



# Ontario Provincial Native Language Curriculum-based Activities & Achievement Charts

*Walking with Miskwaadesi  
&  
Walking with A'nó:wara*

for  
Native Language Teachers

Turtle Island Conservation Ontario Teacher Resource Bundle

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## Ontario Provincial Native Languages Curriculum-based Activities & Achievement Chart for *Walking with Miskwaadesi & Walking with A'nó:wara*

### ACTIVITY

### SACRED SPACES AND SPECIAL PLACES: MAPPING OUR COMMUNITIES

#### A) WHAT IS IN MY CLASSROOM?

This activity is meant to increase student vocabulary in the Native language. The use of images and spatial representation will assist in the retention of new vocabulary.



#### Materials:

- Paper and writing tools
- Colour pencil crayons/crayons
- Ruler
- Dictionary

#### Steps:

Introduce mapping as a concept by drawing an outline of the classroom on the board or on a piece of chart paper.

With student assistance, map the classroom from a 'bug's eye view' using traditional language words. Draw in and label, in both English and the Native language, the locations of student desks, the teacher's desk, bookshelves, windows, doors, the 4 directions, carpets, etc.

Remind students about the importance of a legend. A legend is a set of symbols used on a map as a visual reminder of a special place or feature.

Create a legend for the class map and hang it in a visible area.

### SACRED SPACES AND SPECIAL PLACES: MAPPING OUR COMMUNITIES

#### Achievement Chart Focus – A) WHAT IS IN MY CLASSROOM?

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates using few of the required basic forms and structures, and little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Application of language knowledge</b>	The student applies language knowledge with limited accuracy and effectiveness	The student applies language knowledge with some accuracy and effectiveness	The student applies language knowledge with considerable accuracy and effectiveness	The student applies language knowledge with a high degree of accuracy and effectiveness

## B) MAPPING MY ROOM

This activity assesses each student’s understanding of mapping and knowledge of traditional language words in context.

### Materials:

- Paper and writing tools
- Colour pencil crayons/crayons
- Ruler

### Steps:

Provide each student with a letter size sheet of blank paper to map their bedroom from a 'bug’s eye view.'

Have students sketch and label, in the Native language, the location of their bed, closet, window, door, dresser, etc. from their bedroom. The map must also include a legend.

Back in the classroom, students will share their map with a friend.

## SACRED SPACES AND SPECIAL PLACES: MAPPING OUR COMMUNITIES

### Achievement Chart Focus – B) MAPPING MY ROOM

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates using few of the required basic forms and structures, and little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Application of language knowledge</b>	The student applies language knowledge with limited accuracy and	The student applies language knowledge with some accuracy and effectiveness	The student applies language knowledge with considerable accuracy and	The student applies language knowledge with a high degree of accuracy and

	effectiveness		effectiveness	effectiveness
<b>Application of language knowledge</b>	The student applies language knowledge using few of the required language elements	The student applies language knowledge using some of the required language elements	The student applies language knowledge using most of the required language elements	The student applies language knowledge using all or almost all of the required language elements.

## ACTIVITY CHAPTER ONE: MORNING PRAYER AND THANKSGIVING ADDRESS

### 1.1 MORNING PRAYER / THE WORDS THAT COME BEFORE ALL ELSE

This activity incorporates oral communication experience with understandings of the Anishinaabe and Haudenosaunee cultures. Students, under the guidance of a Language Speaker, will practice the Morning Prayer or the Thanksgiving Address. Learning these important prayers will help students to connect with their Native culture.



This activity is meant to be a part of daily classroom routine, such as at the beginning of each school day.

#### Materials:

- *Walking with Miskwaadesi* or *Walking with A`nó:wara* storybook
- **Copy of Anishinaabe Morning Prayer and the Thanksgiving Address (The Words That Come Before All Else) (provided)**
- Paper and writing tools
- Art supplies
- Dictionary

#### Steps:

Read chapter one of *Walking with Miskwaadesi* or *Walking with A`nó:wara* to the class.

Post the Anishinaabe Morning Prayer, or the Thanksgiving Address, and/or give copies to the students.

Read the Prayer/Address together every morning, in both English and the Native language, to allow students to become familiar with the content and the language.

Post important or unfamiliar words from the Prayer/Address in a visible area in both English and the Native language. Post pictures which help to define the word.

Discuss with students why it is important to show gratitude and thanks for the gifts that humankind is given. Remind students that humankind could not exist without the gifts of the Creator.

Ask students to visually illustrate on a piece of paper, their interpretation of the Prayer or Address with coloured pencil crayons or other art supplies. These images can be displayed around the posted copy of the Prayer/Address.

**Extension:**

Student can perform the Morning Prayer or Thanksgiving Address at an assembly or public performance for the school. Their illustrations can be hung up either around the school, or in a public space.

**MORNING PRAYER AND THANKSGIVING ADDRESS**

**Achievement Chart Focus – 1.1 MORNING PRAYER/THANKSGIVING ADDRESS**

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates with limited accuracy and clarity in structured situations	The student communicates with some accuracy and clarity in structured situations	The student communicates with considerable accuracy and clarity in both structured and informal situations	The student communicates with a high degree of accuracy and clarity in both structured and informal situations
<b>Knowledge and understanding of culture</b>	The student demonstrates limited knowledge and understanding of aspects of Native culture	The student demonstrates some knowledge and understanding of aspects of Native culture	The student demonstrates considerable knowledge and understanding of aspects of Native culture	The student demonstrates thorough knowledge and understanding of aspects of Native culture

**1.2 GRATITUDE AND GIVING THANKS**

This activity incorporates writing, such as language elements, vocabulary, and spelling, with oral communication. All of these are important for the development of Native language speakers.

This activity is meant to reinforce the traditional understanding of giving thanks. Students should be reminded of their responsibility to give thanks to the Creator.

**Materials:**

- Paper and writing tools

Suggested Time: One period

**Steps:**

Ask students to brainstorm with a partner what they are grateful for. These ideas should be transferred to a mind map with the topic “I AM GRATEFUL FOR...” written in both English and

the traditional language with related words and images surrounding it. Students should use as many traditional words, like Grandmother and Grandfather, as possible.

Next, make a class list of what students are thankful for, in both English and the Native language, for students to add to their mind map.

After class discussion, have students individually reflect upon a specific part of his/her life and submit a one paragraph explanation using the Native language words in context. These explanations may include a specific part of life which the student is grateful for (ie. grandparent, parents, sibling, friend, pet, etc.). The response should begin with answers to the following the questions:

1. What does the word gratitude mean to you?
2. Why do you think that it is important to show gratitude?

### MORNING PRAYER AND THANKSGIVING ADDRESS

#### Achievement Chart Focus – 1.2 GRATITUDE AND GIVING THANKS

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates with limited accuracy and clarity in structured situations	The student communicates with some accuracy and clarity in structured situations	The student communicates with considerable accuracy and clarity in both structured and informal situations	The student communicates with a high degree of accuracy and clarity in both structured and informal situations
<b>Communication</b>	The student communicates using few of the required basic forms and structures, a little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Application of language knowledge</b>	The student applies language knowledge with limited accuracy and effectiveness	The student applies language knowledge with some accuracy and effectiveness	The student applies language knowledge with considerable accuracy and effectiveness	The student applies language knowledge with a high degree of accuracy and effectiveness
<b>Application of language knowledge</b>	The student applies language knowledge using few of the required language elements	The student applies language knowledge using some of the required language elements	The student applies language knowledge using most of the required language elements	The student applies language knowledge using all or most of the required language elements

## ACTIVITY CHAPTER TWO: TURTLE TEACHINGS

### 2.1 CREATION STORIES

This activity incorporates reading and writing, including language elements and spelling with cultural teachings. Students will have the opportunity to both read and write about a Traditional Teaching.



Depending on the grade level, completion of this activity may be individual or group-based.

There is a teacher guide provided in the Activity Worksheets section. This activity is meant to reinforce an understanding of the Creation Story, the importance of turtles in First Nation cultures, and of the structure of stories in general.

#### Materials:

- *Walking with Miskwaadesi* or *Walking with A`nó:wara* storybook
- Copy of the Creation story (in chapter two of each book)
- Copy of 'Shape Go! Map' for each student (located in the Activity Worksheets section with teacher Guides)
- Writing tools

Suggested Time: One period

#### Steps:

Read chapter two of *Walking with Miskwaadesi* or *Walking with A`nó:wara* to the class. This chapter includes a version of the Creation Story.

Distribute a blank 'Shape Go! Map' to each student.

Ask students, individually or as a class, to complete the 'Shape Go! Map' using traditional words to describe the setting, characters, problem, events, and solution. Use the questions provided on the 'Shape Go! Map' outline to help guide discussion about the story.

The 'Shape Go! Map' can be collected for assessment, or it may be helpful to have some students share their maps to expand student's interpretations of the story.

### TURTLE TEACHINGS

#### Achievement Chart Focus – 2.1 CREATION STORIES

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates with limited accuracy and clarity in structured	The student communicates with some accuracy and clarity in structured	The student communicates with considerable accuracy and clarity	The student communicates with a high degree of accuracy and clarity



	situations	situations	in both structured and informal situations	in both structured and informal situations
<b>Communication</b>	The student communicates using few of the required basic forms and structures, a little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Application of language knowledge</b>	The student applies language knowledge with limited accuracy and effectiveness	The student applies language knowledge with some accuracy and effectiveness	The student applies language knowledge with considerable accuracy and effectiveness	The student applies language knowledge with a high degree of accuracy and effectiveness
<b>Knowledge and understanding of culture</b>	The student demonstrates limited knowledge and understanding of aspects of Native culture	The student demonstrates some knowledge and understanding of aspects of Native culture	The student demonstrates considerable knowledge and understanding of aspects of Native culture	The student demonstrates thorough knowledge and understanding of aspects of Native culture

## 2.2 A YEAR OF THE TURTLE-THIRTEEN MOONS

Incorporating oral communication and a Traditional Teaching, this activity reinforces cultural knowledge about the lunar calendar, the significance of the turtle in First Nation teachings, and the integration of Traditional Knowledge in everyday life.

### Materials:

- Internet Access
- Computer with Projector
- 'My Community Moons' worksheet (provided)
- 'Thirteen Moons on a Turtle's Back' worksheets (provided)
- Art supplies

Suggested Time: Two periods

### Steps:

Play the short video of Jan Longboat, an Elder from Six Nations, and her teaching of the lunar calendar: [http://www.dodemkanonhsa.ca/videos/turtle\\_teaching.htm](http://www.dodemkanonhsa.ca/videos/turtle_teaching.htm)

As a class, identify and learn the community names for each moon. An Elder might be needed to help with this identification.

