



## Enhancing Cree Language with Culture

Enhancing Cree Language and Culture Experiential Learning: \*Each week is a full five day cycle.

Inquiry Cycles	Cycle 1 Aug23-Sept.30	Cycle 2 Oct. 3-Nov. 11	Cycle 3 Nov. 15-Jan. 6	Cycle 4 Jan. 9-Feb. 15	Cycle 5 Feb. 21-Apr. 7	Cycle 6 Apr. 10-May 26	Cycle 7 May29-June 30
<b>Week One*</b> Planning -discussion of topic -list needs	Topic: Bannock	<u>Oct 3-5</u> <b>Harvesting</b> (fish, moose, goose, ducks) <b>Seasonal Chgs</b>	<u>Nov. 15-18</u> <b>Freeze Up</b>  <b>Seasonal Changes</b>	<u>Jan.9-13</u> <b>Legends</b>	<u>Feb. 21-24</u> <b>Transportation</b> <b>-snowshoes</b> <b>-toboggan</b> <b>-walking</b> <b>-dog sledding</b>	<u>Apr.10-13</u> Spring Camping Stewards of Earth Environmental	<u>May 29-June1</u>
<b>Week Two*</b> Experience Inquiry Documentation (Prior Knowledge)	Sharing exper. -discussion -history of bannock	<b>Seasonal Changes</b>	<b>Safety:</b> River freeze up. -Travel/transportation: Skidoo, Helicopter safety.	Jan. 16-20 What are legends? Who are...? Purpose?	Feb.27-Mar.3 Snowshoes	April 25-28 Spring Hunt P1 -sharing -vocabulary -importance of goose -parts of goose	June 5-9
<b>Week Three*</b> Exp. Inq. Doc. (Experiential Inquiry)	Types of ways to cook -survey -math	<b>Goose/Ducks</b> (physical char, habitat, preservation, sharing)	<b>Clothing.</b> Seasonal changes (windy, directions)	Jan. 23-27 Classes begin your own legends. Dramatize legend.	March 6-10 Dog sledding on the River with PS. Gr. 4-8 Outdoor Ed.	May 1-5 Spring Hunt P2 -more sharing -more vocabulary -plucking / gutting -farm & muskeg hunting videos	June 12-16 ??Fish Fry?? (allergies)
<b>Week Four*</b> Exp. Inq. Doc. (Experiential Inquiry)	Ingredients -importance of lists -ingredient amounts	<b>Fish</b> <u>Oct. 11-14</u> (types, physical char., habitats, fishing techniques preservation) -look at fish	<b>Beading/Craft</b> -Sewing to make Xmas Bags, bring back tradition?	Jan.31-Feb. 3 Story / Writing / Plays Guest speaker	March 21-24	May 8-12 Environmental Recycling Feast bag??	June 19-23  (SET UP TP) -Medicine / Plant walk -Feast?
<b>Week Five*</b> Exp. Inq. Doc.	Hands on prep of bannock with Elder -oral	<b>Moose</b> (physical char, habitat, preservation, sharing stories/photos)	<b>Beading/craft</b> continue	Feb. 6-10 Students dramatization (sharing) of Legend.	Mar.27-31 Ski-doo vs Dog Sledding. Minnie: Model of toboggan & it uses. Guest speaker: Doug Rickard	May 15-19 ( <del>SET UP TP</del> ) <del>-Medicine-</del> <b>Plant walk</b> <b>-Feast * Goose &amp; Dumplings</b>	ECLC is official over!

