding of the information taught about animals and where they come from. They should be able to distinguish between farm animals and animals in the woods, and between animals we eat and those we don't eat.
- Display pictures. Students bring pictures from home showing the types of transportation used to do various activities. Students present their pictures.
- Classify transportation, clothing, and food into "then and now". This can be done as a pencil/paper activity, using material or picture cut-outs, or as a matching activity.
- Be interviewed by the teacher about how food is obtained.
- Choose one thing they like to eat and draw, write or tell where it came from. These may be placed in their portfolios.
- Role play an activity such as "Keeping in Touch". This demonstrates how they keep in touch with family and friends. Teacher observation of their participation will be the assessment.
- Add to the farm video a section showing the Sheshatshiu students "talking" to the students in Natuashish about the trip. They can tell about what they have seen and how the food gets to their table.
- Make a Big Book of the farm experience. Students can illustrate the collective text.

Suggested Links/Resources

- *I Like To Travel* (baggie book)
- *Uapikun and the Mishta-shipu*
- Blackline Master 3.4 and 3.5
- www.tipatshimuna.ca
- Local, provincial, national, global maps
- Google Earth
- Assiu Mishineikan 'In the Country' Peter Armitage web site
- Eagle Crest Readers

K.3.3 Students will be expected to identify connections between the community and other communities (local, national, and global). *(continued)*

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> • identify places where products originate • give examples to show that communities depend on each other to provide for their needs and wants • explain how communities connect through transportation and communication 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Draw a picture of a form of transportation or communication which is very important to them. Describe to the teacher or class why it is so important. • Discuss different ways to communicate, or keep in touch with people. In preparation for this activity tell students about your family. Refer to K.1.3, groups to which they belong, and have students tell where family members live. How do we keep in touch with them? This leads into the types of communication which connect people. Discuss the telephone, radio, television, newspaper, computer, etc. Discuss communication from years ago, when people communicated by visiting or traveling from one community to another. (Blackline Master 3.6, page 130) • Participate in a teacher-led discussion about traditional Innu methods of transportation – walking, canoeing, dog teams, tobogganing - and how these forms of transportation connected people and places. Using the maps they have generated/seen, ask how they would get to these places. (Blackline Master 3.6, page 130) • Go on a field trip to a farm (students from Sheshatshiu). Video the experience to share with Natuashish students. Retell the experience on chart paper.

K.3.3 Students will be expected to identify connections between the community and other communities (local, national, and global). *(continued)*

Suggestions for Assessment

Students may, for example

see page 45.

Suggested Links/Resources

Appendix Unit 1

Blackline Masters Unit 1

- 1.1 Tea Doll Clothing - To be used with tea doll activity. This can be used as a colouring sheet or a pattern for making tea dolls from cloth.

Kindergarten Social Studies Unit 1

Your Name: _____

Tea Doll Clothing



Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Innu inni kuess etashpishut



Blackline Masters Unit 1

- 1.2 My Body - Children can colour this page and add the labels for the parts of the body. This may also be kept and included in a personal identity text; a booklet of the pages completed specific to the child which can be kept to make a book entitled *All About Me*, for each child.

Kindergarten Social Studies Unit 1

Your Name: _____

My Body

Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Niu



Blackline Masters Unit 1

- 1.2 My Body - Children can colour this page and add the labels for the parts of the body. This may also be kept and included in a personal identity text; a booklet of the pages completed specific to the child which can be kept to make a book entitled *All About Me*, for each child.

Kindergarten Social Studies Unit 1

Your Name: _____

My Body



KINDERGARTEN INNU SOCIAL STUDIES

BLACKLINE MASTERS

Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Niu



Blackline Masters Unit 1

- 1.3 This is Me - Children will identify their eye colour and hair colour and draw a self- portrait. This may be kept and used to make a personal identity text for each child.

Kindergarten Social Studies Unit 1

Your Name: _____

This is me.

I have _____ eyes.

My hair is _____.



Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Nin ume.

_____ nissishikua.

_____ nipishkueuna.



Blackline Masters Unit 1

- 1.4 My Two Names - After reading the book, *Two Pair of Shoes*, children will colour the moccasins and write their English and Innu names on the moccasins. These can be cut out and used in a classroom display or kept to be used as a part of the identity text.

Kindergarten Social Studies Unit 1

Your Name: _____

My Two Names

Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Nish^u nitishinikashuna



Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Niminuaten



Blackline Masters Unit 1

- 1.6 My Wants and Needs** - Discuss with the children the concepts of wants and needs. Identify a list of needs on a whiteboard or chart paper for the children to see. Then have the children brainstorm a list of wants. The children then can complete this page by cutting out the items and pasting them in the appropriate column categorizing them as wants or needs. This page may also be included in the identity text.

Kindergarten Social Studies Unit 1

Your Name: _____

I Really Need It	I Just Want It



Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Shuk nui apishtan	nui apishtan muk ^u



Blackline Masters Unit 1

- 1.7 Traditional Innu Foods - After reading *Food I Love*, discuss traditional Innu foods mentioned in the book. The children can complete blackline master 1.7; they can colour the foods and circle the foods that are traditional Innu food.

Kindergarten Social Studies Unit 1

Your Name: _____

Traditional Innu Foods

Circle the foods that are traditional Innu foods.



Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Innu-mitshim
Uauieshta ne innu-mitshim.

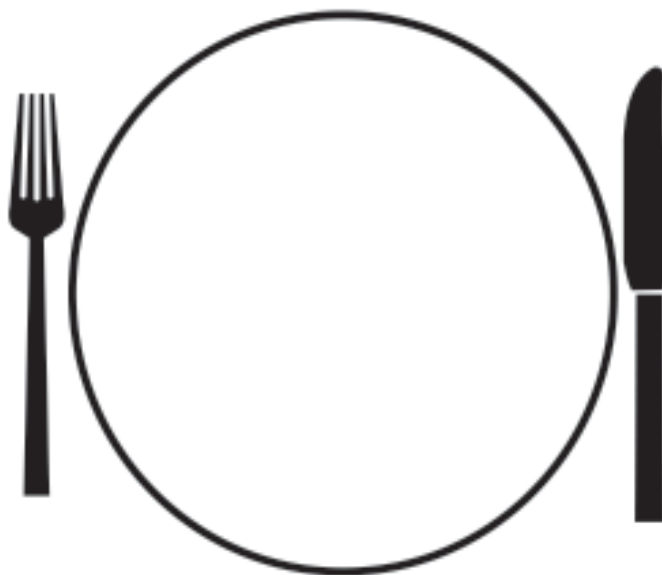


Blackline Masters Unit 1

- 1.8 My Favourite Foods - This activity can also be used with the book *Food I Love*. Brainstorm with the children a list of their favourite foods and write a list on the whiteboard or chart paper. The children can draw foods they like to eat and write the names of their favorite foods. This page may also be kept and included in the identity text for each child.

Kindergarten Social Studies Unit 1

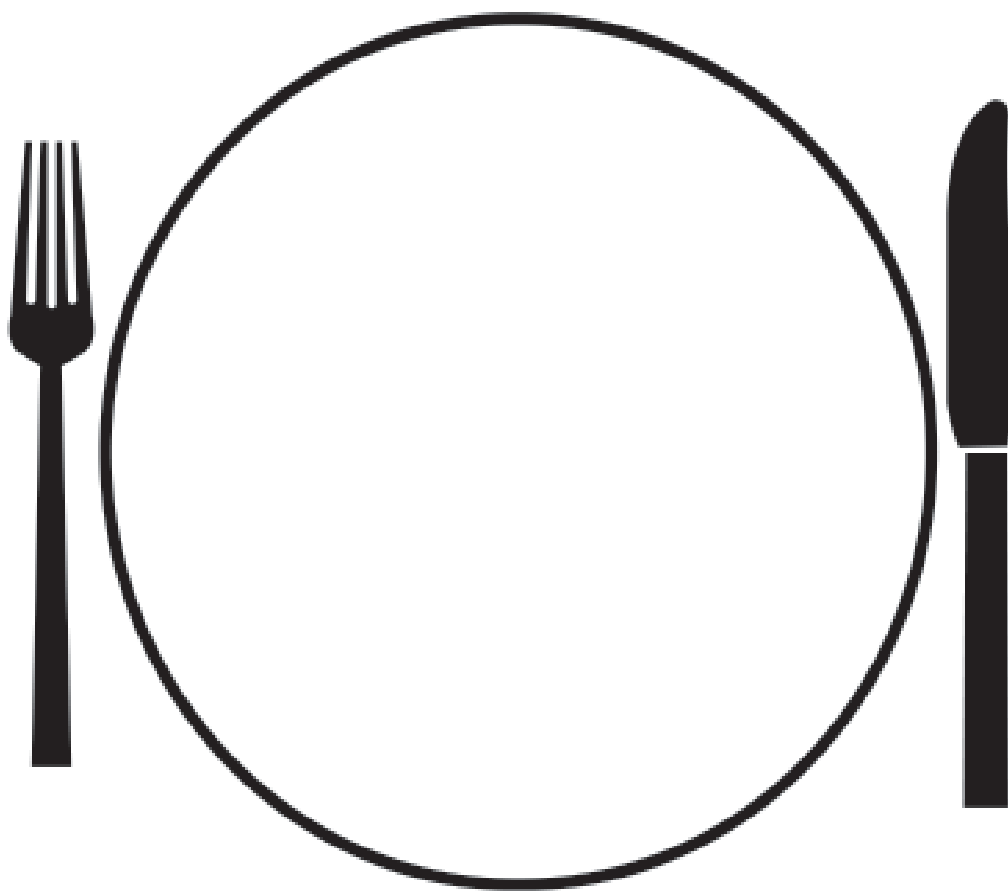
Your Name: _____

My Favourite Foods

Innu-aitun kaiapishishishiht auassat Mashinaikan 1

Tshitishinikashun: _____

Nuitshiten ume mitshim
or
umue mitshim uiatshitaman



Blackline Masters Unit 1

- 1.9 Where I Live - Discuss the need for shelter and show children pictures of different types of shelters. Ask the children what type of shelter they live in. Talk about an address and phone number. Why do we need to know our address and phone number? This is a good opportunity to introduce concepts of personal safety. Have the children name the type of shelter they live in on blackline master 1.9 and help them to identify their address and phone number. This page can also be kept and included in an identity text.

Kindergarten Social Studies Unit 1

Your Name: _____

I live in a _____.



My address is _____.

