

**Chekoghàehtòò Dòò Gha:
Purpose of a Unit and Lesson Plans**

By

Donna Camsell

Bachelor of Education, University of Saskatchewan, 2016

A Project Submitted in Partial Fulfillment of the
Requirements for the Degree of
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We acknowledge and respect the Lək'wəḡən (Songhees and X^wsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəḡən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

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ii. Abstract

This project is created to support Indigenous language teachers, especially those across the Northwest Territories. But really, it can be used by anyone. I have created this project from the few resources developed by the Government of Northwest Territories (GNWT), such as: the *Our Languages Curriculum*, *Our Languages: Teacher Guide*, and the *Dene Kede Curriculum*. I decided to create this Unit Plan as a way to demonstrate to other language teachers how they can utilize the resources that we are expected to follow when teaching our Indigenous languages to our students and families. We have access to these amazing resources but do not have detailed lesson plans that we are able to follow.

I have been a teacher since 2019 and had not had prior teaching experiences in which I was teaching language. I had to develop my own lesson plans and did not have any guides or plans to follow. This made it difficult to teach and I often felt as though my students were not grasping the language as I hoped they would. Going through this program has allowed me to find valuable resources and discover new methods that I incorporated within my project to help make teaching Indigenous languages easier, fun, and engaging for our students. This project is not only for the school it can be used by anyone, including, families that want to regain language in the home.

iii. Dedication

This project is dedicated to my people in the Tł̨ch̨q̨ region of the Northwest Territories (NWT). To all the language teachers, especially those new to their position. To the past and future students of the MILR program or any language revitalizing programs nationally and internationally. I also want to express dedication to all those that hold onto their language today despite what our ancestors faced. You are the true language warriors for holding onto a gift so beautiful knowingly or unknowingly. Lastly, I would like to show dedication to our future generations that continue to fight the good fight to carry on Indigenous languages around the world. Masi much!

iv. Acknowledgement

This project would not be possible without the love and support from many: firstly, to my awesome friends and cohort family. You know who you are. You guys are absolute gems to my life. You really know how to make a girl feel important and without even knowing you inspire me as much as I do you. You keep me sane on the days I feel like I am losing it. You bring me back to the right headspace and I love you all for that.

Secondly, a huge shoutout to my instructors and supervisor, you were all so patient with me through this educational journey. I have had such a busy two years and at times felt like I could not do this. But, just messaging and hearing from you all with grace and understanding was very appreciated. Days I cried because I was so tired and up late working, feeling stressed, and your messages were exactly what I needed to keep going.

Thirdly, to my language mentors, I have the deepest respect for all who helped me gain back my Tlicho language. My late grandparents, late dad, late auntie, my co-workers, my friends, my aunties and uncles, my cousins, the list can go on and on. I come from a community that is filled with language warriors and I cannot express my gratitude enough to you all for helping me and always speaking to me in our beautiful language.

Lastly, my family, who have been nothing but supportive and patient with me as I continued my studies again and again. I have children that depended on me and needed me but understood I had my education too. They may not know this but, they are the reason I continued to go back to school and focus on language revitalization. I want them to know that language is a very special gift, and it is sacred and important. I want them to see that revitalizing our language is absolutely beautiful and I hope they continue to use our language wherever they go in life. And, to my parents and sisters for jumping in and helping me with my kids when I needed them.

To my love, Curtis, for always standing by me and caring for our kids as I completed my master's journey. Always comforting me and being my rock when I got stressed. You always knew what to do and say to help me get through the days I struggled. I love you for that, always and forever.

And finally, my biggest supporter would have to be my late auntie, Ernestine Steinwand. She was the one who pushed me to jump at the language teaching position offered to me. She was the one who helped me create lesson plans and gave me all her teacher resources. Anytime I got stuck with anything she was the one I called and she stayed on the phone with me until we completed what I needed. She helped me with spelling and sounding out words in our language. Helped break everything down. I ever love her for all that she did for me. Mentoring me and guiding me and just loving me enough to believe in me and the work I continue to do. We wrote this poem together:

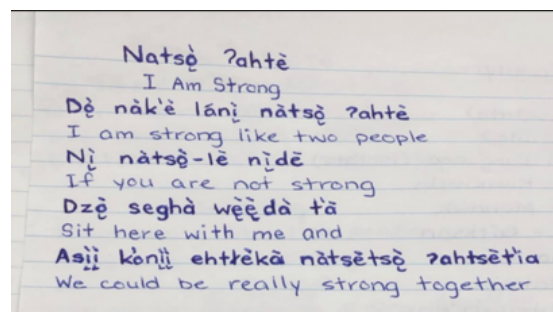


Figure 1. Poem Created with my Late Auntie Ernestine Steinwand

The poem beautifully depicts me and my auntie. I was strong alone but together we are even stronger. I miss her and love her dearly and I know she is still with me and guiding me on this journey and I will forever appreciate her for that. Masi much!

1. Introduction

The Tłı̨chǫ are a self-governed nation of just over 3,000 members. Opening a school on our lands was made possible by our late Chief, Jimmy Bruneau, in 1971. Our school was named after him and is now known as the Chief Jimmy Bruneau School. The purpose of establishing a school was to prevent our people from leaving our Nation to attend residential schools. Chief Bruneau wanted our schools to be operated by our own people. One of our Elders, Elizabeth MacKenzie, said it best: We should be “strong like two people” because we want to envision our people to learn both our way and the white man’s way (Zoe et al. 2023). This is a mantra I continued to live by throughout my life and what I hope to instill in my children and grandchildren.

This Master’s of Indigenous Language Revitalization (MILR) project is focused on creating 8 lesson plans focused on ‘Unit One – Greetings’ of the *Our Languages Curriculum* resources. This can help other language teachers teach second languages. My eight developed lesson plans are focused on one unit out of the *Our Languages Curriculum* resources, which is required to be used when teaching language in the Northwest Territories (NWT). *Our Languages Curriculum* was created by the Government of Northwest Territories (GNWT) for all language teachers across the NWT. I created this project with the guidance and work from influential Indigenous researchers and language revivalists that I will mention throughout my work.

Creating effective lesson plans is always on my mind. In my work as a teacher, I create my own lessons when teaching my language and every year it is different. In past years, I have shadowed other teachers and observed their delivery on certain activities, but just as in my case, lots of improvising is used. I sit in staff meetings and see that all classroom teachers have lessons laid out for them for each subject, such as: math, English language arts, science, social studies, etc. I am the only teacher that does not have lessons laid out for the subject that I teach, which is

Tłchq Yati. There is a big gap when it comes to teaching language and I know I am not alone when thinking about this. It is more or less a challenge across the NWT. It is for this reason that I decided to create eight lesson plans for teaching language that are easy to follow.

2. Research Questions

This project is guided by the following question:

What kind of lesson plans can be created to support language teachers?

Resources are always limited when developing activities and lesson plans for teaching Indigenous languages. So, creating lesson plans that are easy to follow would be beneficial for other language teachers. They can change content and put the plans into their own language(s) as necessary.

A unit plan that includes a final project is a great way to keep track of learners' progress. In my lesson plans I have thoroughly included scaffolding techniques, storytelling, visual aids, movement activities and songs throughout to help reach the learners' various brain pathways. So, if one strategy does not work then at least, they have been exposed to various other strategies.

3. Positionality Statement

My name is Donna Camsell and I am a Tłı̨chǫ Citizen from a small town called Behchoko, NWT. My Indigenous language is Tłı̨chǫ and I grew up hearing my language but not speaking it much. I am a daughter to Alice Michel and the late Donald Camsell, both from Behchoko. Both have large families so I have many relatives in my community and surrounding communities. In my family, I have five brothers and four sisters but only one brother and one sister from both my mom and dad. My parents separated when I was younger and started their own families but I consider all of them my brothers and sisters regardless. I was raised most of my childhood by my grandparents who spoke Tłı̨chǫ fluently, so I grew up with my language. My parents both speak the language too, but they did not encourage me to speak Tłı̨chǫ.

I have five children: Nevaeh (19), Chace (16), Hallie (14), Jordyn (5) and Daija (1). They are my entire life. I had my oldest daughter very young so I tend to tell her she was my reason for the life we have. She changed my world for the better and gave me a whole new outlook on life and what I wanted. She is my purpose. So, I owe her everything I have, in order to give her a better life than I had growing up. I broke cycles for her. Then, her siblings followed, and they each contributed to making sure I did a good job as a mother, daughter, sister, friend, teacher, doctor, and counsellor. Being a mother, I wear many hats for my children.