Have students fill in the 'My Community Moons' worksheet in English and in the language.

As a class, compare the community calendar with the calendar of another First Nations community. Ask the students:

- 1) How are the moon names similar?
- 2) Why might moons be called a different name?

Have students individually illustrate each moon name on a scute of the turtle's shell from the worksheet, 'Thirteen Moons on a Turtle's Back,' to make their own personal calendar.

These illustrations will be used in a later activity in Chapter Twelve: What Else Can We Do?

### TURTLE TEACHINGS

#### Achievement Chart Focus – 2.2 YEAR OF THE TURTLE-THIRTEEN MOONS

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates with limited accuracy and clarity in structured situations	The student communicates with some accuracy and clarity in structured situations	The student communicates with considerable accuracy and clarity in both structured and informal situations	The student communicates with a high degree of accuracy and clarity in both structured and informal situations
<b>Communication</b>	The student communicates using few of the required basic forms and structures, a little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Application of language knowledge</b>	The student applies language knowledge with limited accuracy and effectiveness	The student applies language knowledge with some accuracy and effectiveness	The student applies language knowledge with considerable accuracy and effectiveness	The student applies language knowledge with a high degree of accuracy and effectiveness
<b>Knowledge and understanding of culture</b>	The student demonstrates limited knowledge and understanding of aspects of Native culture	The student demonstrates some knowledge and understanding of aspects of Native culture	The student demonstrates considerable knowledge and understanding of aspects of Native culture	The student demonstrates thorough knowledge and understanding of aspects of Native culture

## ACTIVITY CHAPTER THREE: ONTARIO'S TURTLE FAMILIES AND SPECIES AT RISK



### 3.1 WHO ARE THE SPECIES AT RISK?

This activity incorporates Native language vocabulary and oral communication. It is meant to reinforce an understanding of threats to species, particularly turtles, in a wetland habitat. Literacy and writing are incorporated into this science activity. Grade four students completing this activity should emphasize habitats and communities, while grade six students should emphasize biodiversity.

#### Materials:

- Individual turtle species handouts (located in the Activity Worksheets section)
- Laminated species identifiers in the language (class set available from Turtle Island Conservation or from the Turtle Island website)
- Paper and writing tools

Suggested Time: Two periods

#### Steps:

Use the turtle species handouts provided in the Activity Worksheets section to introduce Ontario turtles, including the Red-eared slider, an invasive species. These can be printed for each student, or put onto an overhead for projection.

Ask students to translate the following key words and others identified by the teacher:

Body Part	Colour	Place	Activity
shell	red	water	nesting
body	black	river	drown
egg	brown	bay	disappear
	yellow	mud	threatened
		roads	migrate

Split the class into eight groups, one for each turtle species. Give students time to develop a poem, short story, advertisement, news report, or Facebook page to describe a particular turtle species (Blanding's, Map, Midland and Western painted, Snapping, Spiny Softshell, Spotted, Stinkpot, and Wood turtle). Students should use traditional words in context throughout the piece.

### ONTARIO'S TURTLE FAMILIES AND SPECIES AT RISK

**Achievement Chart Focus – 3.1 WHO ARE THE SPECIES AT RISK?**

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates with limited accuracy and clarity in structured situations	The student communicates with some accuracy and clarity in structured situations	The student communicates with considerable accuracy and clarity in both structured and informal situations	The student communicates with a high degree of accuracy and clarity in both structured and informal situations
<b>Listening and reading comprehension</b>	The student demonstrates understanding of few of the ideas communicated	The student demonstrates understanding of some of the ideas communicated	The student demonstrates understanding of most of the ideas communicated	The student demonstrates understanding of all or almost all of the ideas communicated
<b>Organization of ideas</b>	The student organizes by closely following an example	The student organizes by using an example and making minor changes	The student organizes by making some changes and additions to an example and also creating own forms of expression	The student organizes by making significant changes and additions to an example and/or creating own forms of expression

**ACTIVITY CHAPTER FOUR: NEIGHBOURS AND FRIENDS**

**4.1 WELCOME TO MY NEIGHBOURHOOD**

Incorporating oral communication and language elements, this activity utilizes student’s pragmatic skills, while developing an understanding of food chains and food webs in a wetland. This game is similar to 'Guess Who?'



**Materials:**

- Double-sided 'Wetland Neighbours and Friends Cards' (located in the Activity Worksheets section; should be laminated)

Suggested Time: One period

**Steps:**

Identify common questions that are used in the game 'Guess Who?' and develop these to fit 'Welcome to my Neighbourhood' in the Native language. Questions should be answered with a yes or no.

Common phrases might include:

English	Native Language
Do you eat plants?	
Are you an animal?	
Are you a plant?	
Do you live in water?	
Are you an element?	

Tape a 'Wetland Neighbours and Friends Card' to each student's back, without saying which animal or plant it is.

Students should mingle near an imaginary pond or wetland in the classroom, trying to identify his/her identity based upon questions asked to and answered by other students. Students should use the questions developed by the class, communicating in the language.

Collect 'Wetland Neighbours and Friends Cards' from students when all the students identify their identities.

## NEIGHBOURS AND FRIENDS

### Achievement Chart Focus – 4.1 WELCOME TO MY NEIGHBORHOOD

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates using few of the required basic forms and structures, and little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Listening and reading comprehension</b>	The student demonstrates understanding of few of the ideas communicated	The student demonstrates understanding of some of the ideas communicated	The student demonstrates understanding of most of the ideas communicated	The student demonstrates understanding of all or almost all of the ideas communicated
<b>Listening and reading comprehension</b>	The student demonstrates understanding relying on non-verbal cues	The student demonstrates understanding using some verbal cues, but relying mostly on non-verbal cues	The student demonstrates understanding relying mostly on verbal cues, but also using non-verbal cues	The student demonstrates understanding relying on verbal cues and taking non-verbal cues into account

## 4.2 WE'RE ALL IN THIS TOGETHER

Utilizing and building upon student’s oral communication skills in the traditional language, this activity helps to develop an understanding of food chains and webs in a wetland.

**Materials:**

- Ball of string/yarn
- 'Wetland Neighbours and Friends Cards' (located in the Activity Worksheets section; should laminate)

Suggested Time: One period

**Steps:**

Ask students to sit together in a circle. Deal a 'Wetland Neighbours and Friends Card' to each student. Students place the card in front and face up so that they are visible to everyone.

Each student introduces him/herself in the Native language, according to the creature/element on the card. The following phrases can be used:

English	Translation
I am (the)...	
I like...	
I rely on...	

When all students are introduced, the teacher takes a ball of string and passes it to a student. The student calls out the feature's name in the Native language and calls out the name of another wetland inhabitant with which it has a relationship with.

The ball of string is passed to the inhabitant identified. This person looks around the circle and identifies another feature which it is related to and the ball of string is passed to the new member. Eventually all students should be connected with the ball of string, illustrating the interconnections within a wetland.

The teacher has the opportunity to discuss how interdependent everything and everyone is. The following "what would happen if..." questions can be used:

- 1) What would happen if the minnows were all caught in minnow traps? (The student with the minnow card would be asked to gently tug on the string. Students who receive a tug could put up their hand to identify who is being affected.)
- 2) What would happen if the wetland is drained to create a new housing development?
- 3) What would happen if the plants purple loosestrife or phragmites filled the marsh and the cattails and bulrushes disappeared?

Remind students to be careful when gathering the string. Collect all of the 'Wetland Neighbours and Friends Cards' from the students.

## NEIGHBOURS AND FRIENDS

### Achievement Chart Focus – 4.2 WE'RE ALL IN THIS TOGETHER

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates using few of the required basic forms and structures, and little of the required vocabulary	The student communicates using some the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Listening and reading comprehension</b>	The student demonstrates understanding of few of the ideas communicated	The student demonstrates understanding of some of the ideas communicated	The student demonstrates understanding of most of the ideas communicated	The student demonstrates understanding of all or almost all of the ideas communicated

### 4.3 WETLAND WEB OF LIFE

This activity weaves language development, culturally relevant material, and science. Incorporating vocabulary, reading, and a culturally relevant teaching tool, students use artistic expression and their understanding of wetland food chains to create a Dream Catcher.

#### Materials:

- Paper plates (one for each student)
- Yarn/string
- Craft beads, feathers
- Scissors, hole punch

Suggested Time: Two periods

#### Steps:

On pieces of coloured paper (red, orange, yellow, green, blue, purple, white, black), write the name of the colour in the Native language and post for students to refer to.

Write the names of the different materials on the board, sketch the image, or display the materials and ask student to help find the definitions.

- |                |              |
|----------------|--------------|
| • Paper plates | • Feathers   |
| • Yarn/string  | • Scissors   |
| • Craft beads  | • Hole punch |

Have students decide as a class the bead colours to represent different wetland creatures (ie. yellow for the sun, green for the algae, brown for the fish, etc.). The student should use the Native language word when picking the colours for the creatures.

**Steps for Dream Catcher:**

Students cut out the centre of a paper plate, leaving a large rim with enough room to hole punch around the edge.

Students hole punch around the edge of the plate, about five centimetres apart. Also, students need a two metre length of string or yarn to weave through the holes. Students should tie one end of the string through one of the holes to secure it.

Students then weave the string through the paper plate, creating their own pattern. Within the pattern, students should create food chains, using the coloured beads, to ultimately create a food web.

When students are finished threading through all of the holes, they must tie a knot at the end of the yarn with the last hole.

The students punch three more holes at the bottom of the plate to add three short pieces of string or yarn. The students can choose a food chain to add to the three yarn pieces, represented by the beads, and then tie one feather to the end of each hanging yarn piece. Students can use markers to decorate the edges of the paper plate.

Have students punch one more hole at the top of the paper plate Dream Catcher and tie a piece of string through it so it can hang.

**NEIGHBOURS AND FRIENDS**

**Achievement Chart Focus – 4.3 WETLAND WEB OF LIFE**

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Application of language knowledge</b>	The student applies language knowledge with limited accuracy and effectiveness	The student applies language knowledge with some accuracy and effectiveness	The student applies language knowledge with considerable accuracy and effectiveness	The student applies language knowledge with a high degree of accuracy and effectiveness
<b>Knowledge and understanding of culture</b>	The student demonstrates limited knowledge and understanding of aspects of Native culture	The student demonstrates some knowledge and understanding of aspects of Native culture	The student demonstrates considerable knowledge and understanding of aspects of Native culture	The student demonstrates thorough knowledge and understanding of aspects of Native culture



## ACTIVITY CHAPTER FIVE: HEALTHY HABITATS

### 5.1 A) Miskwaadesi/A`nó:wara Finds Habitat: Food, Shelter, Water, and Space Chart

Incorporating vocabulary development and oral communication, this activity allows students to understand the needs of turtles, emphasizing its importance both culturally and ecologically.



