



Lesson Planning Supports

When infusing Cree ways of knowing and being into your planning, allow the **4 Foundations** to guide your thinking and planning: Traditional Practice; Subsistence; Oral Tradition; Arts. Doing so will strengthen your holistic planning and assessment.

Regardless of where you're located in the province, your most valuable resources are community Elders and Knowledge Keepers! Please learn as much as you can about local protocols. For example, if using tipi pole teaching, medicine wheel teachings, or the Seven Teachings from resources such as **Empowering the Spirit**. At some point, you and your students should engage a local Elder to learn from and deepen your understanding.

Following is a sample of having the **4 Foundations** guide planning. In this sample, we started with a curricular outcome; next, we looked at the nehiyaw ways of knowing and other suggestions associated with the outcome from this website. From there, we chose the unifying topic of berries/rosehips/other natural items. Next came the search for a story or legend to begin the lesson. The other pieces fell into place with the **4 Foundations** guiding the way.

SAMPLE 1 - GRADE 1 MATHEMATICS

ORGANIZING IDEA

Number: Quantity is measured with numbers that enable counting, labeling, comparing, and operating.

GUIDING QUESTION

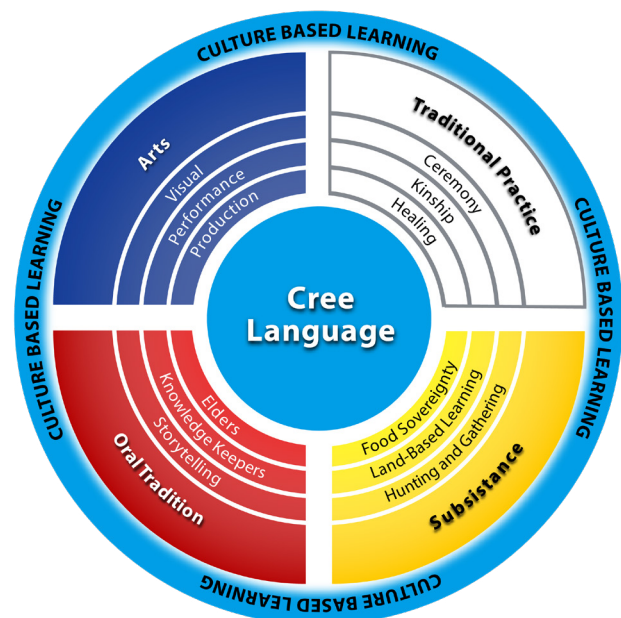
How can quantity be communicated?

LEARNING OUTCOME

Students interpret and explain quantity to 100.

UNIFYING TOPIC

berries/rosehips/other natural items



This guide was developed by the Alberta Regional Professional Development Consortium and funded partially by Alberta Education to support implementation. It is freely provided in support of improved teaching and learning under the following Creative Commons license.





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ORAL TRADITION

- Begin lessons/units with story. (Books from [Empowering the Spirit](#) website.) Oral stories were a traditional method of teaching on multiple levels.

Berries (from the [Literacy Seed Kit](#))

Niwechihaw (A walk with kokum in search of rose hips from the [Literacy Seed Kit](#))

Discovering Numbers (English/French/Cree from [K-3 Indigenous Literature for Classroom Use](#))

- Language: Include Cree vocabulary for numbers (see *Online Cree Dictionary App* and/or *KTCEA Elders Speak App*)
E.g., 1 -one, peyak; 2- two, neso, etc.
Concept of zero: there isn't a Cree word for zero, but "mukway" means "no more" or "all gone."

ARTS

- Sing **The Number Song** (Youtube video: numbers one to ten; peyak - mitataht)

After having gathered these resources and ideas, the next step would be to put together lessons which would potentially include a number of activities. Most of the Skills and Procedures for this learning outcome could be practiced and assessed using these natural items.

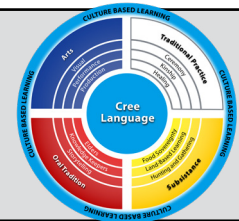
SUBSISTENCE

- Land: Have students go outside to collect items for counting/comparing amounts, etc., such as berries, rocks, leaves, sticks, etc.
- Stewardship: Teach students about respect for the earth and stewardship. For example, have them collect any garbage they see on their walks. What will happen to the items collected from outside when you're done with them. How can we show respect and caring?

TRADITIONAL PRACTICE

- When students go outside to collect natural items, discuss reciprocity, gratitude, and offerings. See the video *Protocol on Herb Gathering*. Teacher will model making an offering.