After graduating high school, I decided to take two of my children with me to a whole new town so that I could start my education journey. I was 20 years old. I managed to graduate six years later with a degree in education with three kids. Then in 2019, I started teaching at the very same elementary I attended when I was a child myself. That year, I began teaching my language and that is when all the fun began. This was the year I took charge of learning my language and actively using it in my everyday life. I joined the Master Apprentice Program (MAP) offered by the GNWT. My mentor during this program was my mother, Alice Michel

Rabesca, and we were able to work from our home community, Behchokò. This opportunity allowed us to meet frequently and focus on strengthening my language through immersive interactions and engaging in various activities like: playing cards, going for drives, shopping, cooking, facetime, etc. Then, I applied and completed the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) program through the University of Alberta (UofA) in 2022. And now I am achieving my Masters of Indigenous Language Revitalization (MILR) through the University of Victoria (UVic).

I have come along way! I am now 35 and am very proud of my accomplishments. I have come across many barriers and trauma in my life, but I chose to persevere for my children and myself. I constantly think of the Four R's: respect, relevance, responsibility and reciprocity. When I think of myself and my language journey this is what I focus on. This is what guides me in the 'good work' that I plan to do. So, when I complete my MILR Project with my children, I will use this as my guide. I will share this knowledge with them and remind them that this is what we keep in mind when doing any type of work.

4. Resource Bundle

A few resources that resonate and support the goals of this project are: Absolon's (2022) *How We Come to Know: Indigenous Re-search Methodologies*; Kipp's (2015) *Encouragement, Guidance and Lessons Learned: 21 Years in the Trenches of Indigenous Language Revitalization*; Kovach's (2009) *Indigenous methodologies: Characteristics, conversations, and contexts*; and McIvor's (2010) *I Am My Subject: Blending Indigenous Research Methodology and Autoethnography Through Integrity-based, Spirit-based Research*.

Absolon has a beautiful way of handling research and explaining Indigenous approaches. She is compassionate and recognizes colonial trauma and treats others and her work with grace (Absolon, 2022). Kovach on the other hand, states in her book: "Methodology influences research outcomes. Research outcomes create policy. Policy generates programs. Programs guide practice" (p. 11-12). This was such a beautiful way of breaking down research. She also explains in depth the conversational method (Kovach, 2010) and this is what my lesson plans do: fully immersive lessons. McIvor stated, "the opportunity to approach the work in a cultural and spiritual way, with my ancestors walking beside me, created outcomes that allowed me to maintain my integrity" (McIvor, 2010). This resonated with me because people often forget about themselves when doing work and put everyone else ahead of themselves. We need to remind ourselves that ILR work helps us to discover our capabilities and to be better and stop doubting ourselves. Our ancestors are with us and will guide us to do the 'good work'. Trust the process. Because our work, however often hard, is beautiful when revitalizing language as Kipp said in his article, "Today is an example of the beauty of sharing our mutual love for our tribal languages. I greet you, honor you and embrace you in the fellowship of our cause" (pg. 1).

This resource bundle focuses on three relevant topics. First, it looks at the work that the Government of Northwest Territories (NWT) language research teams have engaged in. This

includes the work of Elders, experts and teachers. Second, it discusses the various suggested activities and teaching strategies in Indigenous Language Revitalization (ILR) contexts for language learners. Finally, it shares some methods that resonated with and supported this project to help others teach language.

First, numerous important revitalization efforts have been completed by the Government of Northwest Territories. But we will focus on the recently launched NWT resources called the *Our Languages Curriculum (OLC)* and *Our Languages: Teacher Guide* that were launched in 2020. These resources were developed by the territorial government, teachers, neurolinguistic experts and Elders (Williams, 2020). These resources are used to centre my project along with another resource *Dene Kede K-6 Curriculum* (1993).

The *OLC* gives in-depth information about the research behind the text. How the text came to be; what resources were used and knowledges were taken from experts, Elders, and scholars; what the components and outcomes are for all the different language speakers by their levels. *OLC* gives a holistic and linear view of the outcomes. The teacher guide, on the other hand, gives support to the language teacher and is broken into seven units that lay out in great detail what each unit is expected to teach. It gives suggestions on sequences of lessons, classroom set-ups, routines, games/activities, etc. It, however, does not provide lesson plans and does not differentiate for the different levels of language learners. Teachers have to create lessons for themselves based on assessments with their students. It is difficult for most teachers to teach language using the resource when there are no specific lesson plans in place. Even I struggled with this. Every year my lessons looked different, depending on student and their knowledge of the language.

And, the *Dene Kede Curriculum* provides a more formal approach to holistic teaching. This resource is developed with the help of Elders and what their visions were for the students across the NWT to learn and how they were to be taught. The Dene values and ways of knowing are very important and as is making the connections to the land. I have not spoken much about land-based education but I wholeheartedly believe it is important and I placed in my unit that class settings are up to the teachers, but they are encouraged to teach on the land as much as possible. This is what our Elders believed and wanted for our students.

Second, when creating the lesson plans, there are three good resources that support my planning process. One is Leanne Hinton's (2003) article, *How to Teach when the Teacher Isn't Fluent*. Leanne Hinton has shared good ideas and strategies on how to become an effective teacher-learner. When I read her work, it felt like I was the one writing it. When I started teaching language for the first time, I was so lost. I had no real guidance or support from my work on how to develop activities or lessons or how to assess my students learning. I studied the *OLC* and *OLC: TG* and leaned a lot of my late auntie Ernestine for support. So, finding work like Leanne Hinton's was very helpful. Her ideas were simple yet effective. Reminded me to utilize my mentors more and reminded me to minimize English in the classroom. I even try to minimize it in my home with my children. It helped me develop strong language lessons following the five components: the lesson proper; rituals; review; classroom management language; and, classroom patter (Hinton, p.80). I will share in some detail each component.

- Lesson Proper - Before delivering a lesson proper, teacher learners should practice lesson activities with their mentor before class so that mastery of the lesson is achieved. The following are helpful aspects for teachers to focus on. All lessons should be verb focused. Verbs should give opportunities for effective communications because they do more for this than

nouns can. Lessons should also consist of two or three words or phrases per lesson. Lessons should be kept simple. Lots of repetition should be used. Questions should be included so they can keep conversations effective. And, students should be given the opportunity to mimic, speak, and communicate strictly in the language with the teacher and with each other (Hinton, p.81-86).

- Rituals - Classroom rituals are great for keeping language learning repetitive and can be enhanced further once simple communications are mastered. Teacher-learners should always practice with their mentor and do not try to learn too much too fast (Hinton, p. 86-87).

- Review – Lots of repetition is needed for language mastery so, as the teacher, reviewing what was learned beforehand is very important for student success. Reviews should be a part of the lesson proper and playing games using props is important. Hinton said: “everything you do in class combines old and new vocabulary, and therefore constitutes both review and new learning at the same time” (Hinton, p. 88).

- Classroom Management Language – The teacher may come across some disciplinary situations that need the English language but need to make sure they get right back into using the language. Keeping a list of some classroom management language may help avoid this possibility and practicing with the mentor so that mastery in the language is accomplished (Hinton, p. 88-89).

- Classroom Patter¹ – It might be a struggle to keep these patters in the language but practicing with a mentor can help. Hinton suggests trying to use utterances and routines you would hear in the language instead of English (Hinton, p. 89).

Aside from the five components to follow when creating lesson plans, Hinton discusses an opportunity on how to create a unit on storytelling. She says that storytelling can be done by

¹ “the informal language that comes in between everything else” (Hinton, p.80).

recording an Elder tell a story and breaking the story into lessons for the classroom. This includes breaking them down into parts so that the story can be carried out over several weeks, having the students draw pictures, giving various sections of the story to the students, somewhat like scaffolding. Next, the students can share the story in partial English so that they hear the story along with the pictures drawn. Then, sharing the recording of the Elder with the students so they hear the story in their language along with the pictures. Now, during quiet times the story can be played over and over so that students can talk about the phrases they recognize or ones that stood out to them. I thought this idea was amazing and incorporated her ideas within the lesson plans I developed. Hinton also mentioned that language teaching is hard work but also rewarding, “the reward comes both inside and outside the classroom, when you hear children greeting each other or otherwise using their ancestral language out in the air” (Hinton, p. 91).