<b>Week Six*</b> Reflection	<u>Sept. 26-30</u>	<u>Nov. 7-11</u>	<u>Dec. 19 - Jan 6</u>	<u>Feb. 13-15</u> Mtg. Feb.13@2:10	<u>April 3-7</u>	<u>May 24-26</u>	<u>June 26-29</u>
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Enhancing Cree Language and Culture Experiential Learning (Documentation) Cycle One **Weekly**

Cycle 1 Aug23- Sept.30	Activity: Bannock	Suggested Strands	Expectations	How it Can Be Reached
Week one	Topic: Bannock -Teachings: Sharing Vocabulary: □□□□□□, □□□□, □□□□□□, □□□□□□, □□□□□□, □□, □□□□□□,	Shop for ingredients need. Let VP know we need Elders		Elders (fluent speakers), Teepee, Demonstrate different ways to prepare bannock. History of Bannock. Do a survey of "I like."
Week two	Sharing experiences -discussion -history of bannock	Social Studies (historical view)		Vocabulary: □□□□□□, □□□□□, □□□□□□, □□□□□□, □□□□□□, □□, □□□□□□,
Week Three	Types of ways to cook (vocabulary: □□□□□□, □□□□□, □□□□□□)	Math (tally, survey) Language Science	-math terminology (imperial vs metric) ie. c=ml -using descriptive words (oral/written language) -oil & water observation & terms -what does baking powder do? -	-use post-it notes to build growing graph -more/least -I wonder why this type is most popular?
Week Four	Ingredients/items -importance of lists -ingredient amounts	Language (Lists, steps) Math (measurement)	-purpose of lists, preparing list, organizing steps -ml, l,	<b>May 16-17/17</b> Use legos to divided participation involvement among classes. Great lesson Betty!!
Week Five	Hands on prep of bannock with Elder -oral -Tea			
<u>Reflection</u> <u>Sept. 26-30</u> Teachers input via Reflection sheet	2*'s Kid enjoyed it! They hear Cree more often. Wish: Should speak more in class or make bannock following Cree instructions, 2* Practical, Like Youtube song. Wish: Hoping it would be hands on, active. I think it was too similar to what they do in Cree Class. 2* Children learning the value of a "visit." Students learning "how to." Wish: more time. 2* Elders were excellent, patient and appreciated. People who helped get everything read. Miikwech. Wish: I hope to more prepare next time. We had little time to think about what we had to do (for more hands on activities, we need to work together.) 2* elders involved! Extensions made in homeclass. Wish: student actually had hands on instead of just watching elder make bannock. 2*Loved going into TP to make bannock. Maybe a bit of lesson on the tp its use, sacredness and relevant (14 poles, big, little dipper, 2 sides..). Kids really enjoyed hands on activity. They also brought into the crosscurricular components, math, history, science, etc. Wish: Social studies could be crosscurricular endeavor with ECLC. Finding good texts, web links and local people and perhaps museums will to share history and culture to satisfy oral component of history and heritage.			

2\*Like that lessons were simple but effective language but they know. Having an elder come in! Wish: for continued use of Elders in the classroom.

## Enhancing Cree Language and Culture Experiential Learning

\*Teachers please feel free to add your input to assist with the ECLC documentation