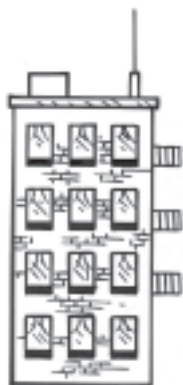
My phone number is _____.

Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

_____ nuitshin.



Ekuan etashtet nete uiatshian _____.

Ekuan etashtet nikaiminanim _____.

Blackline Masters Unit 1**1.10 Matching Shelter -Cut and paste the matching pairs of shelters.****Kindergarten Social Studies Unit 1**

Your Name: _____

Matching Shelters

Match the ones that are the same















Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Mamushta nenu
tapishku eshinakuak















KINDERGARTEN INNU SOCIAL STUDIES

BLACKLINE MASTERS 1.10

Blackline Masters Unit 1

1.11 Who Helps Keep Me Safe? - After discussing with the children issues of personal safety and who keeps them safe, brainstorm a list of people in the community who help to keep children safe; parents, teachers, RCMP, older siblings, aunts and uncles, etc. Have the children cut and paste the items that belong to the people who keep them safe, matching each item with the person who would use it.

Kindergarten Social Studies Unit 1

Name: _____

Who Helps Keep Me Safe?

Cut and paste the things these people need to keep you safe in your community.



Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Tshekuen uiatshit tshetshi eka natuitian?
Matishamuk^u mak akussutak^u ne tshekuan tshe
apishtakanit tshetshi eka natuitiek^u.

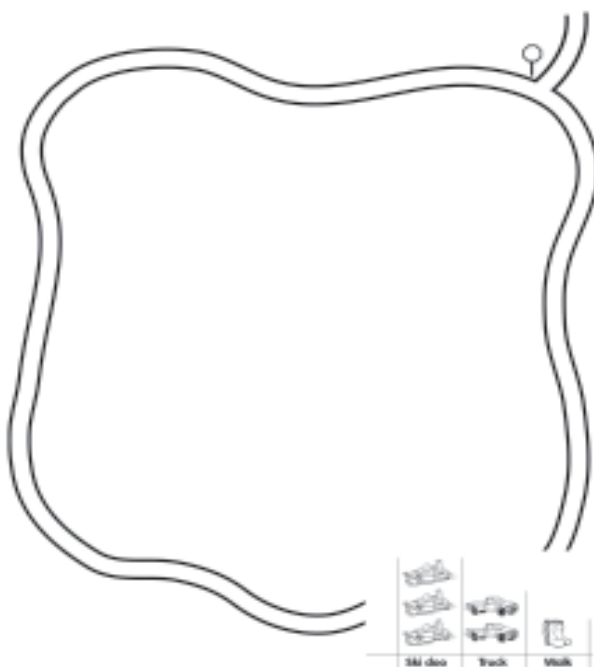


Blackline Masters Unit 1

- 1.12 Transportation** - Discuss the need for transportation. Talk about traditional transportation and transportation we have today. Have the children draw a picture of the type of transportation they use to go to school each day. As a class, you can then make a pictograph depicting the modes of transportation to determine the most popular method.

Kindergarten Social Studies Unit 1

Name: _____

Motorized Transportation

What takes me to school? _____.

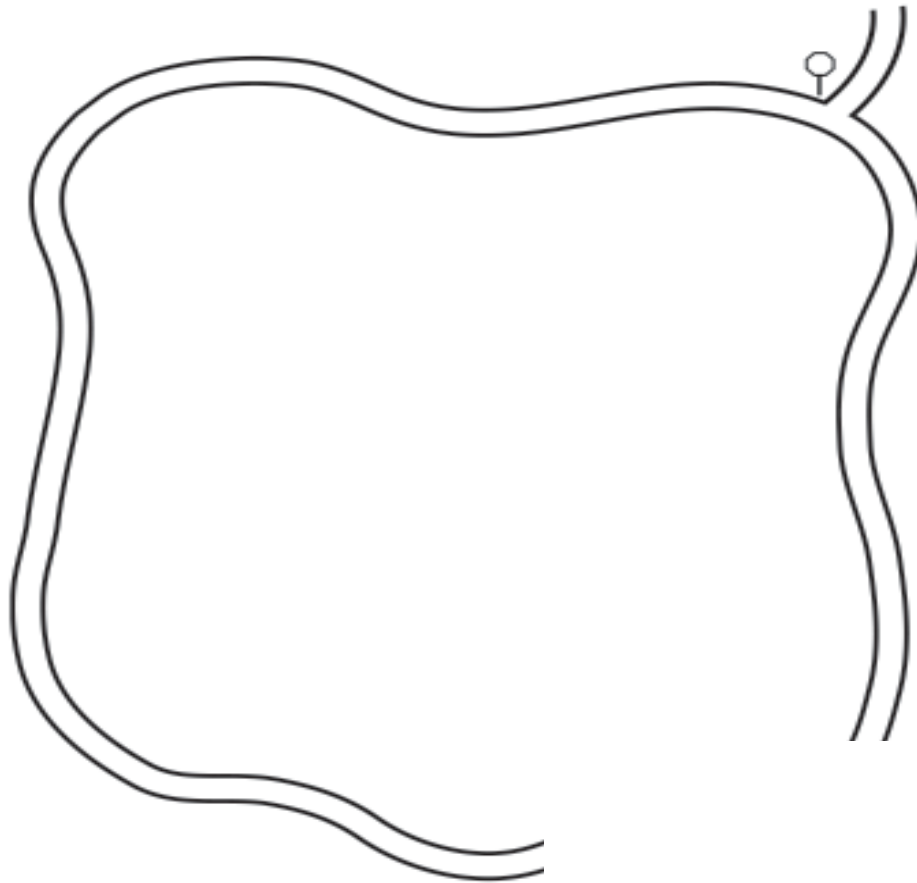
Matching Game - Transportation

Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Eshipimipanit tshekuan



Tshekuan etutaikuian
katshishkutamatsheutshuapit? _____.

Blackline Masters Unit 1

- 1.13 Matching Game, Transportation** - Teachers can use this blackline master for a memory/matching game with the children. The game can be played in pairs or in small groups. A copy may be used for a learning centre.

Kindergarten Social Studies Unit 1

Name: _____



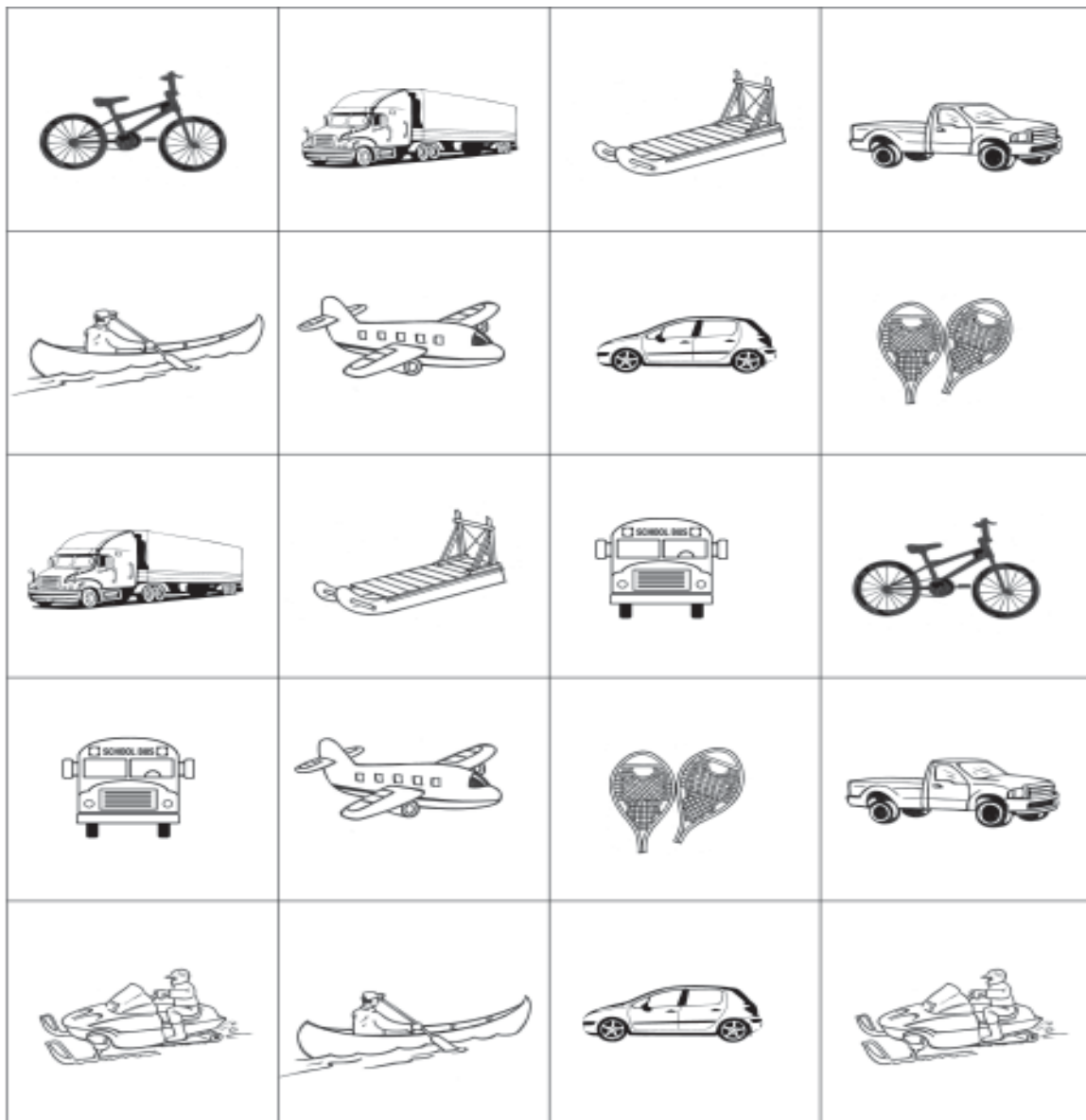
KINDERGARTEN INNU SOCIAL STUDIES

BLACKLINE MASTERS 1.13

Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____



Blackline Masters Unit 1

- 1.14 Safety - Discuss with the children the concept of safety. When is something not safe? How can you make sure you are safe when you play? Talk about things that are unsafe to play with. Have the children colour the pictures and mark an X over the things that are not safe to play with.

Kindergarten Social Studies Unit 1

Name: _____

Mark an X over the things that are not safe to play with.



Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

X mashinataimuk^u ne tshekuan eka minuat
tshetshi metuatshenanut.