Another resource that is particularly useful is Dr. Greymorning’s method, also known as the Accelerated Second Language Acquisition (ASLA) method. It is a language teaching approach that focuses on using visual aids and oral language instruction to create a direct connection between language and real-world concepts, in immersive settings. He uses emphasis, understanding and speaking as children do, using one- and two-word phrases and adding to those phrases each class. A video is attached in the resources page that demonstrates his method beautifully (Cheyenne and Arapaho Productions, 2014). He also says:

“For me, a pivotal point in the development of ASLA came when I realized that children understand an enormous amount of language well in advance of their ability to speak. Parents experience this around the time their children begin to walk. It is at this point that parents begin directing children to perform basic tasks.” (Greymorning, p.208)

He goes on to say:

“I began developing ASLA along cognitive lines. When first using ASLA with my own children and subsequently in the classroom, I quickly discovered that, for both, language cognition, or the ability to understand language, was happening in a matter of seconds.

Once learners understand the language they are to articulate, the speech production stage can follow much faster than it does with the standard practice of having learners repeat and repeat and repeat until the instructor and student tire or the instructor decides to move on.” (Greymorning, p. 209)

His method is so successful that I plan to incorporate images within my lessons to help students make the connections the same way his students do. But, mine are focused on the lesson at hand.

A fun resource that is useful to my project is Jessie Vallejo’s article *Revitalising language through music: a case study of music and culturally grounded pedagogy in two Kanien’ke:ha (Mohawk) language immersion programmes* (2019). She discusses the importance of teaching language through music and culturally based education (CBE). She says:

“Perhaps we should be asking what this type of education sounds like, and therefore, exploring more about how one might teach CBEs like music to create holistic educational environments that nurture student success. An innovative and decolonised educational space would be full of movement and song resounding beyond the school’s walls; it would have students, teachers, and their communities being loud in languages that once risked being silenced.” (Vallejo, p. 110)

I agree with her statement and whole heartedly believe that songs are important for learners. It is fun and learners won’t feel the pressure to speak. They won’t have to worry about making mistakes. This work is what I have also incorporated in my lessons and I have referenced them where needed.

A final resource that I consider a must read is by Darrell Kipp, a co-founder of the Piegan Institute, he wrote *Encouragement, Guidance and Lessons Learned: 21 Years in the Trenches of Indigenous Language Revitalization*. Kipp is of Blackfoot descent and has worked tirelessly in revitalizing the Blackfoot language. He believed that the only way to regain their vanishing language was to have complete immersion classes. Without funding, teachers, or even a building he began the work in 1994. They had built a one room school and expanded throughout the years. Now, they have over 100 students that speak Blackfoot. Full immersive classrooms were

his goal and he made it possible. You cannot have English in the room or it defeats the purpose of the goal. Kipp spoke of the language with respect. He said:

“Our experience taught us to maintain a safe distance from the brawling around us. Stay away from the turmoil and instead embrace the teachings your tribal language can provide for you. Save your energy for the good work of language revitalization, and let the rest be. Never beg on behalf of your language for anything from anyone. Explain what is needed, speak from the heart and reasonable people will assist you. Do not denigrate your language with argument or allow even the mildest form of violence around it. The many forms of discord witnessed in a community are especially dangerous when allowed in a language revitalization setting. It is Gramma’s house; treat it with the utmost respect” (Kipp, p. 7).

His work is significant and seems so simple as his holy mantra – teach the children the Blackfoot language (Kipp, p. 2). Almost similar to my Tł̥ch̥q leaders’ mantra “strong like two people” (Zoe et al. 2023). With the sole goal of teaching children our language.

This resource bundle focused on specific resources used in the Northwest Territories, different teaching strategies and examples in cultural context, and various methods that help others develop resources or share resources. There will always be new and better ways for language teaching and the goal is to be prepared and ready to keep learning, as Nancy H. Hornberger and Haley De Korne said in their article *Is Revitalization Through Education Possible?* “Despite the many implementational and ideological challenges faced by LR practitioners, new programs and initiatives continue to develop and to contribute to changing ideologies and practices around Indigenous languages in schooling.” Sometimes one strategy will work but you may come across another strategy that could be better. In the end, be adaptable too and stick to the goal in teaching the children (Kipp, p. 2),

5. Methodology

This research is guided by Indigenous research methodologies and methods. In Kovach's book, *Indigenous methodologies: Characteristics, conversations, and contexts*, she says, "Indigenous methodologies are founded upon Indigenous knowledges and are guided by Indigenous people" (2010, p. 16). This research project is developed by myself, a Tłıchǫ woman, using my own knowledge and expertise and the guides developed by Indigenous dominant groups. She also says, "research methodology includes the belief system and methods that guide the research, or more colloquially – "the thinking" and "the doing" of research" (2010, p. 30). When creating this research, I collected information from resources developed to follow Indigenous ways of life, following the *Dene Kede Curriculum* resources developed by the Government of Northwest Territories (GNWT), Education and Cultural Employment (ECE) Department. This resource was created by the knowledges of Elders from the five regions of the NWT.

The Minister at the time said:

"The Dene Kede curriculum encompasses culture, language and the Dene perspective on education. It enables children to understand their identity as individuals and as members of a community. At a time when the environment is under considerable stress, it teaches our children the interdependence of nature and their responsibility to conserve and protect it. In this way, Dene Kede will help to ensure that our children become equal, respectful and contributing members of society" (GNWT, 1993, p. 5)

This resource is valuable to our NWT; respecting and keeping that same tradition is integral to this MILR project. Carrying on Indigenous knowledges from our Elders and continuing to teach this knowledge to our future generations is the sole purpose of this work along with speaking and keeping our Indigenous languages alive.

I learned my Tłıchǫ language as a child at home and in the schools and can make the connections of what worked and did not work along with using my own teaching experiences.

So, I believe that the work that I do is not only important to our future generations but a path to healing for all Indigenous people. Our language is sacred and has a spirit that connects us to our ancestors. That is what its like for me personally. My grandpa spoke our language fluently and I noticed it bothered him when he could not communicate with me because I did not understand him as a child. So, my grandparents worked hard to speak to me on a daily basis. Now, I am truly grateful for their teachings cause now I feel them when I am speaking Tłıchǫ. And, that for me is comforting and heals me mentally. I hope that my work encourages other teachers to teach in a way that is fun for beginner speakers to learn so that they can feel how special it sounds when they speak.

6. Methods

Creating eight step-by-step lesson plans that focus on teaching language using the *Dene Kede* resources and the *OLC* resources is the method that I have followed. Developing lessons that focus on language immersion is important because as of right now there isn't any available. There are ideas and suggestions in the teacher guide but no actual hard copies on how to run these lessons step-by-step.

This project will be useful for all new language teachers that are new to their position or language teachers that feel their lessons are not working. I created unit plan with eight lesson plans for full immersive instruction (Kipp). English is incorporated in the text with Tłıchǝ as an example. But that can be changed to suit the teachers preferred language.

A really good method I have learned about that I mimic directly in my lesson plans is the Greymorning Method (Accelerated Second Language Acquisition). Dr. Greymorning developed a program that teaches language in full immersion using pictures and building sentences based on those pictures. He says:

I began to map out a foundation for what I often refer to as 'building a house of language', and what others could think of as a curriculum for language instruction. An example of how that first class would be set up is as follows. Similar to infants associating the sound of a parent saying mamma and dada with a parent's face when they see it, learners get to see images of what I want them to learn and associate the sound of the image with the image itself. I am thus returning the language-learning function of their brain by moving them away from memorizing and toward visualizing. This group of images is what I refer to as a first language skill set and it can consist of 16 to 24 images. (Greymorning, p.209).

This is the best method I have found thus far during my language revitalization research. Greymorning's method (ASLA) is so successful that I will incorporate it into my lesson plans by incorporating visual pictures.

At first, I was not clear on how to go about creating my work when my life had been so busy with outside chaos, such as: relationship problems; conflict; stressors out of my control; mental health struggles; etc. the list goes on and on. So, it took me a really long time to actually find peace and do my work “in the right way” (McIvor, p. 138). But, with the positive influence from Kovach’s work, she said it best, “Start where you are, it’ll take you where you need to go” (Kovach, p.13). I read and read the articles of these amazing people over and over and over again until it was instilled in my brain. Then I realized that these amazing scholars before me paved a way and my “Indigenous way of knowing” took me to the end of my project. I completed this with my own lived experience and my knowledge of the resources readily at hand.