**Materials:**

- *Walking with Miskwaadesi* or *Walking with A`nó:wara* book

**Steps:**

Read chapter five of *Walking with Miskwaadesi* or *Walking with A`nó:wara*.

Discuss with the class the needs of living things including food, shelter, water, and space in English.

Create a chart with columns titled *food, shelter, water, and space* with the translation in the traditional language. Using the following questions to stimulate discussion, fill in the columns with student responses using as many words in the Native language as possible.

Food	<i>Food</i>	Shelter	<i>Shelter</i>	Water	<i>Water</i>	Space	<i>Space</i>

1. What kinds of food does a turtle need?
2. Where might a turtle find shelter?
3. What kind of water does a turtle need?
4. What kind of living space does a turtle require?

Discuss with the class some of the issues that turtles face in relation to each of their habitat needs. Record these under the appropriate column as well.

### HEALTHY HABITATS

#### Achievement Chart Focus – 5.1 MISKWAADESI/A`NÓ:WARA FINDS HABITAT: FOOD, SHELTER, WATER, AND SPACE CHART

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Application of language knowledge</b>	The student applies language knowledge with limited accuracy and effectiveness	The student applies language knowledge with some accuracy and effectiveness	The student applies language knowledge with considerable accuracy and effectiveness	The student applies language knowledge with a high degree of accuracy and effectiveness

## ACTIVITY CHAPTER SIX: TURTLE STORIES

### 6.1 TURTLE AND BEAR RACE STORYTELLING FESTIVAL

Incorporating reading and writing, including language elements, vocabulary and spelling, students will learn about their culture by interacting with members of the community to collect stories and legends. This activity includes Traditional Teachings, literacy, and performance.



#### Materials:

- *Walking with Miskwaadesi* or *Walking with A`nó:wara* book
- *Miskwaadesi Races with Makwa* story (located in the [Activity Worksheets section](#)) or Turtle Races with Beaver in chapter five of *Walking with A`nó:wara* book
- [KWL Chart](#) (located in the [Activity Worksheets section](#))
- Art supplies (paint, markers, modeling clay, variety of pieces of fabric, socks to make sock puppets, etc.)

Suggested time: Two or three periods

#### Steps:

Before completing the readings outlined above, have students fill in the K section of the KWL Chart identifying words they already know in their Native language about turtles and other wetland creatures, and the W part with words they would like to learn.

After reading chapter six in *Walking with Miskwaadesi* and *Miskwaadesi Races with Makwa*, or chapter six in *Walking with A`nó:wara* which includes *Turtle Races with Beaver*, students can fill in the words they learned in the L section. This reading may be done as a read aloud or shared reading.

Ask students to share what they know about teachings of the animals from the wetlands and the water. The names of the stories can be written down so students can ask their parents, grandparents, or even Elders about these stories.

Have students work in pairs or small groups to choose a teaching to present to their class, or to a primary class. Within their groups, have students practice telling a story or teaching with class time.

Students should create a talking stick to help remember important parts of the story. Provide students with a stick or small piece of wood to decorate. Students add symbols to help remember characters and elements of the story. Students can draw, paint, and decorate these symbols on the stick.

Once the preparation for the festival is complete, students present in a storytelling circle. Remind students to use good voice techniques and pacing.

Have each group present their story to the audience. If possible, record the student presentations and display, or take pictures of the talking sticks to display for other classes to see.

**Extension:** There is the opportunity for an Elder or Traditional Knowledge Keeper to come into the classroom and give a teaching about the Talking Stick.

## TURTLE STORIES

### Achievement Chart Focus – 6.1 TURTLE AND BEAR RACE STORYTELLING FESTIVAL

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates with limited accuracy and clarity in structured situations	The student communicates with some accuracy and clarity in structured situations	The student communicates with considerable accuracy and clarity in both structured and informal situations	The student communicates with a high degree of accuracy and clarity in both structured and informal situations
<b>Listening and reading comprehension</b>	The student demonstrates understanding of few of the ideas communicated	The student demonstrates understanding of some of the ideas communicated	The student demonstrates understanding of most of the ideas communicated	The student demonstrates understanding of all or almost all of the ideas communicated
<b>Knowledge and understanding of culture</b>	The student demonstrates limited knowledge and understanding of aspects of Native culture	The student demonstrates some knowledge and understanding of aspects of Native culture	The student demonstrates considerable knowledge and understanding of aspects of Native culture	The student demonstrates thorough knowledge and understanding of aspects of Native culture

## ACTIVITY CHAPTER SEVEN: TURTLE FAMILIES OF THE WORLD

### 7.3 SEA TURTLE AWARENESS POSTER

This activity incorporates artistic expression with knowledge related to biodiversity and conservation. In the Native language classroom, this activity encompasses the development of writing, the use of language elements, vocabulary development, and spelling.

Sea turtle information is available in the Activity Worksheets section.



**Materials:**

- Paper and writing tools
- Art supplies (markers, crayons, etc.)

**Steps:**

Have students individually create an awareness poster for Canada's leatherback sea turtles. The poster should address the 'who, what, when, where, why, and how' related to sea turtle conservation in both English and the Native language. Having the poster split down the middle with the English version on one half, and the Native translation on the other will benefit both the creating student, and those who read the poster.

In addition to writing, the poster should include artistic elements such as colour and images.

**TURTLE FAMILIES OF THE WORLD**

**Achievement Chart Focus – 7.3 SEA TURTLE AWARENESS POSTER**

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates using few of the required basic forms and structures and little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Organization of ideas</b>	The student organizes by closely following an example	The student organizes by using an example and making minor changes	The student organizes by making some changes and additions to an example and also creating own forms of expression	The student organizes by making significant changes and additions to an example and/or creating own forms of expression

**ACTIVITY CHAPTER EIGHT: THE IMPORTANCE OF WATER**

**8.2 WATER WALK**

**A) PLANNING**

Preparing for the Water Walk, students will develop their writing, including the use of language elements, vocabulary, and spelling.

**Materials:**

- *Walking with Miskwaadesi* or *Walking with A`nó:wara* book
- Paper and art supplies
- Map of the community wetland (provided by teacher)

Suggested time: Two periods



**Steps:**

Read chapter eight of *Walking with Miskwadesi* or *Walking with A`nó:wara*.

Help students decide where and when the Water Walk will take place, considering the time of year and other community activities.

Have students individually, or in small groups, make a poster for the Water Walk using Native language words answering ‘who, what, when, where, why, how.’ The poster will advertise and invite community members to participate in the walk. The poster should contain creative elements (creative language, images, etc.)

Post the posters around the school and community.

**THE IMPORTANCE OF WATER**

**Achievement Chart Focus – 8.2 A) WATER WALK**

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates using few of the required basic forms and structures and little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Organization of ideas</b>	The student organizes by closely following an example	The student organizes by using an example and making minor changes	The student organizes by making some changes and additions to an example and also creating own forms of expression	The student organizes by making significant changes and additions to an example and/or creating own forms of expression

**B) THE WATER SONG**

This activity includes oral communication, utilizing listening and speaking; writing using various language elements with a focus on vocabulary development and correct spelling. This activity incorporates Native language with musical expression.

**Materials:**

- Paper and writing tools
- Pieces of Aboriginal music

Suggested time: Two periods

**Steps:**

Ask students to bring in their favourite cultural music and bring in your own. Listen to and discuss some of the elements of the music. These might include instruments, natural sounds, and voices including lyrics.

Have students brainstorm key language words that should be included in a song for the water.

Pair students and give each group a word from the list to write a line for the song. When all students are done writing their part, bring the lines together to create the song as a class.

**Extension:** There is the opportunity for a traditional singer and/or drummer to come into the classroom and present to the students.

### THE IMPORTANCE OF WATER

#### Achievement Chart Focus – B) THE WATER SONG

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates with limited accuracy and clarity in structured situations	The student communicates with some accuracy and clarity in structured situations	The student communicates with considerable accuracy and clarity in both structured and informal situations	The student communicates with a high degree of accuracy and clarity in both structured and informal situations
<b>Communication</b>	The student communicates using few of the required basic forms and structures and little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Organization of ideas</b>	The student organizes by closely following an example	The student organizes by using an example and making minor changes	The student organizes by making some changes and additions to an example and also creating own forms of expression	The student organizes by making significant changes and additions to an example and/or creating own forms of expression
<b>Application of language knowledge</b>	The student applies language knowledge with limited accuracy and effectiveness	The student applies language knowledge with some accuracy and effectiveness	The student applies language knowledge with considerable accuracy and effectiveness	The student applies language knowledge with a high degree of accuracy and effectiveness

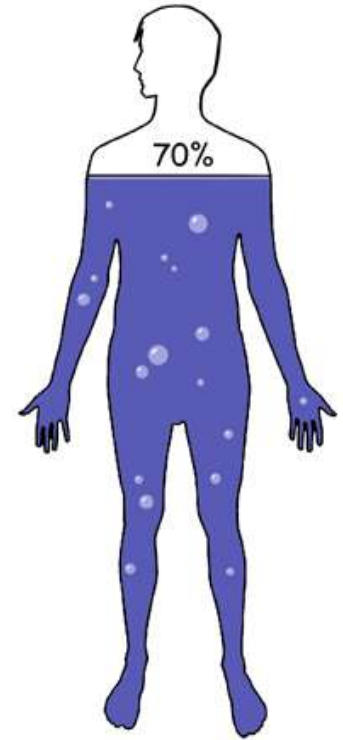
## ACTIVITY CHAPTER NINE: WATER: OUR BUSINESS

### 9.1 WATERMARK

This activity incorporates reading, writing, and oral communication with math skills. Students will discuss their water consumption using Native language words.

**Materials:**

- *Walking with Miskwaadesi* or *Walking with A`nó:wara* story
- 'My Own Personal Water Audit' sheet for each student (located in the Activity Worksheets section)
- Writing tools
- Five minutes per day for a week to complete survey chart



Suggested time: Two periods within a week

**Steps:**

Read chapter nine of *Walking with Miskwaadesi* or *Walking with A`nó:wara*.