Blackline Masters Unit 1

- 1.15 Map of Labrador - Discuss with the children the map of Labrador and help them identify their community on the map. Have the children colour the map.

Kindergarten Social Studies Unit 1

Name: _____

Map of Labrador

Innu-aitun kaiapishishishiht auassat Mashinaikan 1

Tshitishinikashun: _____

Labrador
assiu-mashinaikan



Blackline Masters Unit 1

- 1.16 Map of Natuashish - (To be used in Natuashish)** The children can locate their home, the school and other familiar buildings on the map. They can colour the map and it may also be kept for inclusion in the identity text.

Kindergarten Social Studies Unit 1

Name: _____

Map of Natuashish

Innu-aitun kaiapishishishiht auassat Mashinaikan 1

Tshitishinikashun: _____

**Natuashish
assiu-mashinaikan**

Blackline Masters Unit 1

- 1.17 Map of Sheshatshui - (To be used in Sheshatshui) The children can locate their home, the school and other familiar buildings on the map. They can colour the map and it may also be kept for inclusion in the identity text.

Kindergarten Social Studies Unit 1

Name: _____

Map of Sheshatshui

Innu-aitun kaiapishishishiht auassat Mashinaikan 1

Tshitishinikashun: _____

Sheshatshiu
assiu-mashinaikan

Blackline Masters Unit 1

- 1.18 Puppets - The pictures can be coloured and cut out, then used to make puppets with straws or Popsicle sticks which the children can use for socio-dramatic play.

Kindergarten Social Studies Unit 1

Name: _____

Puppets

Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

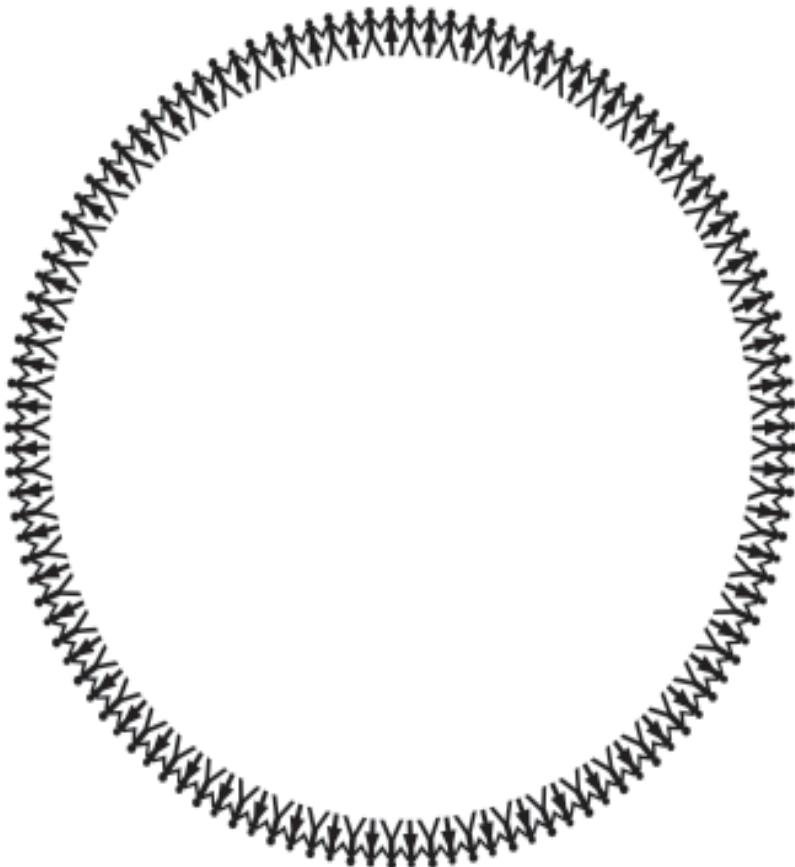
Tshitishinikashun: _____

Innikueuat



Blackline Masters Unit 1

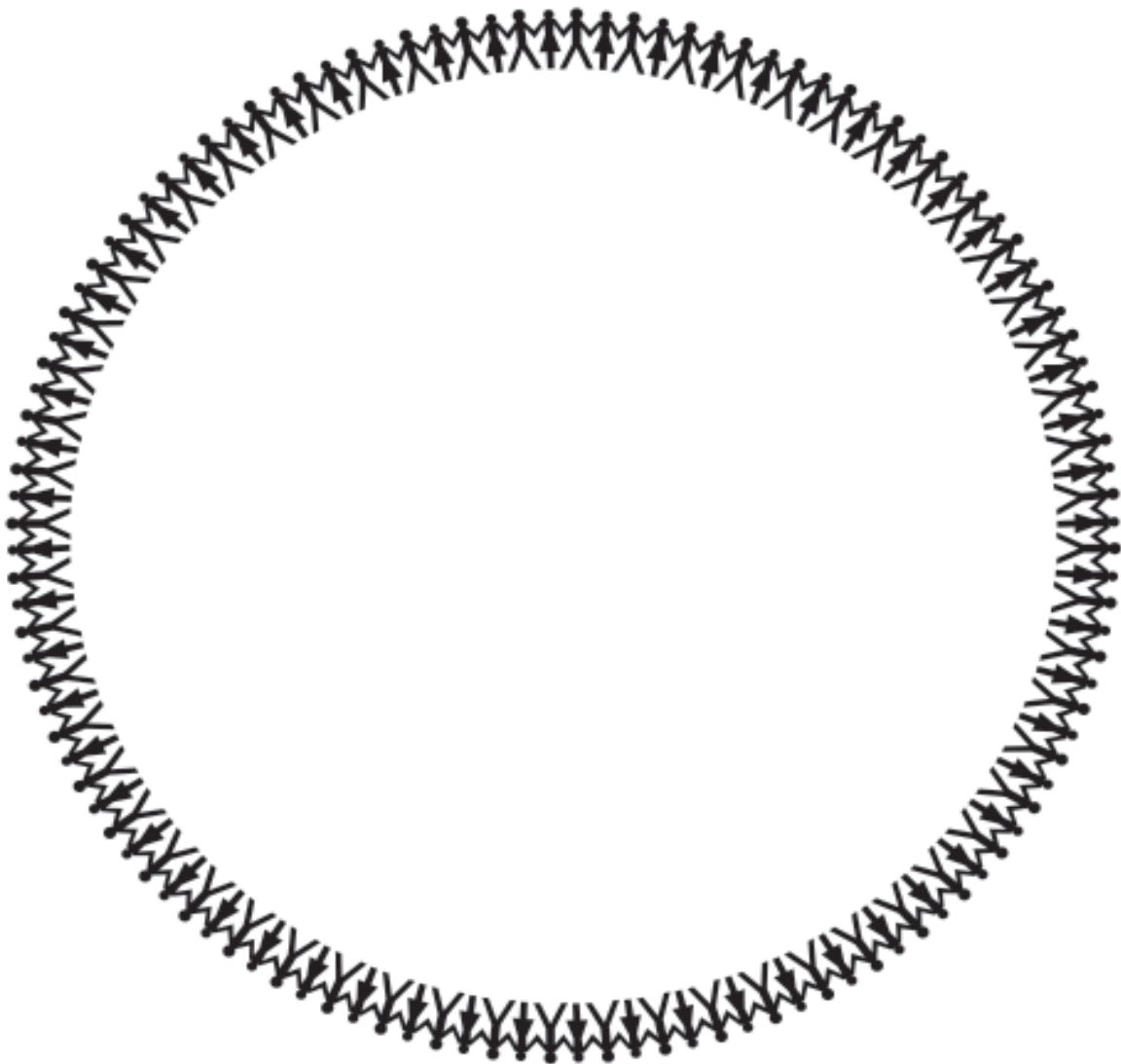
- 1.19 **My Groups** - Discuss with the children the groups to which they belong: their family, their friends, groups in the community such as Sparks or sports teams, and their group in school - Kindergarten, Pod A or B, Red Apples or Green Apples. Brainstorm and write a list of groups on the white board or chart paper. Have the children draw a picture to represent a group to which they belong; this page may also be kept for inclusion in the identity text.

<div>Kindergarten Social Studies Unit 1</div> <div>Name: _____</div> <div>Together in groups</div> <div></div> <div>KINDERGARTEN INNU SOCIAL STUDIES</div> <div>BLACKLINE MASTERS 1.19</div>
--

Innu-aitun kaiapishishishiht auassat Mashinaikan 1

Tshitishinikashun: _____

Mamu ka tanut



Blackline Masters Unit 1

- 1.20 Utshimau~Leader - Discuss the concept of leader. Who is in charge? Help the children identify the leaders at home, in school, in the classroom and in the community. The children can draw pictures of the leaders in each group.**

Kindergarten Social Studies Unit 1

Name: _____

Utshimau - Leader





At my home	At my school
My Parents/Guardians	The Principal
In my class	In my community
My Teacher	The Elder

Innu-aitun kaiapishishishiht auassat

Mashinaikan 1

Tshitishinikashun: _____

Utshimau

<p>Nitshinat</p>  <p>Nikau mak nutau</p>	<p>Nikatshishkutamatsheutshuapinat</p> <p>Utshimau katshishkutamatshet</p> 
<p>Nitshipaikanishiminat nete katshishkutamatsheutshuapinat</p>  <p>Nikatshishkutamatshem</p>	<p>Nuteniminat</p> <p>Innu-utshimau</p> 

Appendix Unit 2

Blackline Masters Unit 2

- 2.1 Change in Our Communities (Natuashish) -** Discuss the move from Davis Inlet. Show pictures of the old community and talk about how things have changed from when their grandparents were young. Have an elder come in and talk to the children about what it was like to live in Davis Inlet. Complete the maze activity.

Kindergarten Social Studies Unit 2

Name: _____

Draw a line to help the Innu find their way to the new community of Natuashish.