7. Lesson Plans

As previously mentioned, the main goal of this project is the creation of eight, 30-60 minute lesson plans that give a clear demonstration on how to utilize the *OLC: TG (Unit 1-Greetings)* and achieve the outcomes laid out in the *OLC*. The target group of focus would be the emergent language learners, which is best described in the *OLC* as, “Emergent learners come in all ages. They begin by having little or no knowledge of the Indigenous language. They do not understand or speak the language, but may have had some exposure to the sounds and situations of language use in the home or community.” (*OLC*, p.66). So, those individuals are early on in their language journey. It would be unfair to focus on specific age groups or classrooms because everyone is at a different stage in their language journey. The lesson plans are differentiated to accommodate more advanced speakers as well.

The activities are focused on oral language speaking and staying in the language throughout each lesson, as much as possible. The activities are incorporated with fun peer-to-peer or peer-to-teacher engagement. Movement activities are included so students are moving around and not sitting for long periods of time. Singing and dancing is encouraged because singing songs are beneficial to all language learners and build confidence, as stated by Vallejo, “added benefits of noticeable increases in student self-esteem, confidence, and positive attitudes” (Vallejo, 2019, p.110).

These language immersive lesson plans can be utilized by other language teachers, with the opportunity to change the documents into their own language and or make any necessary changes they would like. The struggle is real when being a language teacher, it is rare to find resources and anyone willing to share their plans and ideas with others. We need to encourage teachers to help each other and share resources so that we can strengthen our languages together.

Finally, Hinton's strategy on storytelling (p. 90-91) is what I referred to as I finalized the end goal of my constructed unit. All eight lessons will be sequenced for the students to follow so that they can create a final oral project which would be of everything they learned all summed into one self-recording. It would be as if they are telling a story, but of themselves: a self introduction oral project. Learners will have the option to share with the school or their classmates so they are being celebrated for their achievement. They can have copies sent to their families if they choose. Encouragement and praise have to be shown throughout the end result for the benefit of the learner(s).

8. Creation Technique

Using the *OLC*, *OLC:TG* and *Dene Kede:K-6 Curriculum* I created the plan for ‘Unit 1 – Greetings’ (see appendix 1), which consists of eight lessons and a final oral project. I used the curriculum to help narrow down the components and outcomes for emergent learners. Then, I used the teacher guide to gather the key learning outcomes, essential questions, some assessment tools, and the some of the daily routines suggestions. Finally, from the *Dene Kede* I incorporated the mission statements; here is one example of the many: “...The purpose of this curriculum is not simply the survival of Dene culture and language, but the survival of its people into the future – survival based upon integrity borne of respectful relationships with self, others, the spirit world and the land.” (Dene Kede, 1993, p.xxi). Throughout the lessons, language teachers are expected to follow the Dene Kede’s: mission statements, concepts, and, general learner expectations. I will have the specifics referenced in the unit plan.

What I incorporated on my own was the unit layout, listing instructional tools that can be used, and suggestions on evaluations. I laid out the table of lessons along with each lesson’s core questions/focus. I included the vocabulary, materials needed, and the lesson sequence from start to finish for each lesson. Some activities are taken from the guide and they are referenced where necessary. I also included a differentiation section for each lesson for the teachers to keep in mind when teaching, typically considered extensions. I created checklists, running records, and entry/exit tickets ², which can be used for assessment purposes.

I started with creating the unit summary, key learnings, essential questions, optional instructional tools, assessments and evaluations. Then, I listed the outcomes as a whole, followed by the lesson plan layout on one page. Next, I created all lessons one at a time in the sequence I

²Quick assessment used before or end of class.

would teach with the essential questions and key learnings as my focus. Finally, I created the assessments for easy access for the teachers to readily have on hand. I decided to create this plan in this way because I always wished to have this layout. It is easy to read and easy to follow and not many modifications are required, but are optional.

9. Conclusion

Sharing the same ideologies of my ancestors and Elders in wanting our children to be “strong like two people” (Zoe et al. 2023), I have great hope and ideas for language revitalization and instruction. I am guided by the various amazing resources developed by the government of the NWT and the many mentors and Elders from the five regions of the NWT. I cannot forget the amazing work done by Indigenous researchers and language revivalists: Greymorning; Hinton; Kovach; McIvor; and, Vallejo. I admire all of them and will continue to use their ‘good work’ to drive my own.

So, what kind of lesson plans can be created to support language teachers? As mentioned, there are various ways to teach language that can be beneficial for the learners. You can use visuals, demonstrations, movement activities, songs, and storytelling. I set out to create 8 lesson plans focused on ‘Unit One – Greetings’ of the *Our Languages: Teacher Guide* resource. This unit will have a goal of its own, where learners are creating a final oral project at the end of the unit. This project can be utilized by all language teachers, language warriors, community governments, provincial/territorial governments, and/or parents wanting to teach their children, across the NWT, Canada or even the world. This purpose is to create ideas or resources for those not knowing what to do or how to go about teaching a second language. Our Northern community has such a gap and that is what I aim to fill. From here, I hope to create more useful resources such as this for language teachers and maybe I will finish creating lessons for the rest of the other six units from the curriculum in the future.

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11. Appendix

Unit Plan – Greetings

Detailed Background

Unit Plan Outline

Outcomes

Lesson Overview

8 Lesson Plans

Final Project

Student Checklist

Running Record

Entry/Exit Ticket

Detailed Background

1. What resources drove this unit

This unit plan would not have come together without the resources created by the GNWT and the hard work of scholars before us. They paved ways that inspired my work to come together in this Unit Plan. I have used numerous amounts of resources to shape this work together. Resources such as:

- Our Languages Curriculum (OLC)
- Our Languages: Teacher Guide (OLC: TG)
- Dene Kede: K-6 Curriculum
- Greymorning's Method (ASLA)
- Leanne Hinton's How to Teach When the Teacher isn't Fluent
- Jessie Vallejo's Revitalizing Language Through Music

2. What does EM mean

EM stands for Emergent. The outcomes throughout this unit are directed to emergent learners, who are total beginner speakers.

3. Who is this for

This document was directed for teaching in a school-based setting. But it can also be used during individual or group work, such as: language nests, one on one tutoring, small course work, etc. I highly recommend that instruction of this unit be delivered in a land-based setting, if possible.

4. How this document was created

With the OLC Resources, I started with creating the layout for the unit summary, key learnings, essential questions, optional instructional tools, assessments and evaluations. Then, I listed the outcomes as a whole followed by the lesson plan layout on one page. Next, I created all lessons one at a time in the sequence I would teach with the essential questions and key learnings as my focus. I took into consideration the activities from the provided resources. Finally, the assessments are created for easy access for the teachers to readily have on hand. The text in this document is all in English so educators can make the necessary changes to their preferred language. I used my language, Tliche, as an example. I created this plan in this way because I always wished to have this layout. It is easy to read and easy to follow and not many modifications are required, but still optional.

5. How did the resources impact this plan

Using the Our Languages Curriculum, Our languages: Teacher Guide, and Dene Kede: K-6 Curriculum, I created this plan which consists of 8 lessons and a final oral project based on Greeting. I used the curriculum to help narrow down the components and outcomes for emergent learners. Then, I used the teacher guide to gather the key learning outcomes, essential questions, some assessment tools, and the some of the daily routines suggested. Finally, from the Dene Kede, I incorporated the mission statements. Here is one example of the many: "...The purpose of this curriculum is not simply the survival of Dene culture and language, but the survival of its people into the future – survival based upon integrity borne of respectful relationships with self, others, the spirit world and the land." (Dene Kede, p.xxi). Throughout the lessons, language teachers are expected to follow the Dene Kede's: mission statements, concepts, and, general learner expectations (refer to Figure 2).