Come up with a list of important words or phrases related to water and translate these words in the Native language. Here are some examples:

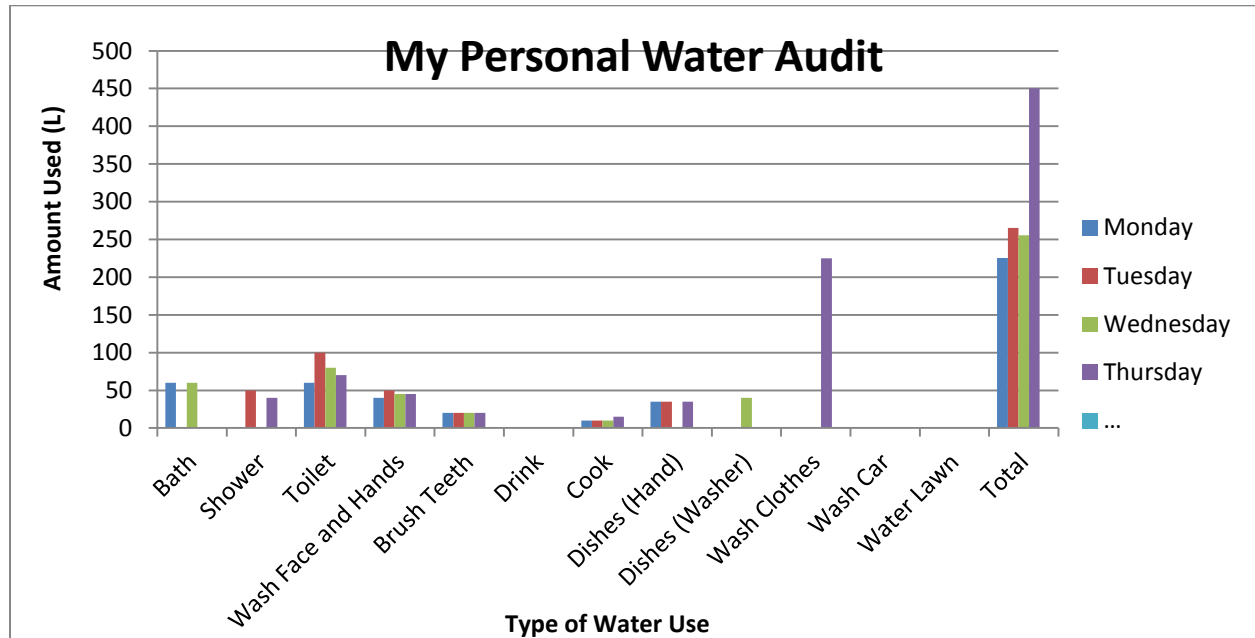
English	Native Language
Water	
Clean	
Drink	
Pollution	
Protect	

Review the important lessons from chapter nine of the book. Ask students if they have any stories or teachings from their family about water use.

Identify names of the week in the language and fill them in on 'My Own Personal Water Audit.' Over one week, have students individually complete 'My Own Personal Water Audit' in which the students keep track of personal water use for one week and tally up the totals.

Create a class bar graph to display the information using language words for the numbers, labels and titles.

Example of graph in English:



## WATER: OUR BUSINESS

### Achievement Chart Focus – 9.1 MY WATERMARK

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Listening and reading comprehension</b>	The student demonstrates understanding of a few of the ideas communicated	The student demonstrates understanding of some of the ideas communicated	The student demonstrates understanding of most of the ideas communicated	The student demonstrates understanding of all or almost all of the ideas communicated

## 9.2 TURTLE ISLAND WATERSHEDS

This activity incorporates writing, including language elements, vocabulary, and spelling through creative writing where students write a story or make a comic as a drop of water. This activity incorporates social studies, including map use, with literacy and writing.

A watershed is the area which drains all precipitation received as a runoff or base flow (ground water resources) into a particular river or set of rivers.



**Materials:**

- ‘My Great Lakes Watershed’ map one for each student (provided)
- Atlases
- Paper and writing tools

**Steps:**

Discuss the meaning of ‘watershed’ with the class. A definition is provided above.

Provide students with the ‘Great Lakes Watershed’ map to label each Great Lake in the language, and the students’ local community.

Ask students to label and identify other places of interest that they are familiar with on their own map. This might include the Pow Wow grounds, sweat lodge, or other areas of cultural or personal significance. Assist students to create a legend for their map.

Have students create a 6 panel comic about a drop of water in the Great Lakes watershed in the language. Remind students that it takes about 350 years for a drop of water to flow from the top of Lake Superior to the Atlantic Ocean.

**WATER: OUR BUSINESS**

**Achievement Chart Focus – 9.2 TURTLE ISLAND WATERSHEDS**

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates using few of the required basic forms and structures and little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Organization of ideas</b>	The student organizes by closely following an example	The student organizes by using an example and making minor changes	The student organizes by making some changes and additions to an example and also creating own forms of expression	The student organizes by making significant changes and additions to an example and/or creating own forms of expression
<b>Application of language knowledge</b>	The student applies language knowledge with limited accuracy and effectiveness	The student applies language knowledge with some accuracy and effectiveness	The student applies language knowledge with considerable accuracy and effectiveness	The student applies language knowledge with a high degree of accuracy and effectiveness
<b>Knowledge and understanding of culture</b>	The student demonstrates limited knowledge and understanding of aspects of Native culture	The student demonstrates some knowledge and understanding of aspects of Native culture	The student demonstrates considerable knowledge and understanding of aspects of Native culture	The student demonstrates thorough knowledge and understanding of aspects of Native culture

## 9.4 COMMITMENT STRING

Incorporating reading and culture, students have the opportunity to take part in a cultural activity, creating a commitment string. This activity utilizes Traditional Knowledge with artistic expression to emphasize the importance of conservation.

### **Commitment String:**

A commitment string is a mnemonic reminder of one's commitment. Similar to a commitment string, wampum belts were made for thousands of years as a means of making an agreement, treaty, or promise. The wampum strings help people to remember the promise. Stringing wampum is very spiritual and special to First Nations people.

### **Materials:**

- Coloured beads (including blue and green)
- String or yarn
- Cut of leather (felt, cloth, cardboard etc. could be used as well)



### **Steps:**

Prior to the activity, cut out leather shapes (two sets of a circle and one set of water droplets for the class). One of the circle sets needs an X through the middle, separating it into four quadrants.

Explain to the class the importance of a commitment string (provided above). Also explain the importance of the leather shape with an X through the middle—This circle reminds humankind of the importance of living a balanced life—physical, spiritual, mental, and emotional.

As a class, discuss the importance of water preservation. Make a list of a few actions that can be taken to help preserve water and the health of the environment. Students individually make a list of fifteen or so actions that can be taken to improve the health of the earth.

Ask students to translate the different colours of beads. From their list, students assign various colours and colour combinations to represent actions for water preservation.

Distribute about thirty centimetres of yarn or string, enough beads to thread a commitment string, and the various leather shapes to each student.

Students begin the commitment string by tying a knot at the end of their string, leaving about three centimetres of yarn or string hanging down that will fray to represent the student's ancestors.

Have students thread the round disk of leather to represent the earth and then choose several beads to represent the personal commitment to improve the earth’s health.

Students add the piece of leather cut into a water drop shape. Above the water drop, students add beads to represent the personal commitment to improve the water’s health.

Next, students add the piece of leather cut into a circle with an X drawn across it. Students choose a special bead that will represent them individually. Students tie a knot into the top of the string to hold everything together.

When students are finished, they share each commitment string with the class. The strings can be gathered together and tied to hang in the classroom for the remainder of the challenges and then displayed at the Celebration (Activity Chapter 13).

**WATER: OUR BUSINESS**

**Achievement Chart Focus – 9.4 COMMITMENT STRING**

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Application of language knowledge</b>	The student applies language knowledge with limited accuracy and effectiveness	The student applies language knowledge with some accuracy and effectiveness	The student applies language knowledge with considerable accuracy and effectiveness	The student applies language knowledge with a high degree of accuracy and effectiveness
<b>Knowledge and understanding of culture</b>	The student demonstrates limited knowledge and understanding of aspects of Native culture	The student demonstrates some knowledge and understanding of aspects of Native culture	The student demonstrates considerable knowledge and understanding of aspects of Native culture	The student demonstrates thorough knowledge and understanding of aspects of Native culture

**ACTIVITY CHAPTER TEN: FROG FRIENDS**

**10.1 A VISIT TO THE POND**

**A) Frog Watch**

Students have the opportunity to listen to frog calls identified in their Native language. This will help to reinforce listening as part of oral communication.

**Materials:**

- Frog Calls CD (available from the Toronto Zoo)
- Frog Identifier Cards in the Native language (online and hard copies available in Ojibway and Mohawk from the Toronto Zoo)



**Steps:**

Distribute Frog Identifier Cards to small groups of students

Play the Frog Calls CD (in the Native language). Ask the small groups of students to try and identify the various frog calls. Repeat the process to help students both identify the various frogs, and become more familiar with their Native language.

**FROG FRIENDS**

**Achievement Chart Focus – 10.1 A VISIT TO THE POND**

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Listening and reading comprehension</b>	The student demonstrates understanding relying on non-verbal cues	The student demonstrates understanding using some verbal cues, but relying mostly on non-verbal cues	The student demonstrates understanding relying mostly on verbal cues, but also using non-verbal cues	The student demonstrates understanding relying on verbal cues and taking non-verbal cues into account

**ACTIVITY CHAPTER ELEVEN: TURTLE TALLY**

**11.1 TURTLE TALLY**

This activity incorporates writing, language elements, vocabulary, and spelling of the Native language with physical activity, mathematics, science, and conservation awareness.



**Materials:**

- Laminated Turtle Identifiers from the Toronto Zoo (available in Ojibway and Mohawk from the Toronto Zoo)
- [Turtle Tally sheet \(provided\)](#)
- Binoculars (optional)

**Steps:**

Distribute and collect permission forms for the Turtle Tally walk. Ensure parents are aware of the clothing requirements for the day. Remind students to be respectful of their surroundings, not disturb the wildlife, and to pick up any litter they see on the walk.

Before the walk, review the different turtle species from the Turtle Identifier guides and the Adopt-A-Pond website. Predict what turtles you will find and think about where good nesting sites might be.

Pair students for the walk and distribute Turtle Tally sheets and Identifier guides.

Ensure students move quietly in the wetland. Have students make note of any turtle sightings, along with possible turtle nesting sites and turtle crossing areas. Have students fill out their Turtle Tally sheets appropriately.

Back in the classroom, tally all of the students' results, counting in the Native language, and draw a bar graph as a class. Have students individually graph their tallies for evaluation.

Note: Students may provide weekly observation of turtles from their first basking in April/May to egg laying in late May and early June. This is a good end of year activity to wrap up the Turtle Tally.