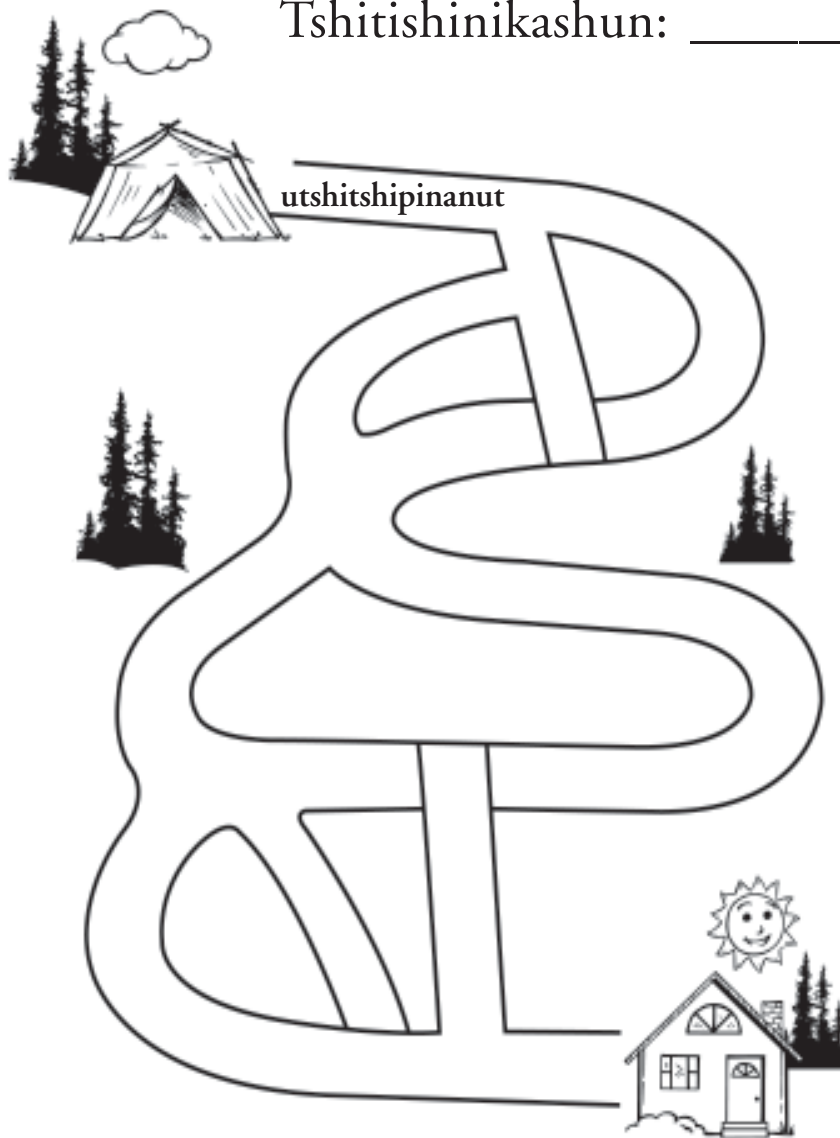


Innu-aitun kaiapishishishiht auassat

Mashinaikan 2

Uitshiekut anitshenat innuat tshetshi mishkak nenu
ussi-utenimuau Natuashish.

Tshitishinikashun: _____



Blackline Masters Unit 2

- 2.2 Change in Our Communities (Sheshatshiu) -** Discuss the move from the land to the community at Sheshatshiu. Have an elder come in and talk to the children about what it was like to live in the country. Complete the maze activity.

Kindergarten Social Studies Unit 2

Name: _____

Draw a line to help the Innu find their way to the community of Sheshatshiu.



Innu-aitun kaiapishishishiht auassat

Mashinaikan 2

Uitshiekut anitshenat innuat tshetshi mishkak nenu
utenimuau Sheshatshiu.

Tshitishinikashun: _____



Who helps

Blackline Masters Unit 2

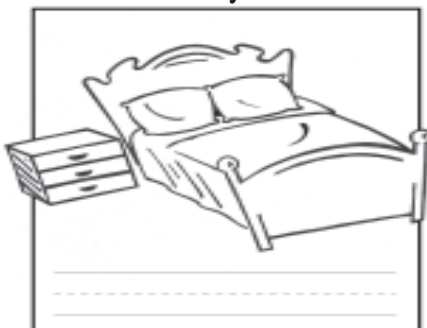
- 2.3 Who Helps? - Discuss the different roles within the home and who is responsible for various chores that need to be done. Children can colour pictures and write the names of the person in their house who is responsible for different chores.

Kindergarten Social Studies Unit 2

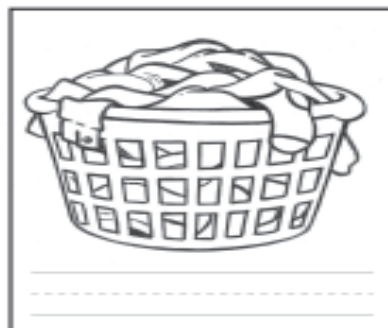
Name: _____

Who helps

clean my room?



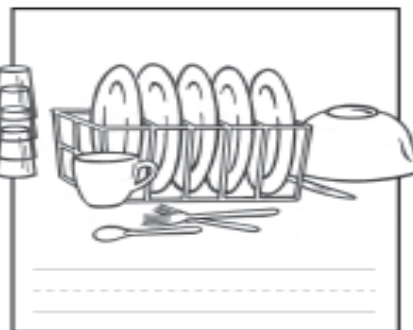
wash the clothes?



cook the food?



wash the dishes?



Innu-aitun kaiapishishishiht auassat

Mashinaikan 2

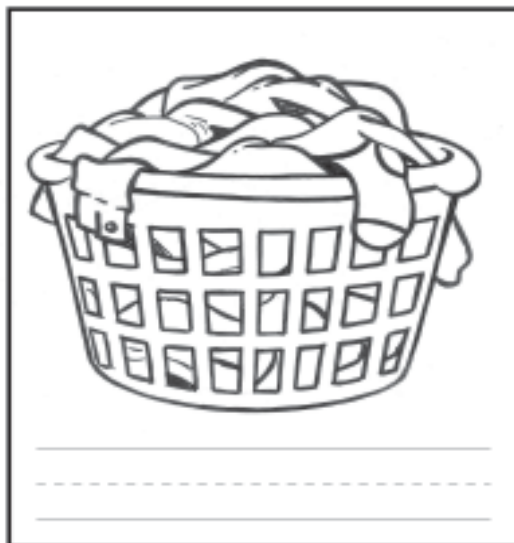
Tshitishinikashun: _____

Auen uiatshiaushit

tshetshi minushtashuian
nikatshipaikanishim?



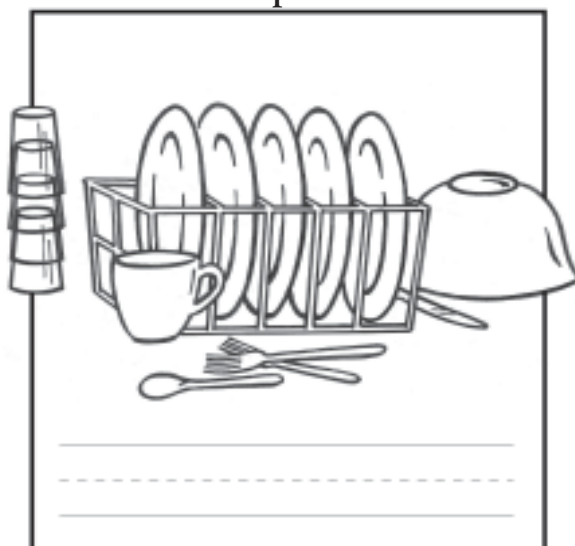
tshetshi uapekaitshanut?



tshetshi piminuanut?



tshetshi tshishtaputshinakau-anut?



Blackline Masters Unit 2

2.4 I Like to Help - Talk about the ways in which children help out in the home and at school. They can circle the pictures which show the ways they help at school. Or children can colour the pictures showing the ways they help at school red and the ways they help at home blue. This page may also be included in the identity text.

Kindergarten Social Studies Unit 2

Name: _____

I like to help

Innu-aitun kaiapishishishiht auassat

Mashinaikan 2

Tshitishinikashun: _____

Niminuaten tshetshi

uauitshik auen



Blackline Masters Unit 2

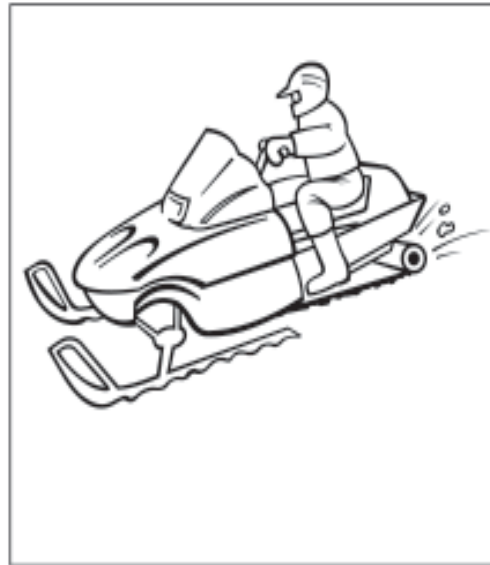
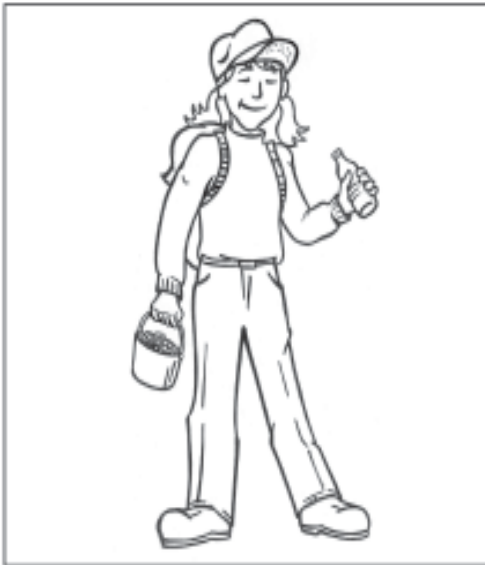
- 2.5 Seasons - After discussing seasonal activities, have the children colour the pictures. These pictures can be cut out and sorted on the chart according to the season during which the activity would occur.