Cycle 2 Oct.3-Nov.11	Activity: Harvesting Seasonal Changes	Suggested Strands	Expectations	How it Can Be Reached
Week one Oct 3-5	<b>Preparation</b> -meet with ECLC group -Uniqueness of Moose Factory -Fall colours -Vocabulary: Ministik = Island Nepees = leaves,	Science & Tech Language Visual Arts Math	Speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school or in community situations. -Creating/explaining mental imagery	-Community Involvement (antlers brought in, moose head skinning demonstration, Smoked hide borrowed) --Draw on students knowledge & Experience -Youtube video about MF <a href="https://youtu.be/amz7t5WkAIQ">https://youtu.be/amz7t5WkAIQ</a>
Week two Oct. 11-14 (Day 3,4,5,1)	<b>Seasonal Changes</b> Changes (trees, weather, river, transportation) -Teachings: showing respect to the land	Visual Arts Language	-descriptive writing/language about MF -Listening for a purpose -Capitalize proper nouns	Students collect berries during outdoor ed. Students prepare a booklet with short phrases, introducing Cree language.
Week 3 Oct 17-21 Days 2,3,4,5,1	<b>Goose/Ducks</b> (physical char, habitat, preservation, sharing stories/photos)	Measurement, Data Science Language	1.1, 1.6 Estimate, measure length, mass 3.6 describe ways in which plants & animals depend on each other	-Measure wings, feet length, mass Research Banded birds -Migration Routes
Week Four Oct 24-28 Days 2,3,4,5,1	<b>Fish</b> Oct. 11-14 (types, physical char., habitats, fishing techniques preservation)	Language Science 3.6 (gr. 3) Measurement, data	-descriptive words, adjectives 3.6 describe ways in which plants & animals depend on each other 1.1, 1.6 Estimate, measure length, mass	-observe fish features, measure length, mass
Week 5 Oct.31- Nov4 Day 2,3,4,5,1	<b>Moose</b> (physical char, importance and use of moose, bull, cow, calf, habitat, preservation, sharing stories/photos)	Language Math	-features (bull, female, calf) -estimate amount of hide needed for mitts, gloves, slippers, moccasins	-observe moose features, measure length, mass Resource person loan smoke moose hide - students loved it! <a href="https://youtu.be/SWUCC00yGd8">https://youtu.be/SWUCC00yGd8</a>



Week six  
Reflection  
Nov.7-11  
Teachers  
input from  
Reflection  
Sheet

2\* "I like this course as it gives students a chance to actively learn about not only their language, but their culture. Past & Present. This is great as it gives students the opportunity to meet with elders and people from the community increasing their pride & respect. Wish - there was more time to discuss what will be covered so we plan extra activities when time permits. 2\*students enjoyed & were engaged as they researched moose hide preparation & to actually feel & smell a completed hide. Harvesting, drawing upon students knowledge & environment. Wish: out of classroom environment. 2\*Loved the extension of ECLC to our outdoor ed trip, collecting berries, then kids getting to try Mooshimin jam. Very cool to have the moose head in to reinforce learning about the moose. Wish: moving forward, would love to continue seeing hands on activities & authentic experiences for kids. Ie. if talking about Freeze-up take them to observe river (what do you see?) 2\* Great to see school making effort to add more cultural programs. Adding Cree singing was great! Wish: more hands on.



Elder Sinclair demonstration skinning a moose head.

Students respectfully observing.

ECLC

Teacher:

Cycle 3 Nov15-Jan6	Activity:	Suggested Strands	Expectations	How it Can Be Reached
Week One Nov.15 -18  Planning	<b>Preparation/Planning</b> Freeze Up / Safety Seasonal Changes / Winds Clothing *Crafts	-Traditional Knowledge (don't travel during certain times, prep for winter at bush camp) -winter clothing	<b>Teachers please add specific curriculum expectations and any input to assist with the ECLC documentation. Thanks.</b>	?Community Safety Rep (ice, helicopter) -Legends (□□□□□□) (ie.How Seasons came to be) Youtube: <a href="#">Animals with Winter Coats (4:29)</a> <a href="#">Where Do Animals Go in Winter</a>
Week two Nov 21-25	-River <b>safety</b> , ice thickness -Travel/Transportation: Helicopter, skidoo safety	Math (measurement) Science (Matter) Social Studies Language      Health		Children observe safety during freeze up. Use Ice Safety chart.
Week Three Nov. 28-Dec2	-Seasonal Changes (animals/people prepare for winter, migration, hibernation, adaptation) -Wind/direction -Nov-Dec. Observations -Video (Animals with Winter Coats)	Math Science (Why we have seasons) Health Language Social Studies		-hibernation (kawayshimowuk muskwak, alekiss)    -directions -Winter clothing (extension: moose hide clothing) -with older group can team up and play for points as teacher asks specific questions after video
Week Four Dec. 5-9	-Beading: (History, cultural identity, Styles, healing Art,Sacred images) -Craft??	Social Studies Math (patterning, measurement) Art Health		Students will design and prepare a craft for Xmas. -Classroom teacher input / ideas
Week Five Dec. 12-16	-Beading: (History, cultural identity, Styles, healing Art,Sacred images) -Craft??	Social Studies Math (patterning, measurement) Art	Estimate how long it will take to sew beads around a purse. Decide how much an item should be worth once completed. Don't negotiate in price. Following a beaded pattern. Steps "how to make..."	Students will design and prepare a craft for Xmas.  -Classroom teacher input/ideas