### TURTLE TALLY

#### Achievement Chart Focus – 11.1 TURTLE TALLY

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates with limited accuracy and clarity in structured situations	The student communicates with some accuracy and clarity in structured situations	The student communicates with considerable accuracy and clarity in both structured and informal situations	The student communicates with a high degree of accuracy and clarity in both structured and informal situations
<b>Listening and reading comprehension</b>	The student demonstrates understanding of few of the ideas communicated	The student demonstrates understanding of some of the ideas communicated	The student demonstrates understanding of most of the ideas communicated	The student demonstrates understanding of all or almost all of the ideas communicated

## ACTIVITY CHAPTER TWELVE: WHAT ELSE CAN WE DO?

### 12.1 WRITING FOR TURTLES

In this activity, students will focus on writing, including language elements, vocabulary, and spelling to create a turtle storybook using Native language words for a younger class. Students will also use artistic expression to create images for the story.

#### Materials:

- Paper and writing tools
- Student work from 2.2 A YEAR OF THE TURTLE-THIRTEEN MOONS

#### Steps:

Review the writing process, beginning with developing ideas through to producing finished works.



Share a variety of Native picture books with language words and review the Thirteen Moons on the Turtle's Back Teaching with the class. Highlight the use of pictures to enhance the story.

Have students brainstorm within small groups to create a picture book storyline for younger students. The illustrations for the storybook can be taken from the Thirteen Moons illustrations created in Activity 2.2. Students will describe each picture in the Native language.

Completed books will be shared during Activity Chapter Thirteen.

### GET ACTIVE FOR TURTLES

#### Achievement Chart Focus – 12.1 WRITING FOR TURTLES

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates using few of the required basic forms and structures, and little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Organization of ideas</b>	The student organizes by closely following an example	The student organizes by using an example and making minor changes	The student demonstrates understanding of most of the ideas communicated	The student demonstrates understanding of all or almost all of the ideas communicated
<b>Knowledge and understanding of culture</b>	The student demonstrates limited knowledge and understanding of aspects of Native culture	The student demonstrates some knowledge and understanding of aspects of Native culture	The student demonstrates considerable knowledge and understanding of aspects of Native culture	The student demonstrates thorough knowledge and understanding of aspects of Native culture

### 12.2 WRITE A REPORT

Using newspaper article format, students will develop their writing including language elements, vocabulary, and spelling. Students can write a report for *Turtle Tally News* about the class's work on turtles. Students will try to use as many as many Native language words throughout to demonstrate their knowledge thus far. This activity incorporates media literacy with knowledge that has been acquired regarding turtle species and conservation efforts.

#### Materials:

- Example of newspaper article from local paper
- Paper and writing tools

#### Steps:

Have students brainstorm as a class what goes into a community newspaper article (who, what, when, where, why) using a local newspaper as a model.

Each student individually prepares an article for the newspaper based on their own experience with the activities and information they have collected. This process begins with brainstorming and developing ideas to producing a finished work.

Have students illustrate an image or find an image online that is relevant to the information in their article.

### GET ACTIVE FOR TURTLES

#### Achievement Chart Focus –12.2 WRITE A REPORT

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates using few of the required basic forms and structures, and little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Organization of ideas</b>	The student organizes by closely following an example	The student organizes by using an example and making minor changes	The student demonstrates understanding of most of the ideas communicated	The student demonstrates understanding of all or almost all of the ideas communicated
<b>Application of language knowledge</b>	The student applies language knowledge using few of the required language elements	The student applies language knowledge using some of the required language elements	The student applies language knowledge using most of the required language elements	The student applies language knowledge using all or almost all of the required language elements

## ACTIVITY CHAPTER THIRTEEN: CELEBRATION

### 13.1 PREPARATION

While designing a celebration for turtles, students will continue to develop their writing by answering 'who, what, when, where, why, and how' about the celebration in the Native language. This activity incorporates artistic expression, event planning, and organization.

#### Materials:

- Paper and writing tools
- Craft supplies

#### Steps:

As a class, have students discuss the five W's of the feast.

The following questions should be answered:

- Who will be invited?





- When will the feast take place?
- Where will the feast happen?
- What food will we eat?
- What decorations or displays will be included?
- Who will we ask to help us prepare the feast food?
- Who will be our master of ceremonies?
- What is the goal of the feast?

These answers should be translated into the Native language in pairs, or as a class.

Once plans have been made, students will display this information on posters, in both English and the Native language, to be posted around the school and at the Band Office.

Students will also create decorative wall hangings and table centrepieces in preparation for the feast.

Students should make invitations for special guests that may be attending the feast. Invitations to Elders or Language Speakers should include the translations from the previous step.

## CELEBRATION

### Achievement Chart Focus – 13.1 PREPARATION

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates using few of the required basic forms and structures, and little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Organization of ideas</b>	The student organizes by closely following an example	The student organizes by using an example and making minor changes	The student demonstrates understanding of most of the ideas communicated	The student demonstrates understanding of all or almost all of the ideas communicated
<b>Application of language knowledge</b>	The student applies language knowledge using few of the required language elements	The student applies language knowledge using some of the required language elements	The student applies language knowledge using most of the required language elements	The student applies language knowledge using all or almost all of the required language elements
<b>Knowledge and understanding of culture</b>	The student demonstrates limited knowledge and understanding of aspects of Native culture	The student demonstrates some knowledge and understanding of aspects of Native culture	The student demonstrates considerable knowledge and understanding of aspects of Native culture	The student demonstrates thorough knowledge and understanding of aspects of Native culture



### 13.3 SAYING MIIGWECH

Using Thank You cards as a writing form, students will continue to develop their writing skills including language elements, vocabulary, and spelling, in addition to learning about culture.

**Materials:**

- Paper and writing tools
- Art supplies
- Names and addresses of thank you card recipients
- Envelopes and Stamps

**Steps:**

The teacher will model how to create a Thank You card. Prompts will include the translation for the following phrase, along with others:

- Thank you, \_\_\_\_\_ , for attending our feast.

Students can work in pairs to create cards for people whose attendance was appreciated.

Assist students in sending the cards to organizations and people identified.

### CELEBRATION

#### Achievement Chart Focus – 13.3 SAYING MIIGWECH

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>	The student communicates using few of the required basic forms and structures, and little of the required vocabulary	The student communicates using some of the required basic forms, structures, and vocabulary	The student communicates using most of the required basic forms, structures, and vocabulary	The student communicates using all or almost all of the required basic forms, structures, and vocabulary
<b>Organization of ideas</b>	The student organizes by closely following an example	The student organizes by using an example and making minor changes	The student demonstrates understanding of most of the ideas communicated	The student demonstrates understanding of all or almost all of the ideas communicated
<b>Application of language knowledge</b>	The student applies language knowledge using few of the required language elements	The student applies language knowledge using some of the required language elements	The student applies language knowledge using most of the required language elements	The student applies language knowledge using all or almost all of the required language elements



## Ontario Native Language Curriculum-based

# Activity Worksheets



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## **APPENDIX: ACTIVITY WORKSHEETS**

### **ACTIVITY CHAPTER ONE: MORNING PRAYER AND THANKSGIVING ADDRESS**

#### 1.1 MORNING PRAYER / THE WORDS THAT COME BEFORE ALL ELSE

- Copy of Anishinaabe Morning Prayer and the Thanksgiving Address (The Words that Come Before All Else)

### **ACTIVITY CHAPTER TWO: TURTLE TEACHINGS**

#### 2.1 CREATION STORIES

- 'Shape Go! Map' with Teacher Guides

#### 2.2 A Year of the Turtle: Thirteen Moons

- Native Language Calendars

### **ACTIVITY CHAPTER THREE: ONTARIO'S TURTLE FAMILIES AND SPECIES AT RISK**

#### 3.1 WHO ARE THE SPECIES AT RISK?

- Individual turtle species handouts

### **ACTIVITY CHAPTER FOUR: NEIGHBOURS AND FRIENDS**

#### 4.1 WELCOME TO MY NEIGHBOURHOOD

#### 4.2 WE'RE ALL IN THIS TOGETHER

- Double-sided 'Wetland Neighbours and Friends Cards'

### **ACTIVITY CHAPTER SIX: TURTLE STORIES**

#### 6.1 TURTLE AND BEAR RACE STORYTELLING FESTIVAL

- *Miskwaadesi Races with Makwa* story and *Turtle Races with Bear*
- KWL Chart

### **ACTIVITY CHAPTER SEVEN: SEA TURTLES AROUND THE WORLD**

#### 7.3 SEA TURTLE AWARENESS POSTER

- Turtle information

### **ACTIVITY CHAPTER NINE: WATER: OUR BUSINESS**

#### 9.1 WATERMARK

- 'My Own Personal Water Audit' sheet for each student

#### 9.2 TURTLE ISLAND WATERSHEDS

- 'My Great Lakes Watershed' map one for each student

### **ACTIVITY CHAPTER TEN: TURTLE TALLY**

#### 11.1 TURTLE TALLY

- 'Turtle Tally Recording Sheet'

# ANISHINAABE MORNING PRAYER



**Kitchi-manidoo!**

Great Spirit!

**Miigwetch noongwa wabdaamaa miinwaa ngoding giizhigak.**

Today I give thanks so that I may see and once more, a new day.

**Miigwetch kina gego gaa-miizhiyaang,**

Thank you for all the things you put on earth

**kina kiig gaa-tooyin aw sa Nishnaabe wii-miigkadaawsod.**

so that original beings could serve themselves.

**Miigwetch newiing nekyaa mebimiseg,**

Thank you for the 4 directions that go by,

**Miigwetch wesiinyag gii-miizhiyang wii-wiisinyang,**

thank you for the animals so that we can eat,

**Miigwetch bineshiinyag noodonogwaa nagamwaad,**

thank you for the birds that we hear them sing,

**Miigwetch nbi biinaakizigoyang,**

thank you for the water to cleanse our bodies,

**Miigwetch gii-miizhiyang nokiwin!**

and thank you for the work you gave us!

**Miinshinaag mina-de'ewin, wii-mina nokiitaadiyang,**

Give us peace in our hearts, so that we can work together well,

**naadimooshinaag wii-ni-mosaadimaang.**

help us to walk our culture well, help us to live well in a healthy way.

**Miigwetch Kitchi manidoo! Miigwetch! Miigwetch! Miigwetch!**

Thank you Great Spirit, Thank you, Thank you and Thank you!

# KANIAN'KEHAKA (MOHAWK) THANKSGIVING ADDRESS



**Ohenton kariwatehkwen**

`words before all else`

**Kentsyokwa sewatahonsiyohst ken'nikarihwehsha. Onen kati nonwa ne teyethinohweraton tsi nahoten wahshonkwawi**

attention you all listen for a short while. So then now we will all give thanks for what he had given us

**ne Shonkwaya'tison.**

The creator.