Kindergarten Social Studies Unit 2 Name: _____	
Tikuatshin (Fall)	Pipun (Winter)
Shikun (Spring)	Nipan (Summer)
KINDERGARTEN INNU SOCIAL STUDIES	BLACKLINE MASTERS 2.5

Innu-aitun kaiapishishishiht auassat

Mashinaikan 2

Tshitishinikashun: _____



KINDERGARTEN INNU SOCIAL STUDIES

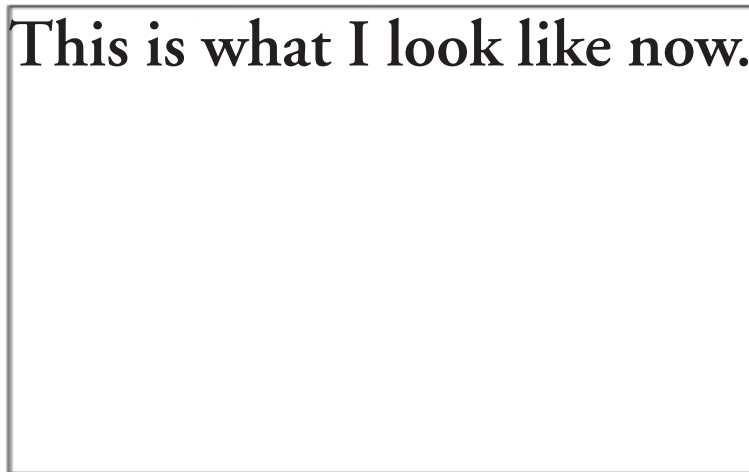
BLACKLINE MASTERS 2.5

Blackline Masters Unit 2

- 2.6 How I Change** - Discuss with children how they change and develop over time. What did you look like when you were a baby? How has your body changed as you have grown? Have them colour the picture of the baby and draw a self-portrait of how they look now. This page can be kept and included in the identity text. Follow up this activity with a chart on the board which compares babies and Kindergarten students. Ask students, "How are babies and kindergarten students different? How are they the same?"

Kindergarten Social Studies Unit 2

Name: _____

This is me when I was a baby.**This is what I look like now.**

Innu-aitun kaiapishishishiht auassat

Mashinaikan 2

Eukun ume nin ka auassiuian.

Tshitishinikashun: _____



Eukun ume nin eshinakushian anutshish.

Blackline Masters Unit 2

- 2.7 When I Grow Up - Discuss how children will grow to become adults. Share with the students a story about when you were a young child and what job(s) you thought you might have when you grew up. Show pictures of the kinds of jobs you thought you might like. Show a picture of yourself working as a teacher. Tell the students what it means to you to work as a teacher. Then ask them, "What will you do when you grow up? Talk about jobs and what job the children would like to have when they grow up; show pictures and introduce possibilities. Write a list of their desired jobs on the whiteboard or chart paper and have the children draw a picture of who they would like to be when they grow up. This page can be kept and included in the identity text.

Kindergarten Social Studies Unit 2

Name: _____

When I grow up I want to be a
_____.

Innu-aitun kaiapishishishiht auassat

Mashinaikan 2

Tshitishinikashun: _____

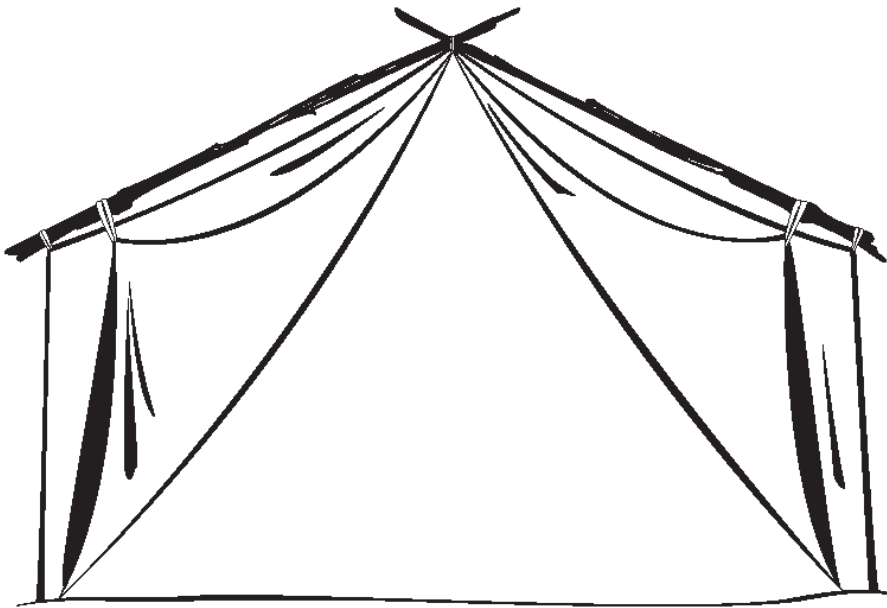
Mishishtiani nipa minuaten _____.

Blackline Masters Unit 2

2.8 My Family - Discuss: What is a family? Who is in your family? What names do we have for the people in our families? Talk about different families and invite the children to tell about their families. On the chart paper or whiteboard/blackboard, draw a picture of a tent. Then draw the members of your household inside and describe the names of the different people in your own tent. Have the children draw their families in the tent on the blackline. Ask them what names they use for those living in the tent. This page can also be kept and included in the identity text.

Kindergarten Social Studies Unit 2

Name: _____

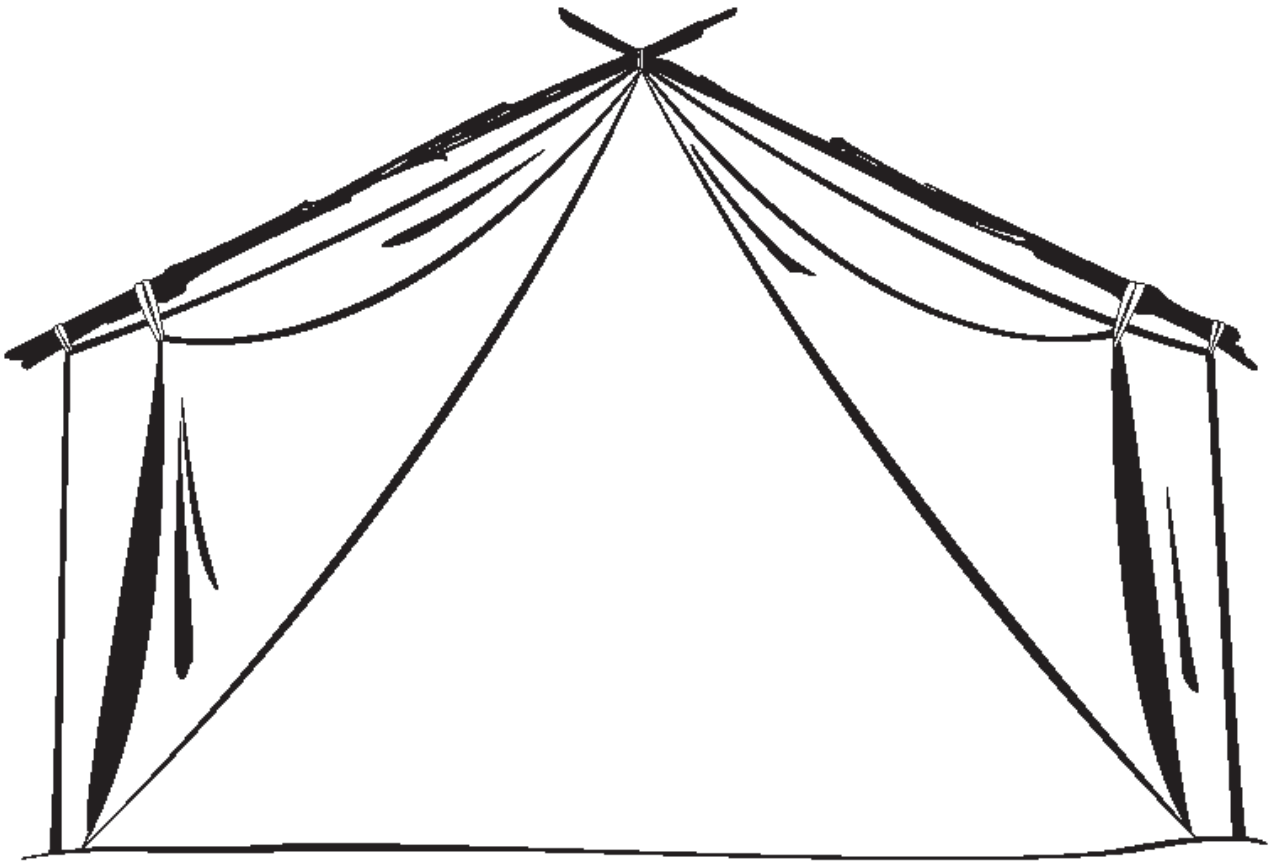
My Family

Innu-aitun kaiapishishishiht auassat

Mashinaikan 2

Tshitishinikashun: _____

Nikanishat



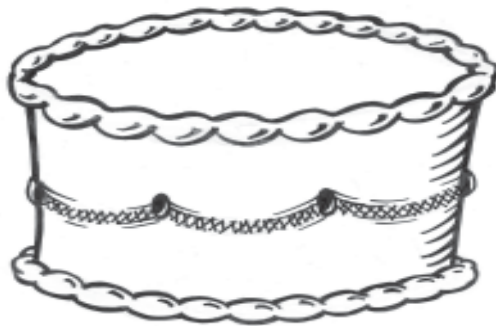
Blackline Masters Unit 2

2.9 My Birthday - Discuss birthdays and how they are celebrated. Have the children write the date of their birthday and how old they will be. They can colour the picture of the cake and cut and paste the number of candles on the cake to show how old they are. This page can also be kept and included in the identity text.

Kindergarten Social Studies Unit 2

Name: _____

My birthday is _____.



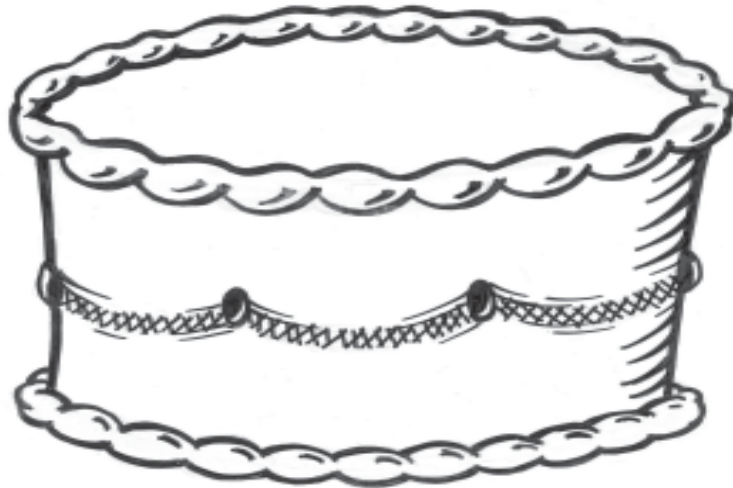
I will be _____ years old.