Reflection Wk  
Dec19 -Jan 6  
Teacher's  
give input on  
Reflection  
sheet

K: Teachers were more involved because they were given the cycle sheet early on enabling them to prepare ahead of time. Hibernation: bear & moose, discuss prep for winter. Teacher feels culture and language should always be included in lesson, even though specific request made that teacher take initiative in one topic. The more students are engaged the better lesson will go, view video prep questions (see attached). Hands on - ie. ice. Beading project, ie. how long will it take add beads around an object  
**2\*\***Science & language curriculum connections, relevancy to Seasons thus ensuring student's awareness of their environment. Relevancy to animals our people share their livelihood (ie: habits, fur-bearing-shedders, increasing fat hibernation, etc.) **Wish:** more time for each, incorporate Cree language into homeroom teacher's regular classroom delivery.

Youtube video: Animals with Winter Coats (length 4:29) <https://youtu.be/0N7FGPeykfE>

\*Always preview video

Questions to ask after Video:

1. What colour do the animals shed (brown is replaced with White.)
2. Name the animals that were discussed in the video. Arctic Fox, Arctic Hare, Ptarmigan.
3. Where does the Arctic fox live - Northern part
4. What does the AF hunt? Birds
5. Which animal has thick pads of hair on their feet that help them in the snow? Arctic Hare
6. Which animal has extra feathers on their feet? Ptarmigan
7. Which arctic animals is better at holding heat? Arctic Fox.
8. Which animal burrows in the snow? Ptarmigan
9. Which other animal changes its fur in winter? Weasel, ermine
10. How do you spell ptarmigan?

### **Suggestion**

-with the older students you can play a game using the following questions.

Have students divide into 2 groups.

Ask questions...award points to group as they answer correctly.

Where do Animals Go in Winter (Youtube video 17:27 minutes)

<https://youtu.be/0N7FGPeykfE>





Beading sample: patterning, measurement, estimation.  
Values: Patience, persistence,



Cycle 4 Jan. 9- Feb. 17	Activity: Jan. 9- Feb. 17	Suggested Strands	Expectations	How it Can Be Reached
Week 1 Jan9-13 <b>Planning</b>	<b>Legends</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Flexible lesson guide.		<b>Teachers please add specific curriculum expectations and any input to assist with ECLC documentation.</b>	Youtube video, (Narrator: Norm Wesley) <u>Vocabulary:</u> Legend <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Wesahkechak, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Chakapesh <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Morals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 2 Jan16-20	Introduction: What are Legends? Who are Wesahkechak, Chakapesh? -Purpose of legends; explains nature, moral guidance) -Legends are Universal	Language, Drama, SS, Science , Character Development (Morals) Citizenship	See next page.	Preview the youtube video and make up questions. -encourage students to role play to dramatize. (??Watch Youtube Video)
Week 3 Jan23-27	Select legend to read to class -Follow up Activity of choice OR BEGIN Story writing/develop way to dramatize a legend			(??Watch Youtube Video)
Week 4 Ja30-Feb3	Story writing/drama (felt, construction paper, puppets, computer technology to display)			(??Watch Youtube Video)
Week 5 Feb6-10	Students Dramatization (Sharing) of a Legend		*Teachers please submit your Reflection sheet.	Could/should we invite some family / or invite other classes to watch their final product? We did! Book launch! Play! Elder! Have tea & bannock? ← No
<b>Reflection Time</b> <b>(NO ECLC)</b> <b>Feb13-15</b>	2*s The students were really engaged in the unit on Legends & enjoyed working on their culminating activities. The idea to combine the classes for the “Book Launch,” “Play” and “Guest Speaker” was a great learning experience for all and a great way to build & foster a sense of community and a sense of where they come from! Wish → would be to use the shabatwan, have a fire and an elder to tell a Legend or Narrative in a traditional manner. What does Wesakaychak / Chakabesh mean? If anything..?			