**Teyethinohweratons ne onkweshon'a**

we all give thanks to the people

**Teyethinohweratons ne yethinihstenha tsi yohwentsyake**

we all give thanks to our mother the earth

**teyethinohweratons ne kahnekaronnyon**

we all give thanks to the water of the world

**teyethinohweratons ne kentsyonshon'a**

we all give thanks to the fish life

**teyethinohweratons ne ohenteshon'a**

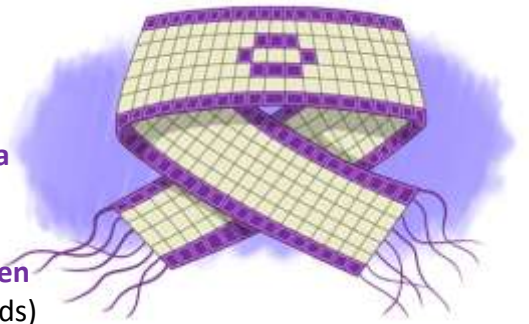
we all give thanks to the grasses

**teyethinohweratons ne ononkwashon'a**

we all give thanks to the medicine

**teyethinohweratons ne otsinonwashon'a**

we all give thanks to the insect life



**teyethinonhweratons ne kahikshon'a**  
we all give thanks to the fruits

**teyethinonhweratons ne tyonnhehkwen**  
we all give thanks to our erpentine (foods)

**teyethinonhweratons ne kontiriyo**  
we all give thanks to the animals

**teyethinonhweratons ne karontashon'a tahnnon okwireshon'a**  
we all give thanks to the trees and bushes

**teyethinonhweraton ne otsi'ten'okon'a**  
we all give thanks to the birds

**teyethinonhweratons ne kayeri nikawerake**  
we all give thanks to the four winds

**teyethinonhweratons ne yethisothokon ratiwerahs**  
we all give thanks to our grandfather thunders

**tethsitewanonhweratons ne etsitewatsi'a tyohkenekha karahkwa**  
we all give him thanks, our eldest brother the day sun

**teyethinonhweratons ne yethiso'tha ahsontennekha karahkwa**  
we all give thanks to our grandmother the night sun

**teyethinonhweratons ne yotsistokwaronnyon tsi tkaronhyake**  
we all give thanks to the stars in the sky

**tethsitewanonhweratons ne shonkwaya'tison**  
we all give him thanks our creator

**tho kati nenyotonhake ne onkwa'nikonra**  
that is the way it will be in our minds

**thok nikawennake**  
that is all the words



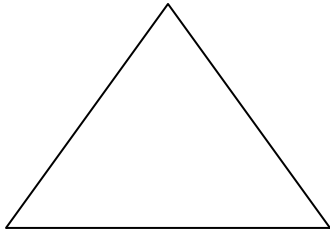
**Activity 2.1 CREATION STORIES**

**Shape Go! Map**

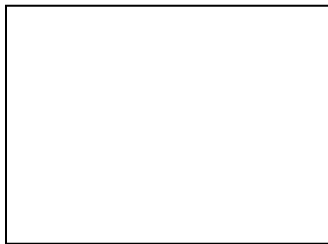
Name: \_\_\_\_\_

Story: \_\_\_\_\_

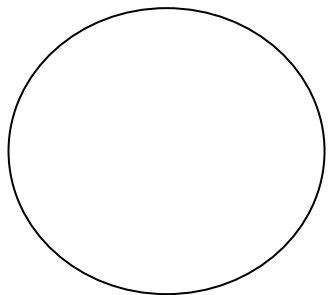
Setting, characters, problem



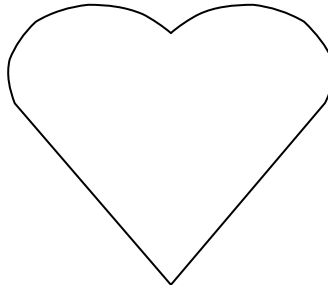
Four main events



End of the story



My Personal Connection

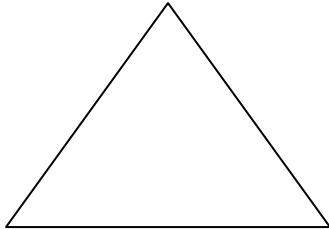


From *The Power of Retelling: Developmental Steps for Building Comprehension* by Vicki Benson and Carrice Cummins.

### Shape Go! Map (Teacher Guide)

Name: \_\_\_\_\_

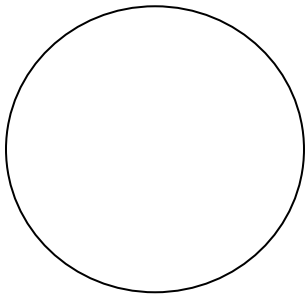
Story: \_\_\_\_\_



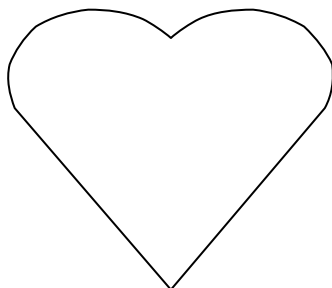
The triangle represents the three parts of a story which the reader should learn about at the beginning including the **setting**, the **characters**, and the **problem** or goals.



The rectangle represents the middle of the story where the main events take place to help the characters solve the problem. Students should identify **four main events**.



The circle represents the **end of the story** where the characters **solve the problem**.



The heart represents a **personal connection** to the story.

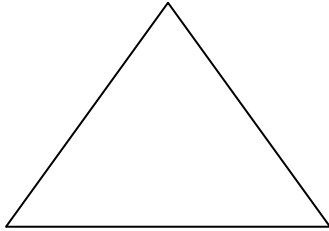


From *The Power of Retelling: Developmental Steps for Building Comprehension* by Vicki Benson and Carrice Cummins.

### Shape Go! Map (Teacher Guide)

Name: Teacher's Copy

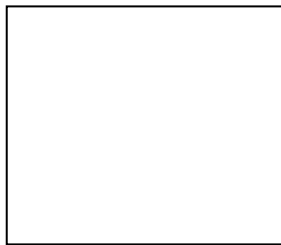
Story: Creation Story Guide



**Setting (what, when, where):** Beginning of Turtle Island, during Creation...

**Characters (who):** Sky woman, turtle, muskrat, beaver...

**Problem (why, how):** Sky woman needs somewhere to live after she falls from the sky

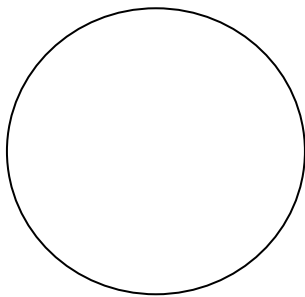


**Event One:**

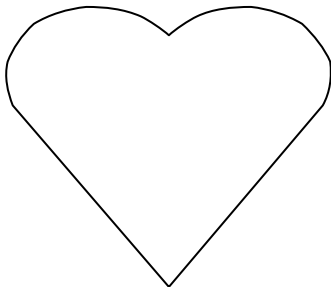
**Event Two:**

**Event Three:**

**Event Four:**



**Conclusion:** Sky woman now has a place to live with Creation on Turtle Island



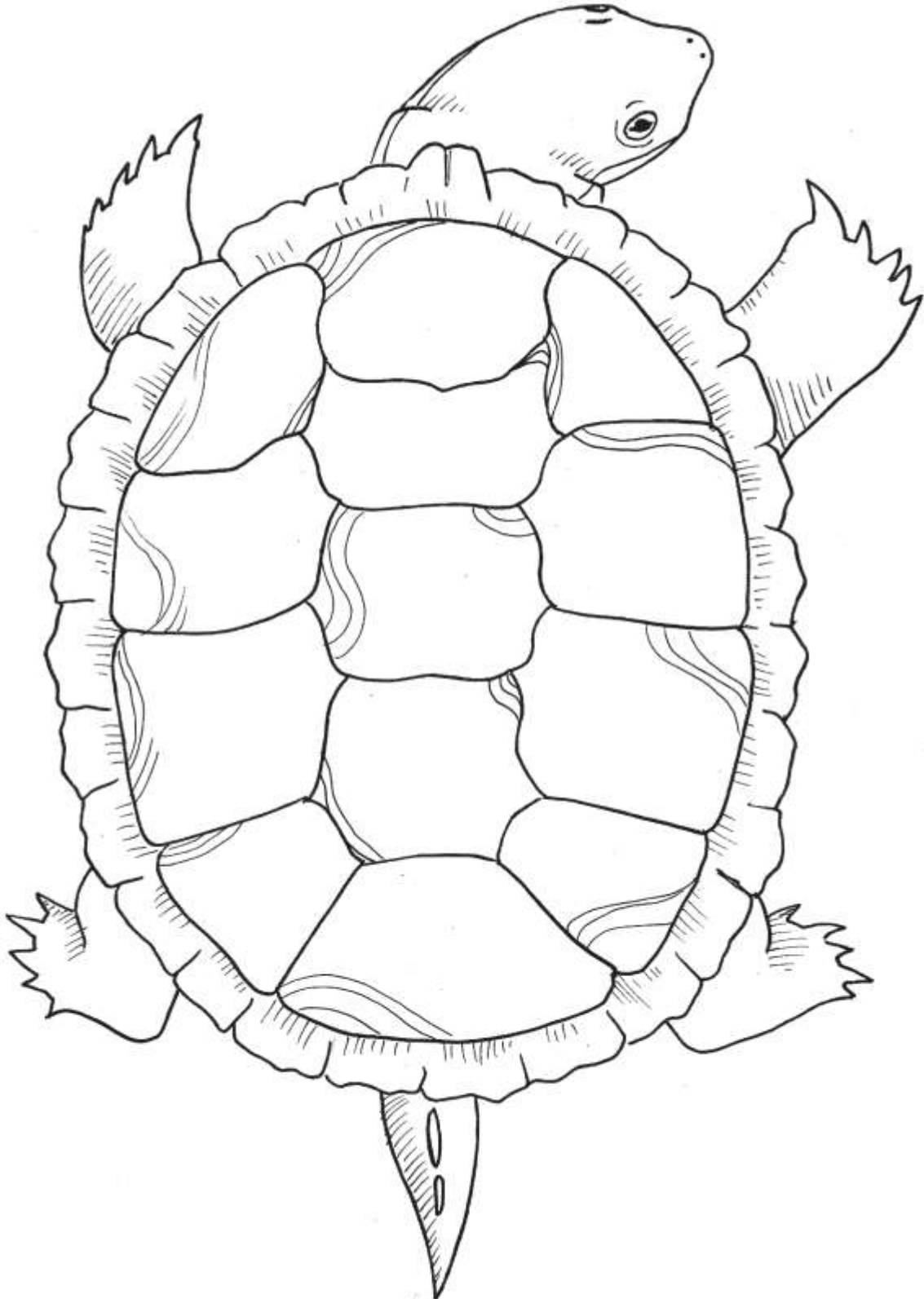
**My personal connection:** I feel...