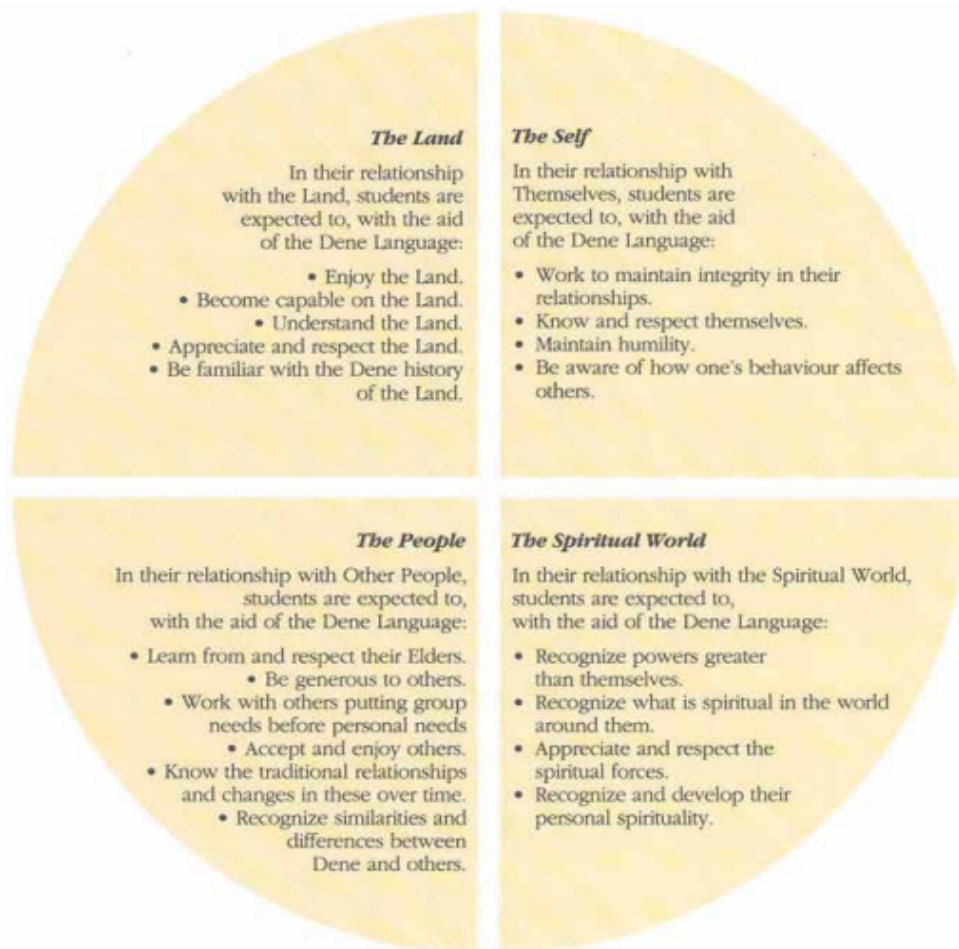


Figure 2. General Learner Expectations (Dene Kede, p. 33)

6. How to use the unit and lesson plans

The unit is broken down into eight lessons with a final project to close the unit. There are Key Learning Outcomes, Essential Questions, Optional Instructional Tools, Assessments and Evaluations all organized on the first page. Those are all the main ideas for the unit. The first page is followed by Outcomes the language learners are expected to take from their language instruction. Keep them in mind when delivering the lessons. A Student Checklist is provided as an assessment tool.

The Lesson Overview gives specific details of what each Lesson entails while each Lesson is written in complete detail. These lessons focus on two-three classes a week that most likely add to one and half hours of weekly instruction, for 4 – 6 weeks. This depends and varies on the setting/delivery of instruction. Modifications are to be made by the instructor based on their preferences. Each lesson may need to be broken down into two or four classes and possibly more, again, this depends on the classroom schedule and or setting.

Language teachers should review the lessons before class and practice, practice, practice before teaching. This preparation would be greatly effective for the language learners. Accept help from mentors or get clarifications resolved before instruction to avoid disruptions. Try keeping your lessons as immersive as possible and keeping English at the most minimal. Only when you have to, resort to English, such as: classroom management, classroom interruptions, etc. Return to immersive instruction as soon as possible.

Modify the lessons where you need to and use your preferred language. I used the Tlicho language because that is my language. You are welcome to modify it to benefit your own language. And, you are more than welcome to share this resource with anyone that is looking to teach and needing support. The way we keep our languages alive and strong is sharing knowledges like this. So, please share.

Differentiation is available for learners that are already advanced in the lesson and offer support to learners that need the extra support. Use manipulatives for support as suggested.

7. What principals were used

- Multiple delivery instruction: visuals, songs, movement, communication, etc.
- Providing learners with encouragement and praise
- Following the Dene Laws
- Differentiation
- Reciprocity

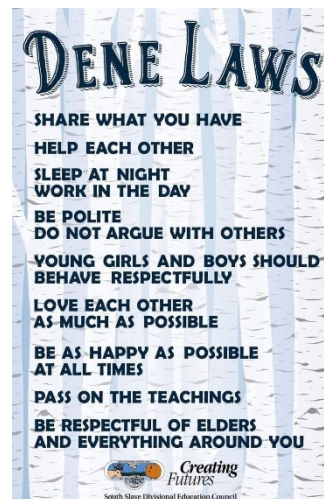


Figure 3. Dene Laws

Unit Plan Outline

Teacher:		
Level:		Emergent
Unit Summary:		
<p>Students are guided to create a final oral presentation project following 8 lesson plans. It would be efficient to choose 2-3 outcomes per lesson. This unit will take 4-6 weeks* to complete (depending on the class schedule). Some lessons will take a few classes. The main focus is on greeting/introduction and holding basic day-to-day conversation.</p>		
Key Learnings (OL: TG, pg. 11):	Unit Essential Questions (OL: TG, pg. 11):	Optional Instructional Tools:
<ul style="list-style-type: none"> - My name is ____. - I am ____ years old. - I live in/on ____. - I have _#_ older brothers. - I have _#_ younger brothers. - I have _#_ older sisters. - I have _#_ younger sisters. - I am the only child. - My friend's name is ____. - I like ____. 	<ul style="list-style-type: none"> - What is your name? - What is his/her name? - How old are you? - How old is he/she? - Where do you live? - How many older brothers do you have? - How many older sisters do you have? - How many younger brothers do you have? - How many younger sisters do you have? - Who is your friend? - What's your favourite activity? - What's his/her favourite activity? 	<ul style="list-style-type: none"> - Using puppets - Manipulatives - Group work - Number games - Relevant Pictures - Card games - Singing songs
Assessment(s):		Evaluation(s):
<ul style="list-style-type: none"> - Entry/Exit tickets - Checklists - Observations/conversations - Running record - Think-pair-share 		<ul style="list-style-type: none"> - What could we do better next time, as teachers? - What challenges or barriers did we face, as teachers? - Student verbal feedback

* Based on 2-3 classes a week, each 30 – 45 minutes.

Unit Plan - Outcomes

Outcomes (OLC, pg. 83):

- EM 1.1 Be aware of how my behaviour affects others.
- EM 1.2 Recognize that learning a language requires effort.
- EM 1.3 Set simple language learning goals with support.
- EM 2.1 Recognize that my language is connected to community and cultural activities.
- EM 3.1 Develop an awareness of spiritual practices within my community.
- EM 3.2 Display curiosity and make language part of my school life.
- EM 3.3 Play in my language.
- EM 3.4 Play with my language.
- EM 4.1 Speak to friends and family at home and at school using familiar words and scripted conversations.
- EM 4.2 Participate willingly to show thanks and have humility.
- EM 4.3 Participate in activities that promote socialization.
- EM 5.1 Listen to try and distinguish critical sound distinctions.
- EM 5.2 Use and reuse known words orally with support.
- EM 5.3 Reproduce rhythm and intonation.
- EM 5.4 Use adjectives to describe familiar nouns.
- EM 5.5 Listen attentively and seek meaning from key words, phrases, sentences, and commands.
- EM 5.6 Listen for and distinguish the patterns in predictable sentences.
- EM 5.7 Respond appropriately to familiar social interactions in the school, home or community.
- EM 5.8 Interpret and use gestures, mime, volume, intonation and visual supports to understand warnings and make myself understood.
- EM 5.9 Ask questions or make statements.
- EM 5.10 Connect symbols on signs and labels with language acquired orally.
- EM 6.1 Begin to construct vocabulary connected to familiar themes.
- EM 7.1 Speak with enough accuracy to express meaning through simple memorized sentences
- EM 7.2 React to functional day-to-day statements and questions.
- EM 7.3 Participate in daily routine activities using known phrases.
- EM 7.4 Interact with a simple story with support.

Unit Plan – Lesson Overview

Lesson 1:	Lesson 2:	Lesson 3:
Introducing Name(s)	Introducing Age	Introducing Home
Question 1:	Question 2:	Question 3:
What is your name? What is his/her name?	How old are you? How old is he/she?	Where do you live? What color is your house?