Feb. 13 @ 2:10 Reflection meeting with FMNI

(This form is created to expand the curriculum connections covered during a cycle.)

Cycle 4 Legends	Suggested Strands	Curriculum Expectations covered.
<b>Week 1</b> <b>Legends</b> □□□□□□	Language Math	Grade 3 Oral Communication: 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them Reading: 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them 1.8 express personal opinions about ideas presented in texts Math, Measurement: – estimate... distance, using standard units (i.e., centimetre, metre, kilometre)  Grade 7-8?
Week 2	Language - imagery -writing -listening	❖ <u>Creation Story (Weshkach) Youtube</u> <a href="https://youtu.be/Qn0zJ1QH2Zc">https://youtu.be/Qn0zJ1QH2Zc</a>  <a href="http://www.cbc.ca/radio/unreserved/from-star-wars-to-stargazing-1.3402216/cree-mythology-written-in-the-stars-1.3402227">http://www.cbc.ca/radio/unreserved/from-star-wars-to-stargazing-1.3402216/cree-mythology-written-in-the-stars-1.3402227</a>
Week 3		<a href="http://www.ourvoices.ca/index/ourvoices-browse-action/theme.Legends">http://www.ourvoices.ca/index/ourvoices-browse-action/theme.Legends</a>
Week 4		Grade5-6 did a book launch of the Legends they wrote. They invited other classes to the launch! Grade 4 put on their Play (Shut Eye Dance). Grade 5 class brought in an Elder (Norm Wesley) to recap “Creation Story” he also told another story “The importance of Elders.” Was a great week!

ECLC

Weekly

Cycle 5 Feb.21-Apr. 7	Activity:	Suggested Strands	Expectations	How it Can Be Reached (March break in between)
<b>Week one Planning</b> Feb 21-24	<b>Transportation:</b> Ski-doo, dog team, snowshoes -walking with toboggan and tump line?, birch bark canoe and paddle, -Wooden Snow shovel □□□□□□		<b>Teachers please add specific curriculum expectations and any input to assist with the ECLC documentation. Thanks.</b>	Phoebe's Dog team possible date March 1-10 (?Travel: then/now dog team vs skidoo) Video → How to Make Snowshoes Youtube: see below (Walking: Wild Goose Moon pg. 60-64= Mapping, Distance, Time)
Week 2 Feb27-Mar3 Experience Inquiry Documentation (Prior Knowlg)	-Walking/toboggan/tump line  -Snowshoes (type of tree used, materials used, design)  Snowshoes (then & now)	Language: itinerary <b>Math</b> - how heavy is the load, length of sled, width, Perimeter, Area <b>Science</b> (pull/push/force/weight) (Outdoor Education - time / daylight Distance	Squeezed in snowshoeing before outdoor Ed.	-Youtube: 1941 Indian Trapper Interacts with Nature and Hudson Bay Company  O mushkego Cree Style Snowshoe Making (Book)  ??Sing / Drum Travel Song??
Week 3 Mar6-10 Exp. Inq. Doc. (Experiential Inquiry)	-Hands on: Dog sledding for students (K-3/4) -Birchbark Canoe (Gr1&2) -Snowshoeing (Gr 4-8 have Outdoor Ed)		Outdoor Ed happening this week! Gr5/6 art activity-Snowshoes	-Phoebe Sutherland -Youtube: Rez Dog Team on the Moose River (Phoebe Sutherland)
Week 4 Mar21-24 Exp. Inq. Doc. (Exp.I Inquiry)	Dog sledding (inquiry) uses			Iditarod Dog sled race, Youtube
Week 5 Mar27-31	Ski-doo vs Dog sledding (Pro/Con) JR/Intermediate Mini toboggan hands-on & what was used. All Grades	<b>Math</b> (How much gas needed? Food for dogs?		(Doug Rickard) - listening skills, values, traditional knowledge, obeying elders,
<b>Reflection (NO ECLC)</b> April 3-7	This Transportation Cycle was too long, because it didn't work out as planned. Dogsledding cancelled due weather conditions. Only 2 classes went dogsledding. As back-up plan, Youtube video very helpful! Snowshoe art. Some classes managed to go Snowshoeing in yard. Suggestion: resource person to come to show how to make sled, small snowshoe, little boats...kids can play with these outside during spring thaw in puddles.			