Activity 2.2 A YEAR OF THE TURTLE- THIRTEEN MOONS

**NATIVE LANGUAGE CALENDARS**

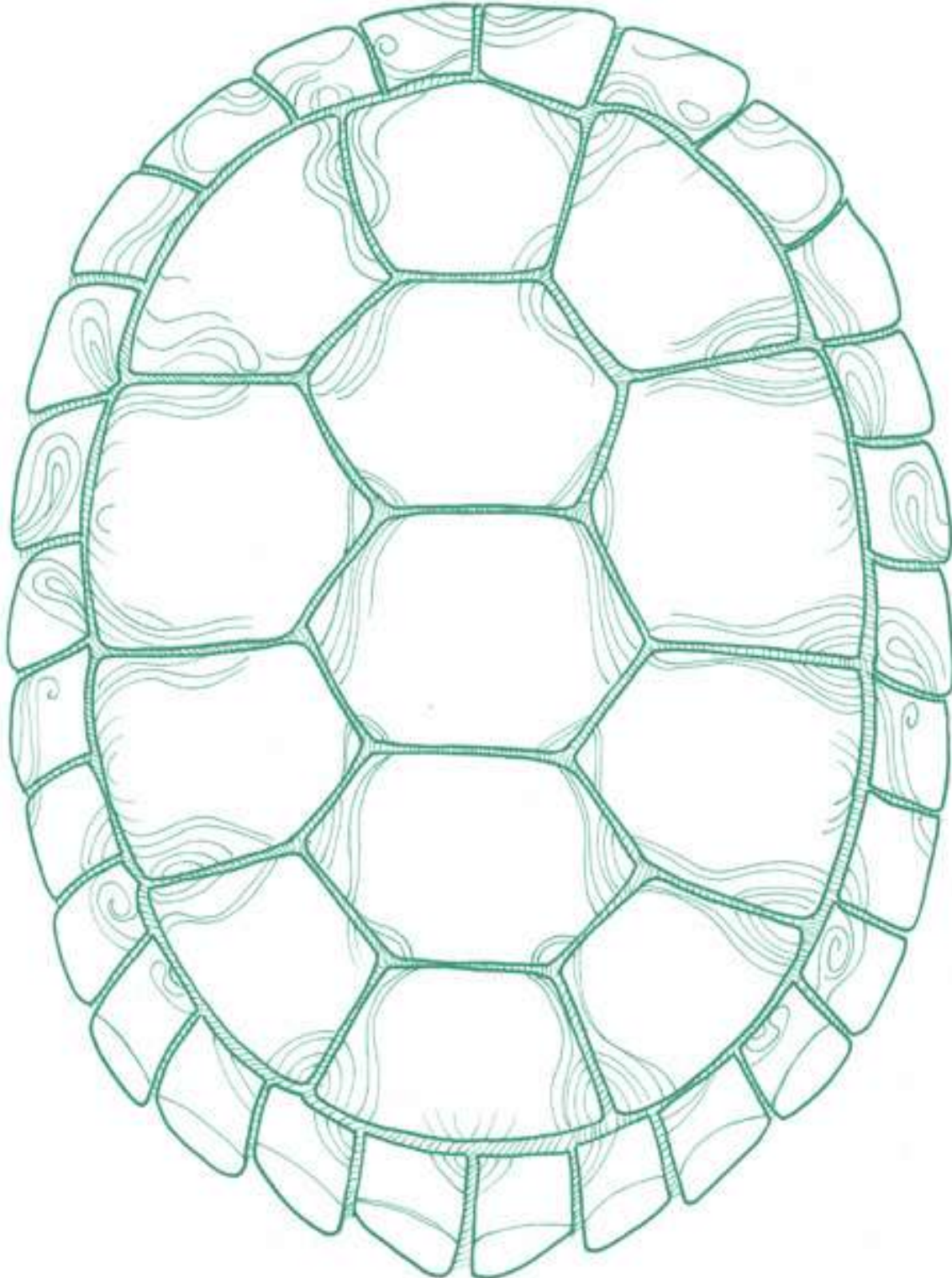
ENGLISH	ANISHINAABE	MEANING	Season/Time	HAUDENOSAUNEE	MEANING
January	Dejebeboon Giizis	New Winter Moon	Jan 15-30	Tsyothorhkó:wa	Great Coldness
February	Onaabonii Giizis	New Moon of Hard Crusted Snow	Feb 14-28	Enníska	Lateness
March	Ziisbaakodike Giizis	Sugar Making Moon	Mar 15-30 <b>Mnookmik</b> Spring	Enniskkó:wa	Great Lateness
April	Nmebin Giizis	Sucker Moon	Apr 14-28	Onerahtókha	Budding
May	Waabgonii Gizzis	Blossom Moon	May 14-27	Onerahtokkó:wa	Great Budding
June	Ode'min Giizis	Strawberry Moon	June 12-26 <b>Niibinning</b> Summer	Ohyariha	Ripening Fruits
July	Tatgogmene Giizis	Blackberry moon	July 11-26	Ohyarihkó:wa	Great Ripening Fruits
August	Miine Giizis	Blueberry Moon	Aug 10-24	Seskéha	Freshness
September	Mdaaminke Giizis	Corn Picking Moon	Sept 8-23	Seskehkó:wa	Great Freshness
October	Zehgaaknege Giizis	Gathering Moon	Oct 7-23 <b>Dwaagik</b> Autumn	Kenténha	Poverty
November	Nemegseh Giizis	Trout Fishing Moon	Nov 6-21	Kentenhkó:wa	Great Poverty
December	Kiioseh Giizis	Hunting Moon	Dec 5-21 <b>Biboong</b> Winter	Tsyothórha	Coldness
Blue Moon	Oniige Gizzis	Trapping Moon			

## Thirteen Moons on a Turtle's Back (Option 1)



Activity 2.2 A YEAR OF THE TURTLE- THIRTEEN MOONS

## Thirteen Moons on a Turtle's Back (Option 2)

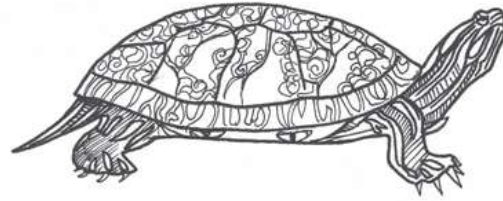


### 3.1 WHO ARE THE SPECIES AT RISK?

#### PAINTED TURTLE

(*Chrysemys picta marginata*)

Painted turtles are adaptable and can live wherever aquatic plants, insects, snails or tadpoles are abundant, and logs or rocks are available for basking. Though they are by far the most common turtles in the province and can live for more than 40 years, the loss of painted turtle nests and young are high. Mortality on roads and habitat degradation have caused the disappearance of these turtles in many areas.



DESCRIPTION	SHELL LENGTH	RANGE	STATUS
Olive, black or brown shell with pale yellow lines and red dabs on the edge; dark grey skin with red and yellow streaks on head, neck and legs; yellow lower shell with dark centre blotch	11-25 cm	Southern Ontario to Temagami and Wawa; Western painted turtle subspecies from around White River to Lake of the Woods and Red Lake	Secure provincially and nationally; Western painted turtle considered uncommon provincially

#### BLANDING'S TURTLE

(*Emydoidea blandingii*)

The high-domed Blanding's turtle can live for more than seven decades and females do not even start breeding until they are between 20 and 25 years old. This species is usually the last turtle to finish nesting, in late June or early July, often moving far from water to find soft sand beneath a log or sparse vegetation for their clutches of six to eleven eggs.

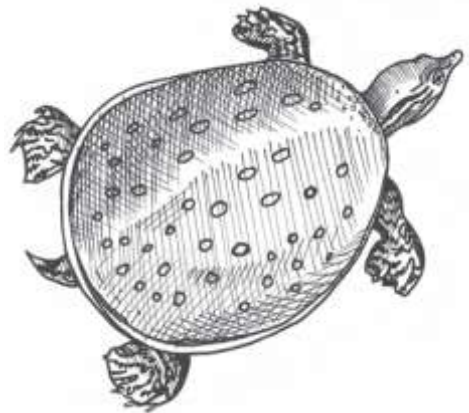


DESCRIPTION	SHELL LENGTH	RANGE	STATUS
Black or dark brown shell with faint yellow or tan specks; dark brown or blue-grey head and legs; deep yellow throat and chin; yellow lower shell with black splotches	12-27 cm	Discontinuous populations scattered throughout southern Ontario to around North Bay, Sudbury and Manitoulin Island	Threatened provincially and nationally

### SPINY SOFTSHELL TURTLE

(*Apalone spinifera*)

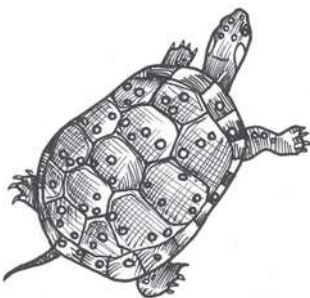
Almost completely aquatic, Spiny Softshells probe beneath rocks, logs and roots for snails, crayfish and aquatic insect larvae. They also bury themselves in the silt and await their prey. The historic range of this species is the most limited of any Ontario turtle and, unfortunately, corresponds with the most heavily populated parts of the province. Softshell turtles have disappeared from most of the Ottawa Valley, around Lake Ontario and in the upper Thames River watershed.



DESCRIPTION	SHELL LENGTH	RANGE	STATUS
Flat, grey-brown shell with black-bordered spots (faint on females); grey or brown skin, with a dark-edged light stripe on each side of the head; very long, narrow snout; webbed feet; yellow lower shell	12-44cm	Far Southern Ontario to around Hamilton and The Pinery Provincial Park; Thames River, Long Point on Lake Erie; an isolated population near Pembroke	Threatened provincially and nationally

### SPOTTED TURTLE

(*Clemmys guttata*)



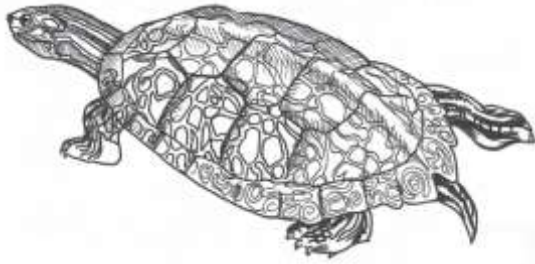
Poaching by turtle collectors, habitat loss, and mortality on roads have combined to extirpate 40 percent of Ontario's known populations of the Spotted turtle. Generally, it is the first turtle species to emerge in April, migrating to shallow pools in sphagnum swamps, grass marshes, and fens to bask and breed. In early autumn, Spotted turtles gather in mossy pockets beneath submerged tree roots or rock shelves to spend the winter. Lying low for much of the year may contribute to their impressive longevity, estimated to be up to at least 60 years.