Lesson 4:	Lesson 5:	Lesson 6:
Introducing Brothers	Introducing Sisters	Introducing Friends
Question 4:	Question 5:	Question 6:
How many older brothers do you have? How many younger brothers do you have?	How many older sisters do you have? How many younger sisters do you have?	Who is your friend?

Lesson 7:	Lesson 8:	Final:
Introducing Likes	Review 7 lessons	Final Project
Questions 7:	Questions 8:	Questions 9:
What's your favourite activity? What's his/her favourite activity?		

Lesson 1

Unit:	Greetings	Day(s):	
Level:	Emergent	Teacher:	
Lesson:	1. Introducing Name(s)		
Language Goal(s):			
<ul style="list-style-type: none"> - Student is able to introduce themselves and/or others by name. - Student is able to ask what your name is. 			
Vocabulary:			
<ul style="list-style-type: none"> - daniyeh? - What is your name? - dawiyeh? - What is his/her name? - si ___ siyeh - My name is ___ - ___ wiyeh - His/her name is ___ 			
Material(s):		Assessment(s):	
<ul style="list-style-type: none"> - Puppets/toys - Relevant Pictures - Video recorder - iPad 		<ul style="list-style-type: none"> - Entry/Exit ticket - Observation/conversations - Running record - Think-pair-share - Checklist 	
Lesson			
Warm-up:			
Entry ticket: Good morning/afternoon			
Classroom commands: sit, stand, put your hand up, etc.			
Daily Routine:			
Greetings – example of final project			
Instruction:			
Have students sit in a circle.			
Teacher models introducing self. Ex: "si Donna siyeh - My name is Donna"			
Repeat 3x pointing at self.			
Emphasis "si - me" and pointing at self 3x using picture prompts.			
Now, point at the student next to you and say "ni - you", again 3x using picture prompts.			
Teacher flips back to pointing at self again saying "si - me" then pointing at the student next to them saying "ni - you". Making sure all students are watching and paying attention.			
Now, teacher repeats introducing self, "si Donna siyeh - my name is Donna".			
And then asks the student next to them "ni daniyeh? - what is your name?".			

Shake students' hands to demonstrate proper greetings and gesture.
Repeat 3x using the pictures for support and reference.
Student will introduce themselves by name.
Pointing at all the students in a circle to show they are now going to go in a circle for introductions.
Peer-to-peer interaction begins.
Students, using the photos, introduce self and ask the student next to them what their name is. Support students in this process.
Keeping in mind classroom management.
Minimal to NO English to be used AT ALL.

Practice:

Once the circle is complete. Introduce students to the puppets. Teacher demonstrates using puppets to have a similar conversation with students to model what students are expected to use the puppets for.
Repeating: "My name is _____. What is your name?"

Differentiation

Review all lesson sentences and phrases with students for assessment purposes.
One-on-one support for students that require extra support.
Using puppets, toys, pictures, and have groups for extra support.
Have students that are confident in speaking the language partner up with students that are struggling to speak.
Students that are able to complete language goal can record themselves using technology.
Students that are able to complete language goal can write the sentences out in a journal.

Lesson 2

Unit:	Greetings	Day(s):	
Level:	Emergent	Teacher:	
Lesson:	2. Introducing Age		
Language Goal(s):			
<ul style="list-style-type: none"> - Student is able to say how old they or someone else are. - Student is able to ask how old are you or they. 			
Vocabulary:			
<ul style="list-style-type: none"> - ni daatlo negho? - How old are you? - daatlo weghe? - How old is he/her? - si #_ segho - I am #_ years old - dedi #_ weghe - He/she is #_ years old 			
Material(s):		Assessment(s):	
<ul style="list-style-type: none"> - Puppets/toys - Number cards - Relevant pictures - Video recorder - iPad 		<ul style="list-style-type: none"> - Entry/Exit ticket - Observation/conversations - Running record - Think-pair-share - Checklist 	
Lesson			
Warm-up:			
Entry ticket: What is your name? Shaking students' hands. Classroom commands: sit, stand, put your hand up, etc.			
Daily Routine:			
Greetings – example of final project			
Instruction:			
Have students sit in a circle.			
Count to 20 with students in the language with pictures 3x.			
Teacher models introducing age. Ex: "si nano segho - I am 20 years old"			
Repeat 3x pointing at self.			
Emphasis "nano - 20". Hold a picture that shows 20.			
Now, point at the student next to you and say "ni - you". Hold a picture that demonstrates pointing at someone else. And ask, "ni daatlo negho? - how old are you?"			
Now, teacher repeats introducing age, "si nano segho - I am 20 years old". And then asks the student next to them "ni daatlo negho? - how old are you?" Repeat 3x using the pictures for support and reference.			

Pointing at all the students in a circle to show they are now going to go around introducing their age.

Peer-to-peer interaction begins.

Students, using the photos, introduce their age and ask the student next to them what their age is. Support students in this process.

Keeping in mind classroom management.

Minimal to NO English to be used AT ALL.

Practice: (OL: TG, Pg. 132)

Students will play a number game using cards. They have an option to use up to 10 or 20. Place numbers on the wall in big pictures and count with the students 3x.

Teacher models how the game works.

It is using 2 sentences with numbers:

"amii # whets'o? - Who has #?"

"si # sets'o - I have #"

Players with #1 begins the game and students go around until all cards are completed and you are back at Player with #1. The first person to begin the game says they have the number on the front card and flip that card over and ask who has the next number on the back. Both sides of the number cards are color coded for easy use.

Support students during this activity through modelling and demonstrations. (you can make a center out of this activity)

You can use a stopwatch to time students so they challenge themselves to be quick.

Differentiation

One-on-one support for students that require extra support.

Using puppets, toys, pictures, and have groups for extra support.

Have students that are confident in speaking the language partner up with students that are struggling to speak.

Students that are able to complete language goal can record themselves using technology.

Students can challenge themselves by using a timer to push themselves to complete the number game quick.

Lesson 3

Unit:	Greetings	Day(s):	
Level:	Emergent	Teacher:	
Lesson:	3. Introducing Home		
Language Goal(s):			
<ul style="list-style-type: none"> - Student is able to say where they live and what color their home is. - Student is able to say where others live and what color their home is. - Student is able to ask where do you live. - Student is able to ask what color is your home. 			
Vocabulary:			
<ul style="list-style-type: none"> - ni ehdi nande? - Where do you live? - ni nek'o dani wegat'ii? - What color is your house? - si ___ nahde - I live in ___ - si seko ___ - My house is ___ 			
Material(s):		Assessment(s):	
<ul style="list-style-type: none"> - Puppets/toys - Fish Props - Relevant pictures - Video recorder - iPad 		<ul style="list-style-type: none"> - Entry/Exit ticket - Observation/conversations - Running record - Think-pair-share - Checklist 	
Lesson			
Warm-up:			
Entry ticket: how old are you?			
Movement Song: Head and Shoulders, Knees and Toes			
Daily Routine:			
Greetings – example of final project			
Instruction:			
Have students sit in a circle.			
Teacher asks students where do you live? Using picture prompt 3x. Ex: "ni ehdi nande? - where do you live?"			
Teacher demonstrates a response using pictures 3x. Ex: "si Behchoko nahde - I live in Behchoko"			
Pointing at all the students in a circle to show they are now going to go around and introduce where they live.			
Peer-to-peer interaction begins.			

Student will ask the student next to them "ni ehdi nande? - where do you live?" using the picture prompts.

Now, we will introduce color of our houses.

Say all the colors with students in the language with pictures 3x.

Teacher will say what color their house is using pictures 3x. Ex: "si sek'o dehtle - my house is blue".

Teacher asks students what color is your house? Using picture prompts 3x.

Ex: "ni nek'o dani wegat'ii? - what color is your house?"

Pointing at all the students in a circle again to show they are now going to go around and introduce what color their house is.

Peer-to-peer interaction begins.

Student will ask the student next to them "ni nek'o dani wegat'ii? - what color is your house?" Using the pictures prompts.

ALL responses will be given with teacher support if needed.

Keeping in mind classroom management.

Minimal to NO English to be used AT ALL.

Practice:

Sing song: My dad went fishing today (color version).

The same tone as singing Hallelujah.

Be sure to use fish props.

**Seta dii dzee mi datlii - My dad set the fish nets today
Masi dewho - I'm very thankful (2x)**

**Seta li dek'o wehli - My dad caught a red fish today
Masi dewho - I'm very thankful (2x)**

... continue until you reached all colors of the fish.

Differentiation

One-on-one support for students that require extra support.