Innu-aitun kaiapishishishiht auassat

Mashinaikan 2

Tshitishinikashun: _____

Uta nutshishikamin _____.



Ume nika tatupipuneshin _____.

KINDERGARTEN INNU SOCIAL STUDIES

BLACKLINE MASTERS 2.9

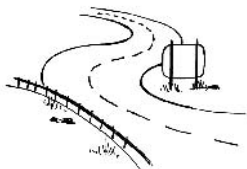
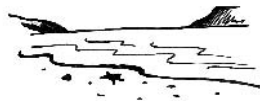
Appendix Unit 3

Blackline Masters Unit 3

- 3.1 Discuss with children the difference between natural features and constructed features. Then have the children circle the natural features.

Kindergarten Social Studies Unit 3

Name: _____

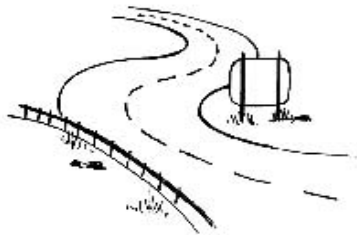
Circle the natural features

Innu-aitun kaiapishishishiht auassat

Mashinaikan 3

Tshitishinikashun: _____

Uauieshta tshekuana anite assit shash ka tikuaniti



Blackline Masters Unit 3

- 3.2 Discuss with children the various road signs they see in their community or on the highway. Talk about the importance of the road signs. Then have the children draw a line to connect the road signs which are the same.

Kindergarten Social Studies Unit 3

Name: _____

Draw a line to match the signs that are the same.



Innu-aitun kaiapishishishiht auassat

Mashinaikan 3

Tshitishinikashun: _____

Pimapekashtha tanenua tapishkut eshinakuniti



Blackline Masters Unit 3**3.3 Discuss with children the concept of fire safety in the home.**

Discuss the importance of having a planned fire escape route from each room in their home. Have children draw a picture of their house and put a red “x” on each place they could use to leave the house in the event of a fire.

Kindergarten Social Studies Unit 3

Name: _____

My House

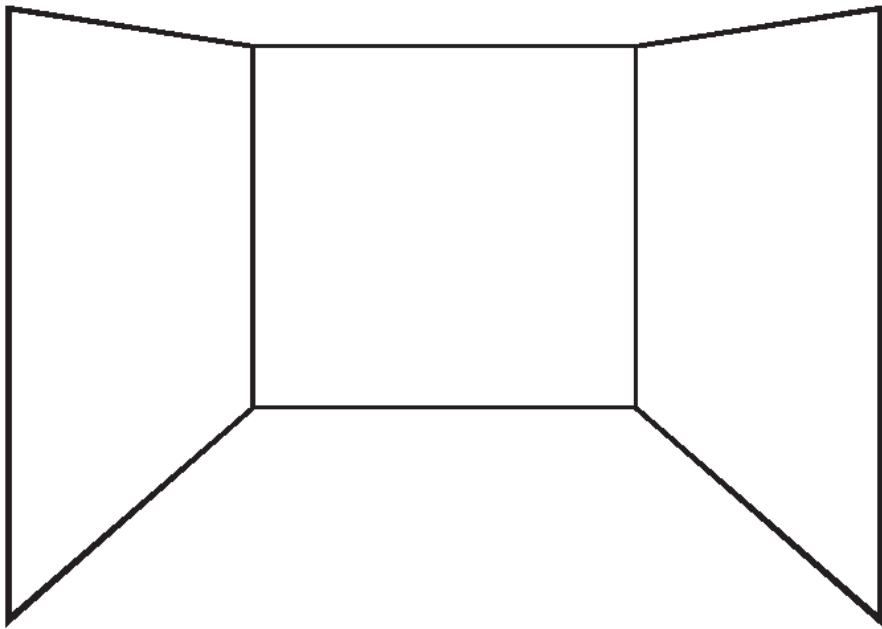
Innu-aitun kaiapishishishiht auassat Mashinaikan 3

Tshitishinikashun: _____

Nitsh

Blackline Masters Unit 3

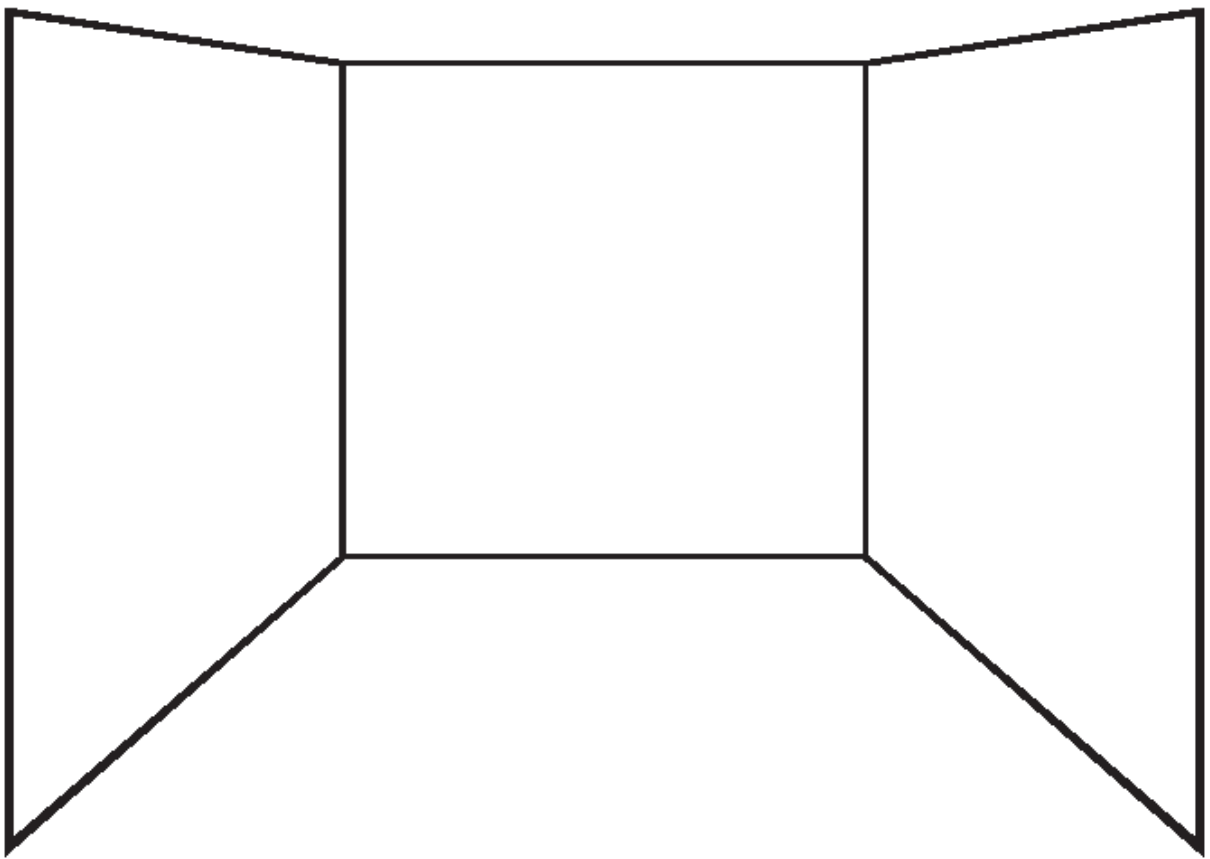
- 3.4 This an activity extension to 3.3. Students can colour and cut out the kitchen, living room and bedroom furniture on the next three pages and paste each of them onto a copy of the blank room page provided.