What will other students be doing while students are dog sledding??

## Schedule for Dogsledding

Transportation	Day 2 / Grade	Day 3 / Grade	Day 4 / Grade	Day 5 / Grade	Day 1 / Grade
Dog Sledding	Monday March 6	Tuesday March 7	Wednesday March 8	Thursday March 9	Friday March 10
<b>Week 2</b> <b>March 6 - 10</b> <b>ECLC</b> Minnie (Dog sledding snowshoes sliding)		Minnie & Alison @ 1:10 ish		Minnie & Nancy @ 1:10 ish	Minnie & Karen @ 1:10 ish
Week 2 March 6 - 10 ECLC tentative* Melba (dog sledding snowshoes sliding?)	1:30 - 2:10 Tim 5 & Melba	12:00 - 12:50 Kate 3 & Melba (or earlier?)	1:30 - 2:10 Kristie 6 & Melba	12:00 - 12:50 Mark 3/4 & Melba (or earlier?)	12:00 - 12:50 2b teacher & Melba (or earlier?)

No time for:  
Day 3 gr. 5/6  
Day 5 gr. 7/8  
Day 1 gr. 4

Did not go as planned due to weather.



Cycle 6	Activity:	Suggested Strands	Expectations	How it Can Be Reached
<p><b>Week one Planning</b> April 10-13</p>	<p>*Spring Camping □□□□□□ *Environmental “The Earth is Related to Me. I am Related to the Earth.” □□□ □□ □□□□□□ *Medicine Walk??</p>		<p>Teachers please add specific curriculum expectations and any input to assist with the ECLC documentation. Thanks.</p>	<p>Book: Trees, Plants and Their Uses Video → Okimaw When is Outdoor scheduled? Keeshach (do it ahead of time) Ask for cloth bags ahead of time (Cree Teachers).</p>
<p>Week 2 Experience Inquiry Documentation (Prior Knowledge) April 25-28</p>	<p>*Spring Hunt P1 □□□□□□ (equipment, food, shelter, blind, clothing, decoys,) *Safety (gun, camp) *Food preparation, plucking &amp; gutting demonstration?? *feathers *Wind direction for decoys</p>	<p>Primary: Drama, getting ready for hunt, packing grub, etc. Junior: Drama / Writing (lists, stories, etc.) Intermediate: Writing ART (different media forms, collage, etc.) -Diorama</p>		<p>□□□ spring □□□ goose □□□□□□ Spring Hunting □□□ ducks □□□□ wavy □□□□□ blind □□□□□□ □□□□□ □□□□□□ decoys □□□□□ axe Why/when are the decoys placed in a certain direction? (Wind directions)</p>
<p>Week 3 May 1-5 Exp. Inq. Doc. (Exp.Inq.)</p>	<p>*Spring Hunt P2 □□□□□□ (equipment, food, etc) *Safety (gun, camp) *Food preparation, plucking &amp; gutting demonstration? *feathers *Wind direction for decoys</p>	<p>-Diorams</p>	<p>This also EDUCATION Week.</p>	<p>What is the difference between spring hunting / fall hunting?  What are the types of feathers/uses? Where do people go hunting?</p>
<p>Week 4 May 8-12 Exp. Inq. Doc. (Exp.Inq.)</p>	<p>Environmental (The Earth is Related to Me. I am Related to the Earth.”) -Garbage, Recycling, styro foam, GLOBAL WARMING, WATER, ANIMALS, TREES RESPECT (Feast Bag)</p>	<p>Science Math</p>		<p>1.Keep Our School Clean. 2. Keep our Island Clean. ?This Land is My Land (song) <b>A feast bag</b> is homemade cloth bag that is used to carry a plate (bowl), cup, utensils. The purpose of the feast bag is to get away from disposable products and producing unnecessary garbage.</p>