Using puppets, toys, pictures, and have groups for extra support.

Have students that are confident in speaking the language partner up with students that are struggling to speak.

Students that are able to complete language goal can record themselves using technology.

Students that are able to complete language goal can write the sentences out in a journal.

Lesson 4

Unit:	Greetings	Day(s):	
Level:	Emergent	Teacher:	
Lesson:	4. Introducing Brother(s)		
Language Goal(s):			
<ul style="list-style-type: none"> - Student is able to say how many older or younger brothers they have. - Student is able to say they have no older or younger brothers. - Student is able to ask how many older or younger brothers do you have. 			
Vocabulary:			
<ul style="list-style-type: none"> - ni ninde daatlo netso? - How many older brothers do you have? - ni nechi daatlo netso? - How many younger brothers do you have? - si sinde _#_ setso - I have _#_ older brothers - si sechi _#_ setso - I have _#_ younger brothers - si sinde/sechi setso-le - I have no older/younger brothers 			
Material(s):		Assessment(s):	
<ul style="list-style-type: none"> - Puppets/toys - Relevant pictures - Video recorder - iPad 		<ul style="list-style-type: none"> - Entry/Exit ticket - Observation/conversations - Running record - Think-pair-share - Checklist 	
Lesson			
Warm-up:			
Entry ticket: How old are you?			
Movement Song: Head and Shoulders, Knees and Toes			
Daily Routine:			
Greetings – example of final project			
Instruction:			
Have students sit in a circle.			
Teacher asks students how many older brothers do you have? Using picture prompt 3x. Ex: "ni ninde dahtlo netso? - how many older brothers do you have?"			
Teacher demonstrates a response using pictures 3x. Ex: "si sinde _#_ setso - I have _#_ older brothers"			
Pointing at all the students in a circle to show they are now going to go around and introduce how many older brothers they have.			
Peer-to-peer interaction begins.			

Student will ask the student next to them "ni ninde dahtlo netso - how many older brothers do you have?" using the picture prompts.

Now, we will introduce younger brothers.

Teacher asks students how many younger brothers do you have? Using picture prompts 3x. Ex: "ni nechi daatlo netso? - how many younger brothers do you have?"

Teacher will demonstrate a response using pictures 3x. Ex: "si sechi _#_ setso - I have _#_ younger brothers".

Pointing at all the students in a circle again to show they are now going to go around and introduce how many younger brothers they have.

Peer-to-peer interaction begins again.

Student will ask the student next to them "ni nechi daatlo netso? - how many younger brothers do you have?" Using the pictures prompts.

Responses will be given with teacher support if needed.

Keeping in mind classroom management.

No English to be used AT ALL.

Practice:

Sing song: Family song

Students can use puppets or toys if they like.

Sinde laadi - Where is older brother? (2x)

dzo wiida - Here I am (2x)

k'omoodoo danete - How are you this morning

Si nezi masi cho - Very well I thank you

natomoda - Run away (2x)

... continue until you got through the whole family.

Differentiation

One-on-one support for students that require extra support.

Using puppets, toys, pictures, and have groups for extra support.

Have students that are confident in speaking the language partner up with students that are struggling to speak.

Students that are able to complete language goal can record themselves using technology.

Students that are able to complete language goal can write the sentences out in a journal.

Lesson 5

Unit:	Greetings	Day(s):	
Level:	Emergent	Teacher:	
Lesson:	5. Introducing Sister(s)		
Language Goal(s):			
<ul style="list-style-type: none"> - Student is able to say how many older and younger sisters they have. - Student is able to say they have no older or younger sisters. - Student is able to ask how many older or younger sisters do you have. 			
Vocabulary:			
<ul style="list-style-type: none"> - ni neba daatlo netso? - How many older sisters do you have? - ni nede daatlo netso? - How many younger sisters do you have? - si seba _#_ setso - I have _#_ older sisters - si sede _#_ setso - I have _#_ younger sisters - si seba/sede setso-le - I have no older/younger sisters 			
Material(s):		Assessment(s):	
<ul style="list-style-type: none"> - Puppets/toys - Relevant pictures - Video recording - iPad 		<ul style="list-style-type: none"> - Entry/Exit ticket - Observation/conversations - Running record - Think-pair-share - Checklist 	
Lesson			
Warm-up:			
Entry ticket: how many older/younger brothers do you have?			
Movement song: If your happy and you know it			
Daily Routine:			
Greetings – example of final project			
Instruction:			
Have students sit in a circle.			
Teacher asks students how many older sisters do you have? Using picture prompt 3x. Ex: "ni neba dahtlo netso? - how many older sisters do you have?"			
Teacher demonstrates a response using pictures 3x. Ex: "si seba _#_ setso - I have _#_ older brothers"			
Pointing at all the students in a circle to show they are now going to go around and introduce how many older sisters they have.			
Peer-to-peer interaction begins.			

Student will ask the student next to them "ni neba dahtlo netso? - how many older sisters do you have?" using the picture prompts.

Now, we will introduce younger sisters.

Teacher asks students how many younger sisters do you have? Using picture prompts 3x. Ex: "ni nede daatlo netso? - how many younger sisters do you have?"

Teacher will demonstrate a response using pictures 3x. Ex: "si sede _#_ setso - I have _#_ younger sisters".

Pointing at all the students in a circle again to show they are now going to go around and introduce how many younger sisters they have.

Peer-to-peer interaction begins again.

Student will ask the student next to them "ni nede daatlo netso? - how many younger sisters do you have?" Using the pictures prompts.

Responses will be given with teacher support if needed.

Keeping in mind classroom management.

No English to be used AT ALL.

Practice:

Sing song: Family song

Students can use puppets or toys if they like.

Seba laadi - Where is older sister? (2x)

dzo wiida - Here I am (2x)

k'omoodoo danete - How are you this morning

Si nezi masi cho - Very well I thank you

natomoda - Run away (2x)

... continue until you got through the whole family.

Differentiation

One-on-one support for students that require extra support.

Using puppets, toys, pictures, and have groups for extra support.

Have students that are confident in speaking the language partner up with students that are struggling to speak.

Students that are able to complete language goal can record themselves using technology.

Students that are able to complete language goal can write the sentences out in a journal.

Lesson 6

Unit:	Greetings	Day(s):	
Level:	Emergent	Teacher:	
Lesson:	6. Introducing Friend(s)		
Language Goal(s):			
<ul style="list-style-type: none"> - Student is able to say who their friends are. - Student is able to ask who is your friend. 			
Vocabulary:			
<ul style="list-style-type: none"> - ni nagia dawiyeh? - Who is your friend? - si sagia ___ wiyeh - My friend's name is ___ 			
Material(s):		Assessment(s):	
<ul style="list-style-type: none"> - Puppets/toys - Relevant pictures - Picture cards - Video recording - iPad 		<ul style="list-style-type: none"> - Entry/Exit ticket - Observation/conversations - Running record - Think-pair-share - Checklist 	
Lesson			
Warm-up:			
Entry ticket: how many older/younger sisters do you have?			
Movement song: If your happy and you know it			
Daily Routine:			
Greetings – example of final project			
Instruction:			
Have students sit in a circle.			
Teacher asks students what is your friend's name? Using picture prompt 3x.			
Ex: "ni nagia dawiyeh? - what is your friend's name?"			
Teacher demonstrates a response telling students who their friend is using pictures 3x. Ex: "si segia ___ wiyeh - My friend's name is ___"			
Pointing at all the students in a circle to show they are now going to go around and introduce what their friends name is.			
Peer-to-peer interaction begins.			
Student will ask the student next to them "ni nagia dawiyeh? - what is your friend's name?" Using the pictures prompts.			
Responses will be given with teacher support if needed.			
Keeping in mind classroom management.			
No English to be used AT ALL.			

Practice:

Play "Go Fish" with the students. This can become a center.

Create a few decks of cards using each individual's photos, with each deck having double photos.

Have a group of 5 students play while everyone else watches or helps one of the players play the game.

Determine who goes first.

Player begins by asking the next person for a picture they have in their hand. Staying in the language and referring to all photos of their classmates as their friend. Ex: "sagia ___ netso? - do you have my friend ___?"

First person to rid of their cards wins the game.

Differentiation

One-on-one support for students that require extra support.

Using puppets, toys, pictures, and have groups for extra support.

Have students that are confident in speaking the language partner up with students that are struggling to speak.

Students that are able to complete language goal can record themselves using technology.

Students that are able to complete language goal can write the sentences out in a journal.