Kindergarten Social Studies	Unit 3
Name: _____	
	
KINDERGARTEN INNU SOCIAL STUDIES	BLACKLINE MASTERS 3.3

Innu-aitun kaiapishishishiht auassat

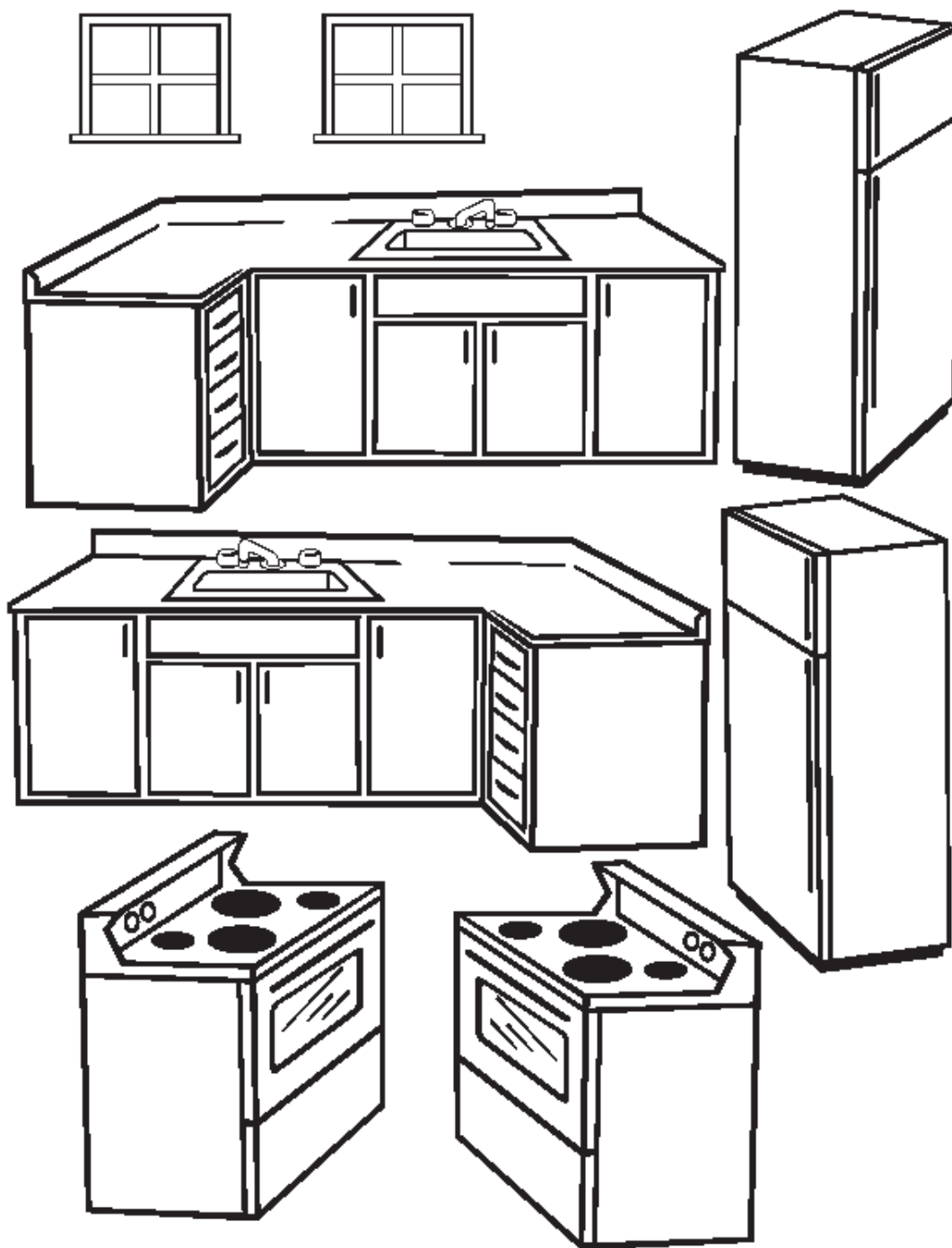
Mashinaikan 3

Tshitishinikashun: _____

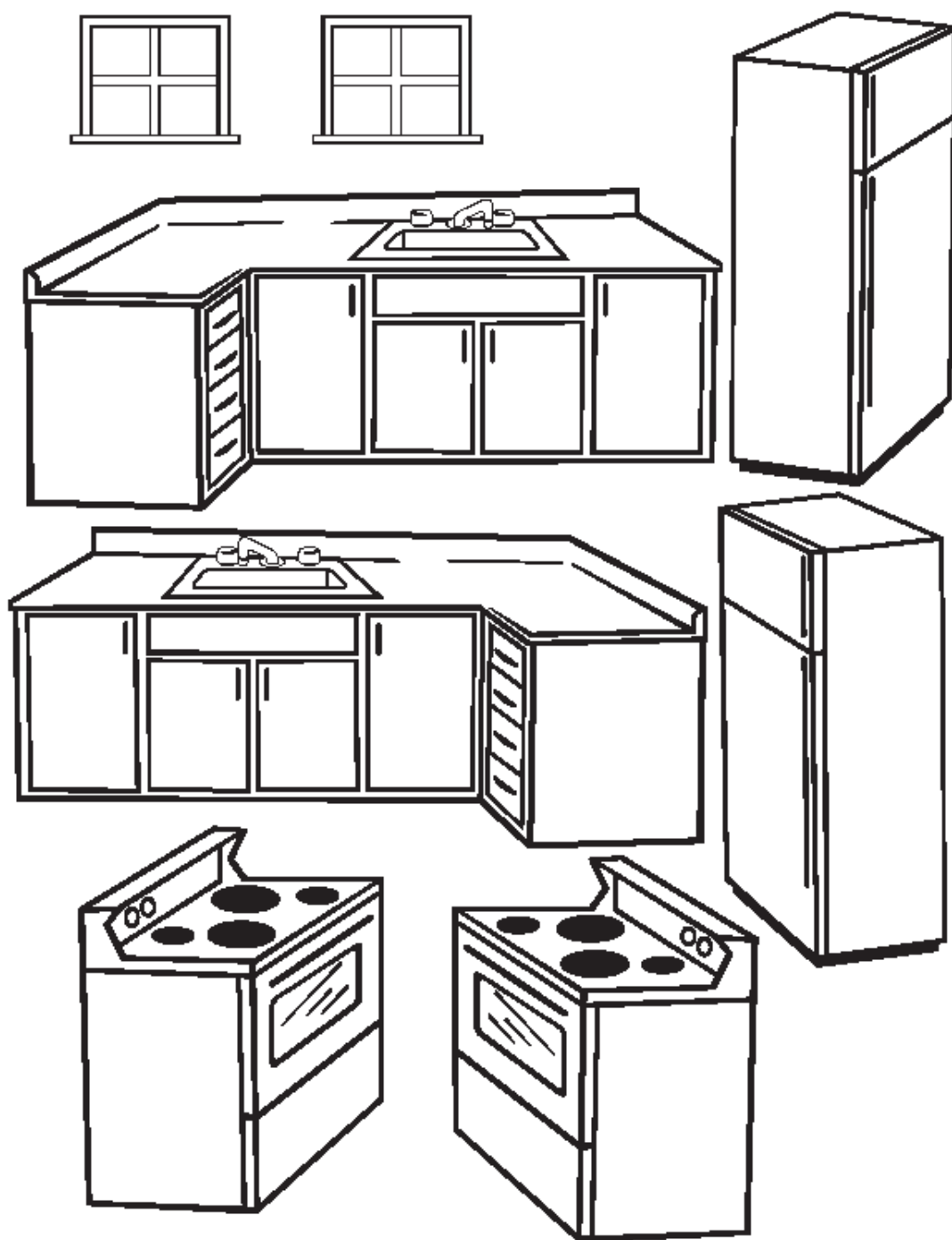


Blackline Masters Unit 3

My Kitchen

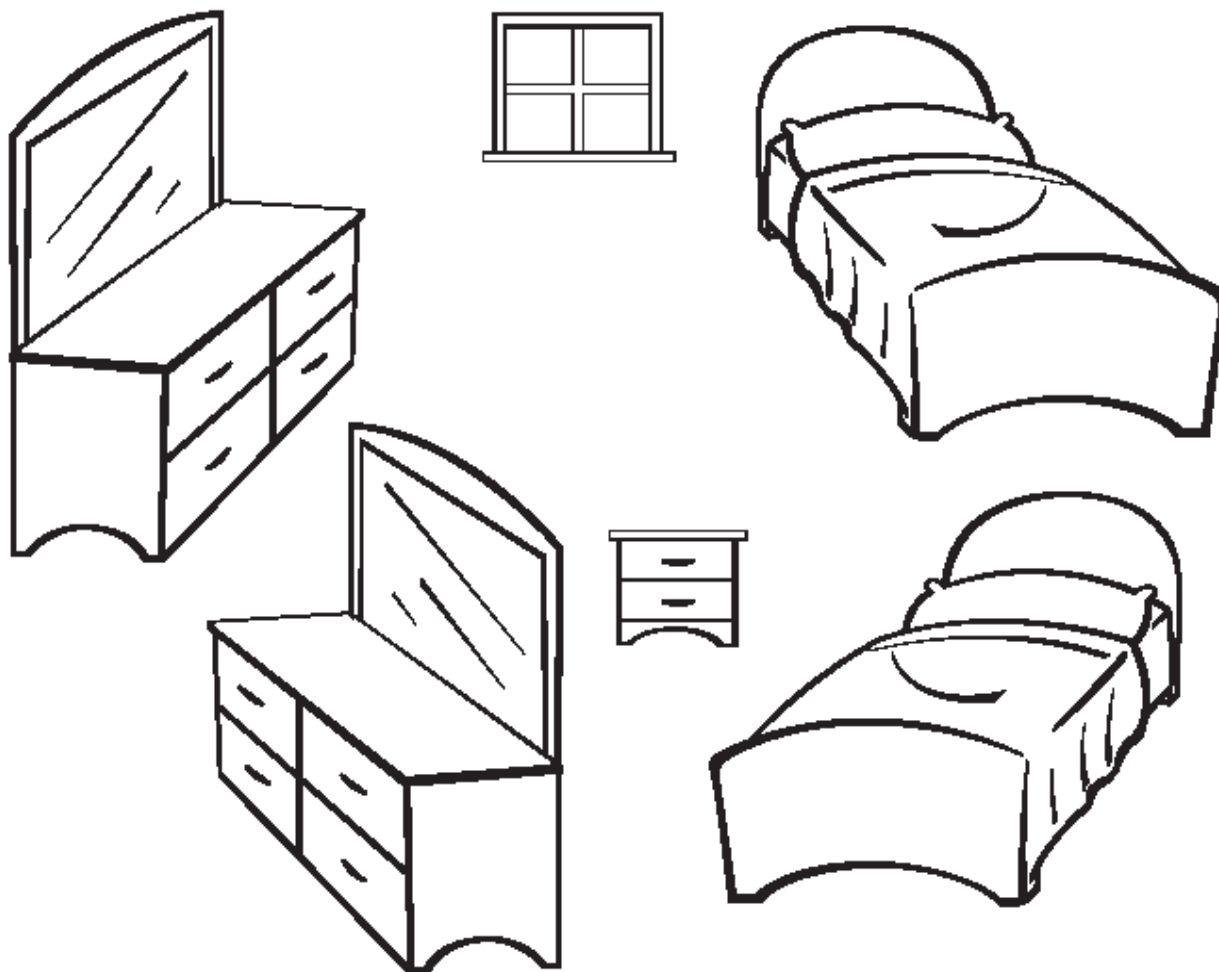


nikamitshishunanim

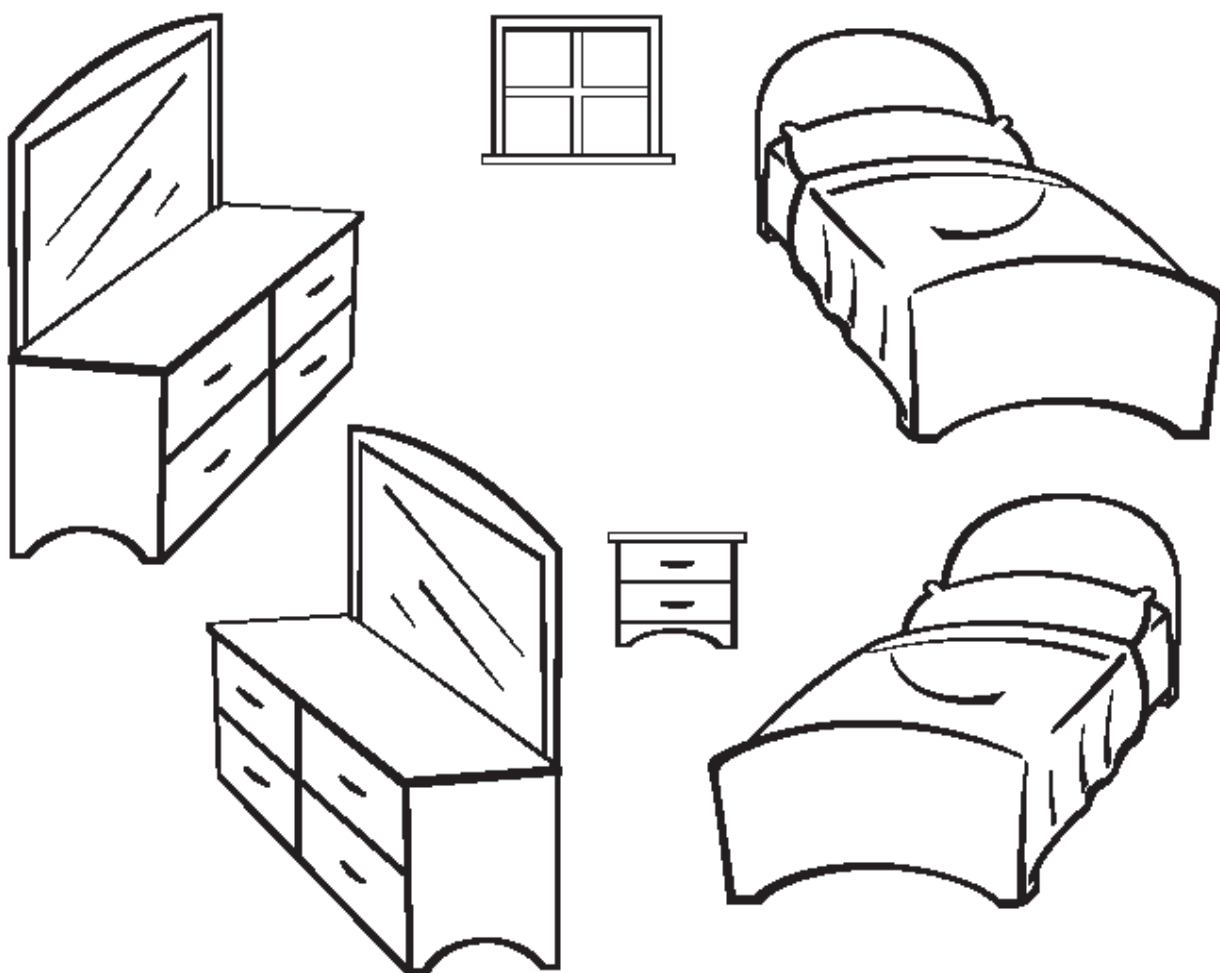


Blackline Masters Unit 3

My Bedroom

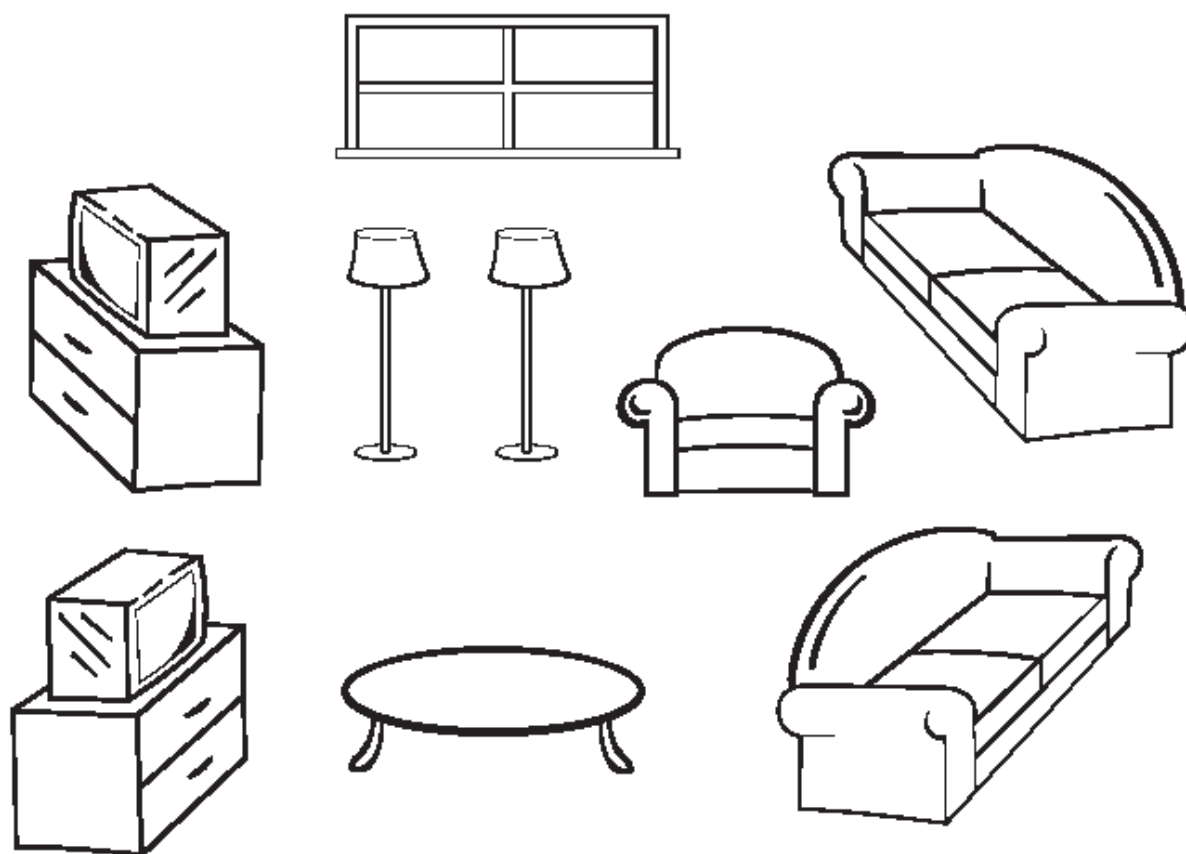


nikatshipaikanishim

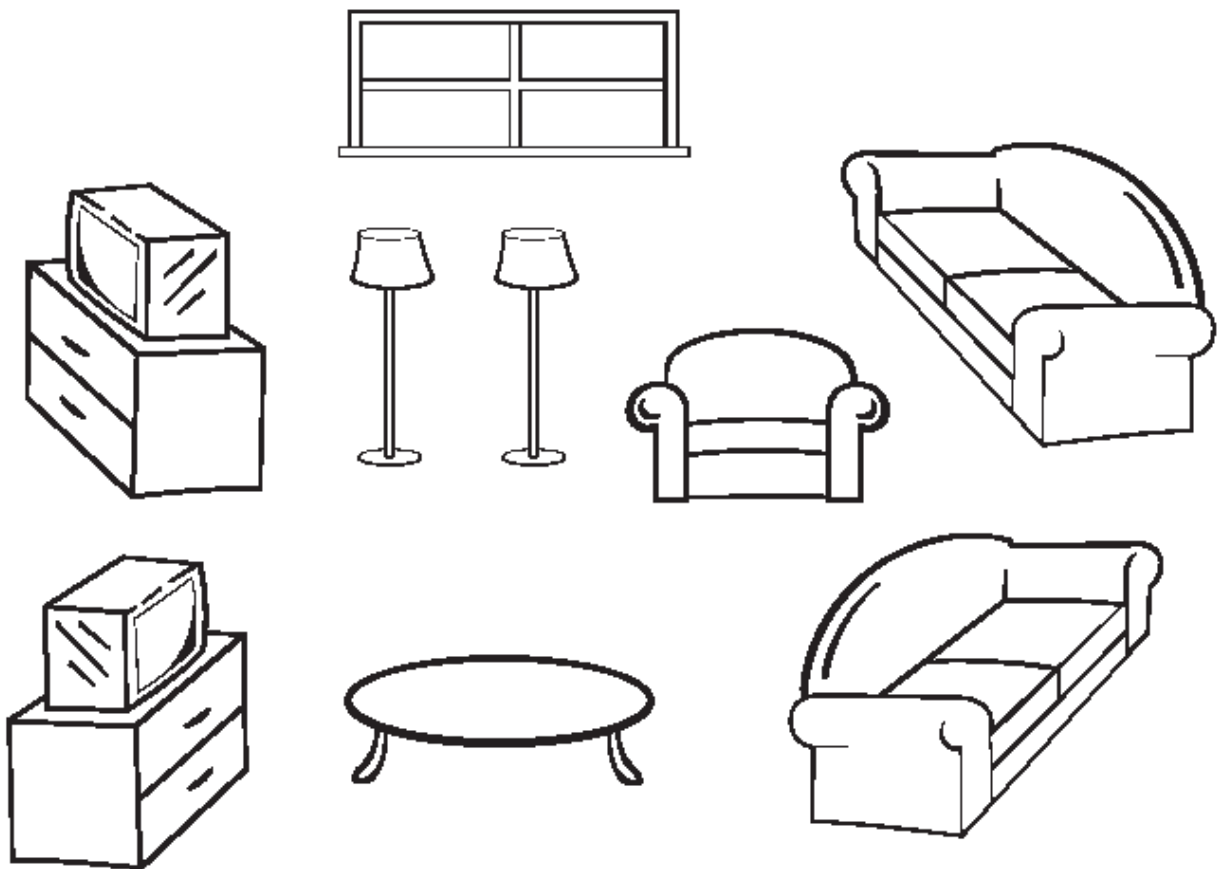


Blackline Masters Unit 3

My Living Room



nikatshipaikanishim kashetshimanut



Blackline Masters Unit 3

- 3.5 Discuss with children how goods and services can be provided locally or can come from other places. Have the children draw a circle around the products which are produced locally.

