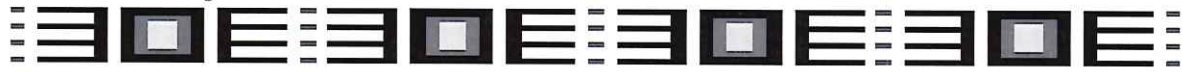


GRP Daily Plan



Date:

Time	Day 7 – Indigenous Language	Reflections/Examples
10:30-10:45	<p style="text-align: center;">Children/Parents Arrive</p> <ul style="list-style-type: none"> • Children will come in and take off their shoes and coats. • Then children will sign in by finding their name and placing it on the here section of the board. • Children and parents will sit at the table and do morning activity until circle time. <p>Learning Objective: Student will be able to recognize their name.</p>	<p>Morning activities:</p> <ul style="list-style-type: none"> • Playdough • Write the room • Tracing the lines • Coloring sheets
10:45-11:15	<p>Literacy/Circle Time</p> <p>Smudge Say the Cree prayer Review how to be a good listener Ask a question of the day (to get the children using oral language)</p> <p>Educational Circle Time Sing the ABC song Practice Colors in English and Cree Nursery Rhymes and Dance</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Students will be able to sing the letters of the alphabet in order • Students will listen and view attentively • Students will practice oral language through singing and nursery rhymes • Students will use English and Cree language • Students will move to music in various ways • Students will participate and learn songs and rhymes • Students will learn personal space and cooperation 	<p>Question of the day examples:</p> <ul style="list-style-type: none"> • Yes or No Questions. Ex. Do you like reading/cooking/sunny weather. <p>Nursery Rhymes for the week:</p> <p>Ten in the Bed</p>
11:15 – 11:30	<p>Sharing Information/Toolbox cards (Sharing information and Adult circle may be hosted by Elder) Shannon buffalo SHARING INFORMATION:</p>	

GRP Daily Plan

	<ul style="list-style-type: none"> - When children simply hear the sounds of their language from a young age, their brain adapts and they are more easily able to learn the language later on. - Indigenous languages are a gateway to cultural connection. There are words, concepts, and nuances in language that are not easily translated into English. Without knowing the language a person may miss out on some of these teachings. - Songs: Syllabic song has all of the Cree sounds. This is an easy way to expose your child to the sounds in language without needing to be fluent. <p>TOOLBOX CARDS:</p> <ul style="list-style-type: none"> - Language Matters: More than one language - Engaging Environments: Community Reflections - Nurturing Care: A Strong Identity <p>PRACTICE:</p> <ul style="list-style-type: none"> - Try to find an opportunity to use at least one of these three words while your child is playing. <ul style="list-style-type: none"> o âstam: come here o wicîhîn: help me o itâpi: look o apih: sit <p>ADULT CIRCLE:</p> <ul style="list-style-type: none"> - how do you feel connected to your community? - What does the tipi mean to you? Or what traditions have you been taught about the tipi? What is the story behind these teachings? - Shannon to share the tipi teachings outside in the Ey tipi (weather permitting) 	
<p>11:30 – 12:00</p>	<p>Free Play/Outdoor play Caregivers can work on today’s PRACTICE</p> <p>Toolbox Card: Family Well-being: Roles and Responsibilities</p>	<p>Clean up song in Cree “Kanacicike, kanacicike, kahkiyaw awasisak, kanacicike” sung to the tune of farmer in the dell.</p>

GRP Daily Plan

12:00 – 12:30	<p style="text-align: center;">Lunch Time</p> <p style="text-align: center;">Children will wash their hands and sit at the table with parents for lunchtime.</p>	
12:30 – 1:00	<p><u>Structured activity</u></p> <p>Read a book and ask simple questions</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Students will listen and answer question about the story • Students will communicate with others about the story • Student will learn how to treat a book. <p>Craft/Activity</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Students will strength fine motor skills by holding crayons/markers. • Students will use their creativity to create projects • Students and parents will bond while doing activity 	<p>Book Ideas:</p> <p>Discovering Words by Neepin Auger</p> <p>Discovering animals by Neepin Auger</p> <p>Discovering numbers by Neepin Auger</p> <p>Craft for child:</p> <p>Paper Bag Tipi</p> <p>Craft for parents:</p> <p>Syllabics Chart Painting</p>
1:00	<p style="text-align: center;">Home time</p> <p style="text-align: center;">Children and Parents will collect their items and get ready to head home.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Choose a word or two to use as many times as possible in the next week. 	