Lesson 7

Unit:	Greetings	Day(s):	
Level:	Emergent	Teacher:	
Lesson:	7. Introducing Likes/Dislikes		
Language Goal(s):			
<ul style="list-style-type: none"> - Student is able to say what they like or don't like. - Student is able to ask what do you like or don't like. 			
Vocabulary:			
<ul style="list-style-type: none"> - ayii negha nezi? - What do you like? - ayii wegha nezi? - What does he/she like? - ___ segha nezi - I like ___ - ___ wegha nezi - He/she likes ___ 			
Material(s):		Assessment(s):	
<ul style="list-style-type: none"> - Puppets/toys - Relevant pictures - Video recording - iPad 		<ul style="list-style-type: none"> - Entry/Exit ticket - Observation/conversations - Running record - Think-pair-share - Checklist 	
Lesson			
Warm-up:			
Entry ticket: what is your friends name?			
Song: Days of the week			
Daily Routine:			
Greetings – example of final project			
Instruction:			
Have students sit in a circle.			
Teacher tells students what they like using pictures 3x. Ex: "ehnitte yati segha nezi - I like reading"			
Teacher asks students what do you like or don't like? Using picture prompt 3x. Ex: "ayii negha nezi? - what do you like?"			
Posting various activity photos on the wall have students come up and say each photo in the language. Ex: reading, singing, jumping, playing, etc.			
Once all students have gone through all photos posted. Give them 3 minutes to practice saying the activity with a partner in the language.			
Have all students sit in a circle again.			

Pointing at all the students in a circle to show they are now going around in a circle introducing what they like or don't like.

Peer-to-peer interaction begins.

Student will ask the student next to them "ayii negha nezi? - what do you like?" Using the pictures for support and reference. Responses will be given with teacher support if needed.

Keeping in mind classroom management.

No English to be used AT ALL.

Practice:

Have students pair up and ask-and-answer each other a question about what they like. Once they exchange their conversation in the language have everyone sit back in a circle. Ask individual students what their partner liked.

Differentiation

One-on-one support for students that require extra support.

Using puppets, toys, pictures, and have groups for extra support.

Have students that are speaking the language partner up with students that are struggling to speak.

Students that are able to complete language goal can record themselves using technology.

Students that are able to complete language goal can write the sentences out in a journal.

Entry/exit tickets.

Lesson 8

Unit:	Greetings	Day(s):	
Level:	Emergent	Teacher:	
Lesson:	8. Review		
Language Goal(s):			
<ul style="list-style-type: none">- Student are able to ask-and-answer a series of questions.- Students are able to memorize questions and phrases.- Students are able to hold conversations.- Students are able to prepare with a partner for an oral presentation.			
Vocabulary:			
<ul style="list-style-type: none">- Daniyeh? - What is your name?- Dawiyeh? - What is his/her name?- si ___ siyeh - My name is ___- ___ wiyeh - His/her name is ___- ni daatlo negho? - How old are you?- daatlo weghe? - How old is he/her?- si _#_ segho - I am _#_ years old- dedi _#_ weghe - He/she is _#_ years old- ni ehdi nande? - Where do you live?- ni nek'o dani wegat'ii? - What color is your house?- si ___ nahde - I live in ___- si seko ___ - My house is ___- ni ninde daatlo netso? - How many older brothers do you have?- ni nechi daatlo netso? - How many younger brothers do you have?- si sinde _#_ setso - I have _#_ older brothers- si sechi _#_ setso - I have _#_ younger brothers- si sinde/sechi setso-le - I have no older/younger brothers- ni neba daatlo netso? - How many older sisters do you have?- ni nede daatlo netso? - How many younger sisters do you have?- si seba _#_ setso - I have _#_ older sisters- si sede _#_ setso - I have _#_ younger sisters- si seba/sede setso-le - I have no older/younger sisters- ni nagia dawiyeh? - Who is your friend?- si sagia ___ wiyeh - My friend's name is ___- ayii negha nezi? - What do you like?- ayii weghe nezi? - What does he/she like?			

<ul style="list-style-type: none"> - ___ segha nezi - I like ___ - ___ wegħa nezi - He/she likes ___ 	
Material(s):	Assessment(s):
<ul style="list-style-type: none"> - Puppets - Camera - iPad - Relevant photos 	<ul style="list-style-type: none"> - Entry/Exit ticket - Observation/conversations - Running record - Think-pair-share - Checklist
Lesson	
<p>Warm-up: Entry ticket: what do you like? Song: Days of the week</p>	
<p>Daily Routine: Greetings – example of final project</p>	
<p>Instruction: Have students sit in a circle. Show the students a teacher recording of what their project should look like.</p>	
<p>Practice: Split class into groups of two and have them practice working on their series of questionnaires and answers. When students are ready have them record for their final project until they are satisfied with their work.</p>	
Differentiation	
<p>One-on-one support for students that require extra support. Using puppets, toys, pictures, and have groups for extra support. Have students that are confident in speaking the language partner up with students that are struggling to speak. Students that are able to complete language goal can record themselves using technology. Students that are able to complete language goal can write the sentences out in a journal.</p>	

Final Project

Unit:	Greetings	Day(s):	
Level:	Emergent	Teacher:	
Lesson:	Final Oral Presentation		
Language Goal(s):			
- Student will deliver an oral presentation.			
Material(s):		Assessment(s):	
<ul style="list-style-type: none"> - Puppets/toys - Video recording - iPad 		<ul style="list-style-type: none"> - Observation/conversations - Running record - Checklist 	
Lesson			
Instruction:			
During a school event, school assembly, or in the student's homeroom with an audience, student with a partner will go up in front of an audience and carry out their oral presentation project. Or, we can present their recordings if that is what they prefer.			
Differentiation			
Student will have a few options on how they want to participate in delivering their final project.			
<ul style="list-style-type: none"> - They can stand up in front of a crowd with a partner or using a puppet. - They can show their video recording to the audience. - They can demonstrate with the teacher without an audience. 			

Unit Plan – Student Checklist

Student Name:		Unit:	Greetings	
Teacher:		Level:	Emergent	
Date:				
Assessment				
Outcomes: (OLC, pg. 83):			COM	INC
EM 1.1 Be aware of how my behaviour affects others.				
EM 1.2 Recognize that learning a language requires effort.				
EM 1.3 Set simple language learning goals with support.				
EM 2.1 Recognize that my language is connected to community and cultural activities.				
EM 3.1 Develop an awareness of spiritual practices within my community.				
EM 3.2 Display curiosity and make language part of my school life.				
EM 3.3 Play in my language.				
EM 3.4 Play with my language.				
EM 4.1 Speak to friends and family at home and at school using familiar words and scripted conversations.				
EM 4.2 Participate willingly to show thanks and have humility.				
EM 4.3 Participate in activities that promote socialization.				
EM 5.1 Listen to try and distinguish critical sound distinctions.				
EM 5.2 Use and reuse known words orally with support.				
EM 5.3 Reproduce rhythm and intonation.				
EM 5.4 Use adjectives to describe familiar nouns.				
EM 5.5 Listen attentively and seek meaning from key words, phrases, sentences, and commands.				
EM 5.6 Listen for and distinguish the patterns in predictable sentences.				
EM 5.7 Respond appropriately to familiar social interactions in the school, home or community.				
EM 5.8 Interpret and use gestures, mime, volume, intonation and visual supports to understand warnings and make myself understood.				
EM 5.9 Ask questions or make statements.				
EM 5.10 Connect symbols on signs and labels with language acquired orally.				
EM 6.1 Begin to construct vocabulary connected to familiar themes.				
EM 7.1 Speak with enough accuracy to express meaning through simple memorized sentences				
EM 7.2 React to functional day-to-day statements and questions.				
EM 7.3 Participate in daily routine activities using known phrases.				
EM 7.4 Interact with a simple story with support.				

Unit Plan - Running Record

Date:		Unit:	Greetings
Teacher:		Level:	Emergent
Assessment			
Student Name:	Observation		

Unit Plan – Entry/Exit Ticket

Student Name:	
Teacher:	
What did they do?	

Student Name:	
Teacher:	
What did they do?	

Student Name:	
Teacher:	
What did they do?	

Student Name:	
Teacher:	
What did they do?	

Student Name:	
Teacher:	
What did they do?	

Student Name:	
Teacher:	
What did they do?	

Student Name:	
Teacher:	
What did they do?	

Student Name:	
Teacher:	
What did they do?	