



Planning a Lesson with the 4 Foundations

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

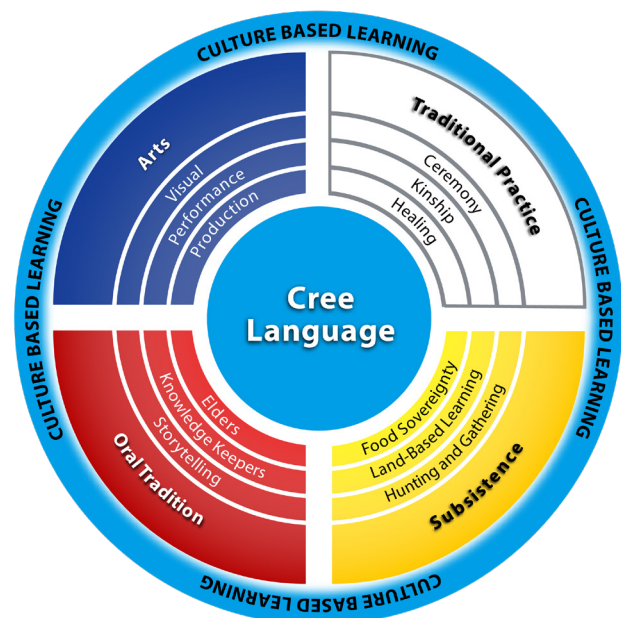
How can quantity be communicated?

LEARNING OUTCOME

Students interpret and explain quantity to 100.

UNIFYING TOPIC

berries/rosehips/other natural items





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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)

SUBSISTENCE

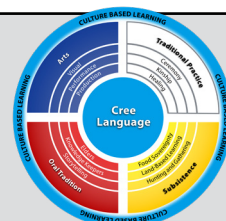
- Land: Have students go outside to collect items for counting/comparing amounts, etc., such as berries, rocks, leaves, sticks, etc.
- Stewardship: Teach students about respect for the earth and stewardship. For example, have them collect any garbage they see on their walks. What will happen to the items 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.

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.

SUBJECT <i>Math</i>	GRADE 1
UNIFYING TOPIC <i>berries/rosehips/leaves, twigs, etc. - natural counting items</i>	
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: Students interpret and explain quantity to 100. <i>Students will be able to:</i> - Count backward from 20 to 0 by 1s. - Partition a set of objects by sharing and grouping. - Demonstrate conservation of number when sharing or grouping. - Investigate equal and unequal quantities.	
RESOURCES Include links to relevant sources such as Indigenous Culture Based Learning: Empowering the Spirit ; KTCEA Elders Speak (Apple App Store and Google Play); Online Cree Dictionary & app (Apple App Store) - Weather permitting, have blankets/towels for students to sit on when playing with the objects - Paper bags or bowls to hold the collected objects	
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 Culture Based Learning - Traditional Practice Videos)</i>
ARTS Sing <i>The Number Song</i> (Youtube video)	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>



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ASSESSMENT PLAN	
<i>Observations and checklist of identified skills and objective.</i> <i>Watch the activity game challenges developed.</i> <i>Discussion notes/anecdotal by the teacher</i> <i>What are students discussing? Terminology, evidence of understanding.</i>	
INSTRUCTION CONSIDERATIONS	
Meeting needs of diverse learners, considering learning styles & multiple intelligences Relevant background knowledge <i>Seasonal</i> <i>Dyscalculia LD - anything with numbers (supports needed)</i> <i>Oral discussion of learning</i> <i>Kinesthetic experiences</i>	
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, nikotwasik, tepakohp, ayinanew, kikamitataht, mitataht</i> <i>kokhom - grandma</i> <i>rose hip - okiniy</i> <i>I help - niwechihaw</i>	
ANTICIPATORY SET	
Storytelling <i>Niwechihaw (I Help)</i> <i>Rose hips: What are they? What do they look like? What might they be used for?</i> <i>Praying: What is Kokhom praying for? How do you make an offering and why?</i> <i>What can we use to make an offering? What could you say to the rose bush?</i>	

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ACTIVITIES/ EXPERIENCES	
• <i>Share math outcomes with students.</i> • <i>What do “equal” and “unequal” mean? How can we show equality?</i> • <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 count and group.</i> • <i>As you’re walking, sing a counting song such as The Number Song in Cree.</i> • <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> • <i>As you walk and collect items, have students keep their eyes open for garbage to collect. (Taking care of the earth.)</i> • <i>Sing The Number Song in Cree (Youtube) numerous times.</i> • <i>If weather permits, set students up on blankets or towels. If not, go back to the classroom with the objects.</i> • <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> • <i>Play games with a partner challenging each other.</i>	
CLOSURE One possibility is to have a sharing circle.	
• <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> • <i>Close with The Number Song.</i>	
OTHER CURRICULAR CONNECTIONS	
<i>ELAL:</i> • <i>Oral Language - recognizing kinship in a variety of oral stories; listening and speaking skills while participating in a sharing circle.</i> <i>Science:</i> • <i>ES1.1 Seasonal changes - follow the rose hip and its physical appearance from season to season.</i> • <i>1CS 1.3 Students can record their observations as data.</i> • <i>1ES 1.4 Seasonal changes - best time of year to pick rose hips for making tea.</i> • <i>1ES 1.5 Caring for nature comes from a sense of responsibility.</i>	