8 MORE THAN ONE LANGUAGE

OVERVIEW Children who learn more than one language in the early years, particularly before age 3, have better cognitive, social and emotional abilities than their peers who speak a single language. Children who are introduced to more than one language at a young age are more likely to use both languages in their daily lives. Speaking more than one language connects children to more than one culture and gives them a more complex and empathic view of the world. This helps them to discover their place in the world.

PRACTICE - IN THE HOME Explain to parents/caregivers that children are more motivated to learn a new language when it is fun. Songs are a great way to teach a child a new language. Parents/caregivers can find songs that use simple words and are repetitive and rhythmic. Through songs, they can teach their child to become familiar with the sounds of the language even if his pronunciation is not perfect. Songs about body parts are great for this purpose; they provide visual cues that a child can point to as he learns new words.

Command words, followed by movement, help the body assist in remembering the word. Commands like “Come here,” “Sit down,” or “Wake up” will tap into muscle memory. Suggest that parents/caregivers use commands from another language to engage their child’s body in his language learning. If the child does not understand a word right away, they can use hand gestures or model the action the words are commanding. Explain that the more their child uses his senses as he learns, the more likely he will remember new words.

IN THE CENTRE You can incorporate simple songs and nursery rhymes into music and movement periods; adding songs with movements supports both a child’s language learning as well as the development of gross motor skills, which will strengthen the association between the movements and the language. Reading picture books that introduce another language helps children to connect the words being spoken to the picture on the page.

By labelling objects around the centre in multiple languages, you can help children to create associations between the object and the world around them. When you speak to a child, you can repeat what you say in a second language to familiarize the child with that language. The more association a child has with other languages, the more comfortable he will be when using those words.

NOTES



REFLECTION How do you feel sharing words in your language with the child?

How do you incorporate Indigenous languages into your daily routine?

What words does the child know in your Indigenous language?

BUILDS ON “A Strong Identity” (12-24), “Baby Lullabies” (0-12), “A Strong Identity” (12-24) and “Many Ways to Describe” (12-24)

DOMAINS OF DEVELOPMENT

Language, Spiritual-cultural

6 REFLECTING COMMUNITY

OVERVIEW Children gain a stronger sense of self when their environment reflects the knowledges, beliefs and practices of their families and communities. When children recognise themselves in the spaces where they learn and grow, they feel a greater sense of belonging. This encourages resilience and a connection to community and self.

PRACTICE - IN THE HOME Encourage parents/caregivers to take time to think about who they are and where they live. They can ask themselves, “What makes my community unique?” or “What are my community’s strengths?” or “When does my community come together?” You can suggest that parents/caregivers think about how to add elements of their values, culture and community into the child’s life.

If there is a certain food that is served at community gatherings, parents/caregivers can make that food with the child, explaining its importance. If there are certain tools or items of clothing that are significant to parents/caregivers, they can make these available to their child during play so she can engage with them on her own terms. Parents/caregivers can include music, art or books that reflect their community throughout the day and include stories and photos of the child during community gatherings.

IN THE CENTRE You can include elements of the children’s different communities and cultures in the centre. You can have books in the reading area that are written in other languages or dual written in another language and English to support children’s development in both languages. You could create a listening centre with audio recordings of a traditional story being told. When labelling items in the centre, along with a picture of the item and the English word, you can add the label in another language. If a child celebrates a holiday that you are unfamiliar with, you can use the opportunity to learn together about that holiday and create activities to support the children’s learning. Families may eat different foods during their celebrations; you can think about hosting a family potluck or asking parents/caregivers to send a snack for the class to try.

There may be other people in the community that can support teaching the children. Each child and adult is unique with their own gifts. There may be many people in the community who would be willing to share their teachings. Consider inviting community members to the centre to speak to and spend time with the children, or take children to other places to visit Elders or Knowledge Keepers.

NOTES



REFLECTION How do you feel connected to your community?

What can you do to support children’s connection to their community?

How does it help children to see themselves reflected in their environment?

BUILDS ON “This Is Your Family” (0–12), “Friends and Family” (0–12), “Safe and Stimulating Environments” (12–24) and “A Strong Identity” (12–24)

DOMAINS OF DEVELOPMENT
Spiritual-cultural

SYLLABIC CHART

◁▷ ▽▽ ΔΔ
 ▽▽
 ▷▷ ▽▽

					• • W OW
◁ A	▽ E	Δ I	▷ O	W	H
◁ PA	▽ PE	Δ PI	▷ PO	/	P
C TA	U TE	∩ TI	J TO	/	T
b KA	q KE	p KI	o KO	/	K
L CHA	∩ CHE	r CHI	J CHO	-	CH
L MA	T ME	Γ MI	J MO	C	M
Q NA	o NE	o NI	b NO	J	N
L SA	L SE	J SI	J SO	∩	S
S YA	S YE	S YI	S YO	+	Y