Kindergarten Social Studies Unit 3

Name: _____

Circle the local products.

Innu-aitun kaiapishishishiht auassat

Mashinaikan 3

Tshitishinikashun: _____

uauieshta nenua tshekuana etutakaniti ute



Blackline Masters Unit 3

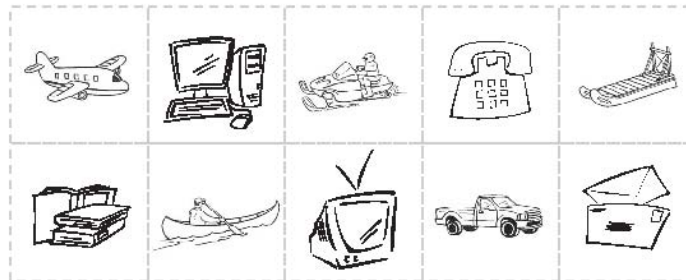
3.6 Discuss with students the different forms of transportation and communication which were used in the past and which are being used today. Discuss the difference between transportation and communications. Then have the students cut out the pictures of examples of transportation and communication and paste them into the correct category.

Kindergarten Social Studies Unit 3

Name: _____

Communication

Transportation



Innu-aitun kaiapishishishiht auassat

Mashinaikan 3

Tshitishinikashun:

ka aimitunanuti tshekuana

ka pimipaniti tshekuana