<p>Week 5 May 15-19 Exp. Inq. Doc.</p>	<p><del>Medicine / Plant Walk</del> *weather permitting ??FEAST Celebration (before Outdoor Ed.) Feast BAG.</p>	<p>Science Outdoor Education Health (snack packaging, tally the amount of sugar)</p>	<p>*Teachers please submit your Reflection sheet.</p>	<p>See Resource Llist for people to come in to cook, do medicine walk. Bus - EPR bush walk to back of Barge landing. School yard walk K-3?</p>
<p>Reflection May 24-26</p>	<p><b>(NO ECLC)</b> No reflections sheet handed in. (Outdoor Education Week starts May 25th to June 1st)</p>			



Elders Aggie & Josephine cooked 9 geese, and are preparing dumplings for 300 students. Grade 4 enjoying the feast! Notice their plates, they're reusable!



Ready for the Feast with our Reusable plates! Promoting environmental awareness.

Let's decrease our garbage!





Beginning their Diorama of their Spring Camp. Grade 6.





Grade 5 Diorama

ECLC

Weekly

Cycle 7	Activity:	Suggested Strands	Expectations	How it Can Be Reached
<p><b>Week one Planning</b> May 29-June 30</p>	<p>*Environmental “The Earth is Related to Me. I am Related to the Earth.” □□□ □□ □□□□□□ *Medicine Walk?? Fish??</p>		<p>Teachers please add specific curriculum expectations and any input to assist with the ECLC documentation. Thanks.</p>	<p>*Book: Trees, Plants and Their Uses *Youtube *teacher’s knowledge *See Resource List: people to come in to cook, do medicine walk.</p>
<p>Week 2 Experience Inquiry Documentation (Prior Knowledge) June 5-9</p>	<p>?Fish</p>			<p>1.Keep Our School Clean. 2. Keep our Island Clean. ?This Land is My Land (song)</p>
<p>Week 3 June 12-16 Exp. Inq. Doc. (Exp.Inq.)</p>	<p>Medicine / Plant Walk *weather permitting ?FEAST → Feast BAG. -Looking at healthy lifestyles/food</p>	<p>Science Outdoor Education Health (snack packaging, tally the amount of sugar, calories)</p>	<p>*Teachers please submit your Reflection sheet.</p>	<p>Bus - EPR bush walk to back of Barge landing. → K-3 School yard walk?</p>
<p>Week 4 June Exp. Inq. Doc. (Exp.Inq.)</p>	<p>??</p>			
<p>Reflection June 26-30</p>	<p><b>(NO ECLC)</b> No reflections sheet handed in. (Outdoor Education Week starts May 25th to June 1st)</p>			

(This form is created to expand the curriculum connections covered during a cycle.)

Cycle 6	Suggested Strands	Curriculum Expectations covered.
Week 2	Language - imagery -writing (how to.. -listening  Math	
Week 3		
Week 4		
Week 5		