SUBJECT Math	GRADE 1
UNIFYING TOPIC berries/rosehips/leaves, twigs, etc. - natural counting items	
THE 4 FOUNDATIONS Oral Tradition - Storytelling, Knowledge Keepers, Elders, Language Subsistence - Land Based Learning, Hunting & Gathering, Food Sovereignty Traditional Practice - Ceremony, Kinship, Healing Arts - Visual, Performance, Production	
LESSON OUTCOMES: UNDERSTANDINGS; SKILLS & PROCEDURES	
<p>Represent quantities using words, numerals, objects, or pictures.</p> <p>Count backward from 20 to 0 by 1s.</p> <p>Partition a set of objects by sharing and grouping.</p> <p>Demonstrate conservation of number when sharing or grouping.</p> <p>Investigate equal and unequal quantities.</p> <p>Represent a quantity relative to another, including symbolically.</p>	
RESOURCES Include links to relevant sources such as Infusing Indigenous Knowledge into Curriculum ; Empowering the Spirit ; KTCEA Elders Speak (Google Play, Apple); Online Cree Dictionary & app (Google Play, Apple)	
ORAL TRADITION <i>Niwechihaw (I Help), Caitlin Nicholson. (A walk with kokhom in search of rose hips from the Literacy Seed Kit.)</i>	TRADITIONAL PRACTICE <i>Before going outside, watch Protocol on Herb Gathering - reciprocity and offerings. (Indigenous Knowledge into Curriculum website)</i>
ARTS <i>Sing The Number Song (Youtube video)</i>	SUBSISTENCE <i>Land: go outside to collect rosehips for counting/ comparing amounts</i> <i>Stewardship: Learn about respect for the earth and caring for the earth - collect garbage on our walk.</i> <i>What will happen to the rosehips after we are done with them? Tea? Jelly? Return them to the earth?</i>



SUBJECT <i>Math</i>	GRADE 1
UNIFYING TOPIC <i>berries/rosehips/leaves, twigs, etc. - natural counting items</i>	
ASSESSMENT PLAN	
<i>Observations and checklist</i>	
INSTRUCTION CONSIDERATIONS Meeting needs of diverse learners, considering learning styles & multiple intelligences Relevant background knowledge	
CREE LANGUAGE Cree terms and phrases to be introduced and reinforced in the lesson	
<i>Cree words for 1 to 10: peyak, neso, nisto, newo, niyanan, niktowasik, tepakohp, ayinanew, kikamitataht, mitataht kokhom - grandma rose hip - okiniy I help - niwechihaw</i>	
ANTICIPATORY SET Storytelling	
<i>Niwechihaw (I Help) Rose hips: what are they? What do they look like? What might they be used for? Praying: what is Kokhom praying for? How do you make an offering and why? What can we use to make an offering? What could you say to the rose bush?</i>	

SUBJECT <i>Math</i>	GRADE 1
UNIFYING TOPIC <i>berries/rosehips/leaves, twigs, etc. - natural counting items</i>	
ACTIVITIES/ EXPERIENCES	
<p><i>Go outside for a walk to collect natural items for math. If rose hips are close, have students collect x rose hips. If not close, collect x number of leaves, twigs, berries, or whatever is available to take back to class for math.</i></p> <p><i>As you're walking, sing a counting song such as The Number Song in Cree.</i></p> <p><i>Before collecting, model making an offering of either tobacco or a small chunk of apple and saying thank you to the land. Allow students who want to make a small offering to do the same.</i></p> <p><i>As you walk and collect items, have students keep their eyes open for garbage to collect. (Taking care of the earth.)</i></p> <p><i>Sing The Number Song in Cree (Youtube) numerous times.</i></p> <p><i>Play games with the natural manipulatives alone and then in partners with a variety of math challenges to meet the identified math outcomes.</i></p> <p><i>Play games with a partner challenging each other.</i></p>	
CLOSURE	
<p><i>One possibility is to have a sharing circle.</i></p> <p><i>Sharing circle: possible rounds might include sharing something new they learned; something they had a struggle with; something that was fun; share their thoughts on what's next for the natural items they collected</i></p> <p><i>Close with The Number Song.</i></p>	
OTHER CURRICULAR CONNECTIONS	
<p><i>ELAL: Oral Language - recognizing kinship in a variety of oral stories; listening and speaking skills while participating in a sharing circle.</i></p> <p><i>Science: ES1.1 Seasonal changes - follow the rose hip and it's physical appearance from season to season.</i></p> <p><i>1CS 1.3 Students can record their observations as data.</i></p> <p><i>1ES 1.4 Seasonal changes - best time of year to pick rose hips for making tea.</i></p> <p><i>1ES 1.5 Caring for nature comes from a sense of responsibility.</i></p>	