DESCRIPTION	SHELL LENGTH	RANGE	STATUS
Black with yellow spots on shell, legs and head; lower shell mostly black or yellow with black blotches	9-12 cm	Thinly distributed around Georgian Bay, Southwestern and Eastern Ontario	Endangered provincially and nationally



## MAP TURTLE

(*Graptemys geographica*)



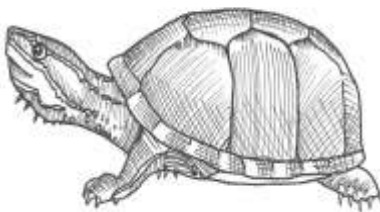
Map turtles congregate in clear, mud-bottomed sections of large rivers and bays and are often mutilated by powerboats. Five to ten percent of several hundred marked turtles in a St. Lawrence River study bore propeller wounds. Many more likely died as a result of such wounds. Along with Painted and Snapping turtles, Map turtles frequently drown in commercial fishing traps. Poor water quality

renders them susceptible to shell rot, resulting in soft red lesions on the upper shell. Map turtles are the least studied turtle in the province, and the extent of the dangers they face remains unclear.

DESCRIPTION	SHELL LENGTH	RANGE	STATUS
Olive brown to greenish shell with yellowish irregular concentric markings like a contour map (faint on females); dark green skin with wavy yellow lines on head, neck and legs; yellow lower shell	10-27 cm	Discontinuous populations along the Great Lakes and some larger rivers north to Pembroke and the French River	Species of special concern provincially and nationally

## STINKPOT TURTLE

(*Sternotherus odoratus*)

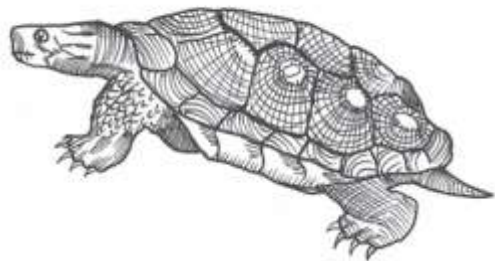


Crawling at the bottom of deep, thick weed beds in muddy bays, slow streams and marshes, Stinkpots are seldom seen, coming to the shallows at dusk to catch crayfish, tadpoles, snails and aquatic insects. Also known as musk turtles, they are named for a smelly, yellowish liquid they release from glands at the edge of their upper shell if threatened. Stinkpots are known to live up to 55 years but, due to the destruction of wetlands, these turtles have disappeared from most of southern Ontario.

DESCRIPTION	SHELL LENGTH	RANGE	STATUS
Brown or grey shell with black flecks, often green with algae; dark skin, with two light lines on sides of head; black and yellow lower shell	5-13 cm	Parry Sound to Severn River; Pembroke to Prince Edward County; a few locations on Lake Erie and the Detroit River	Threatened provincially and nationally

## WOOD TURTLE

(*Glyptemys insculpta*)



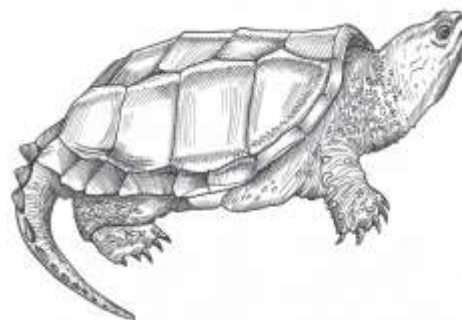
In addition to encountering the dangers all turtles do, the Wood turtle, Ontario's most terrestrial turtle species, is also threatened by the illegal pet trade. In 1994, a Wood turtle population of some 400 in Southwestern Ontario suddenly declined by at least half, almost certainly due to poaching. Although these turtles likely lived throughout most of Southern and Central Ontario, it is estimated that only 1000 to 1600 adults are left in widely separated, genetically isolated populations.

DESCRIPTION	SHELL LENGTH	RANGE	STATUS
Ridged, bumpy brown shell; brown skin with a reddish or orange tinge on neck and legs; yellow lower shell with black patches	14-23 cm	Sparsely scattered between northern Huron County, Midland and the Niagara Peninsula; separate populations in Algonquin Park and from Sault Ste. Marie to Sudbury	Endangered provincially, species of special concern nationally

## SNAPPING TURTLE

(*Chelydra serpentina*)



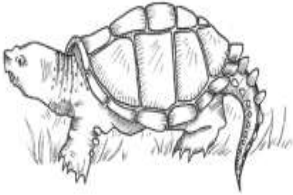
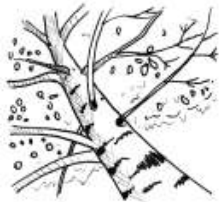






Snapping turtles are far more widespread than most other turtle species. Their numbers are falling, however, and researchers argue that this species should be designated as at risk. Egg failure and deformities are common in Snapping turtle populations where high levels of PCBs, dioxins, furans and other contaminants are found in southern Ontario water bodies. Even in Algonquin Provincial Park, a long-studied snapping turtle population has fallen by at least 50 percent.






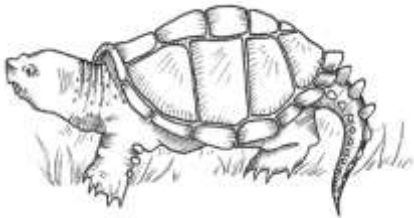


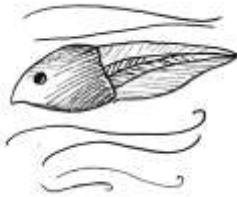



DESCRIPTION	SHELL LENGTH	RANGE	STATUS
Black, brown or olive shell; dark grey or brown skin; dull yellow or tan lower shell; long, jagged-ridged tail	20-50 cm	Southern Ontario north to about Temagami and Elliot Lake; scattered populations around Chapleau and Lake Superior West to Red Lake	Special Concern provincially and nationally











## Wetland Neighbours and Friends Cards

 <p><b>SUN</b> Source of energy and light; connected to all living things</p>	 <p><b>BLACK CAPPED CHICKADEE</b> Small seed-eater; nests in shrubs near water; eggs eaten by raccoon, blue-jay</p>
 <p><b>SNAPPING TURTLE</b> Communicates with all animals and plants in the wetland; eats minnows, crayfish, dragonflies, carrion</p>	 <p><b>WHITE BIRCH TREE</b> Grows along shore; roots hold soil; medicine tree; bark used for mukuks, canoes, wigwam; a sacred tree</p>
 <p><b>DRAGONFLY NYMPH</b> Large insect found on bottom of pond; likes clean water; eats many other bugs in the pond</p>	 <p><b>LEOPARD FROG</b> Spotted yellow and green; eats mosquitos, blackflies; eaten by fox, raccoon, otter</p>
 <p><b>TOAD TADPOLE</b> Black; grow quickly as water warms up; eat algae; eaten by fish, turtles</p>	 <p><b>WATER LILY</b> Fragrant flower; eaten by moose; medicine plant (root); nectar for bee</p>
 <p><b>MINNOW</b> Likes clean water; eats water plants; eaten by turtle, raccoon, otter</p>	 <p><b>CATTAIL</b> Grows along edge of water; food for birds and beetles; home for blackbird and marsh wren</p>

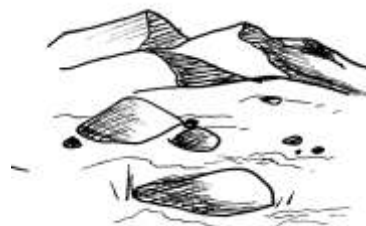
## Wetland Neighbours and Friends Cards

## Wetland Neighbours and Friends Cards





 <p><b>RED-WINGED BLACKBIRD</b> First bird of the spring; eats flying insects and seeds; lives in cattail marsh; home for many animals</p>	 <p><b>BLUE-JAY</b> Alerts all animals to presence of danger; eats seeds, bugs and baby birds; eaten by fox, raccoon</p>
 <p><b>RACCOON</b> Nocturnal hunter; eats clams, crayfish, bird eggs; needs clean water to wash food</p>	 <p><b>MINK</b> Small and quick; eats frogs; snails, minnows, berries; eaten by wolf, otter</p>
 <p><b>MOOSE</b> Largest mammal in wetland; eats water plants and lily roots; eaten by man and wolf</p>	 <p><b>BEAVER</b> Builds dams; eats poplar, birch; eaten by wolf; teaches us to be good parents</p>
 <p><b>WATER</b> Must be clean and flow slowly; source of life for all animals and plants</p>	 <p><b>BALSAM POPLAR</b> Grows along waterways; medicine (buds and bark); eaten by beaver; shades water</p>
 <p><b>ROCKS AND SOIL</b> Surround wetland; nourish plants; home for small bugs; basking site for turtle, frog</p>	 <p><b>MARSH WREN</b> Small bird; nests in cattails; eats flying insects and beetles; migrates in fall; alerts animals to danger</p>

## Wetland Neighbours and Friends Cards







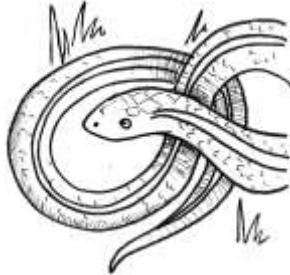







## Wetland Neighbours and Friends Cards

	<p><b>GREAT BLUE HERON</b> Tallest bird in wetland; nests in dead trees; eats frogs, minnows; good hunter</p>		<p><b>BLACK BEAR</b> Knows all medicine plants in wetland; eats ants, grubs, berries</p>
	<p><b>BLACK ANT</b> Lives in soil around wetland; eats fruits, plants; stores food for winter; hard worker; teaches cooperation</p>		<p><b>BARRED OWL</b> Lives in pines near wetland; hunts at night; eats mice, voles, rabbits, young birds</p>
	<p><b>WIND</b> Brings fresh air to wetland plants and animals; helps move water; carries seeds and insects in air</p>		<p><b>GRAY WOLF</b> Large hunter that eats small four-legged animals, frogs, clams, snakes; needs clean water</p>
	<p><b>RED SQUIRREL</b> Chatty and quick; eats seeds, mushrooms, plants; stores food for winter; eaten by owl, fox, wolf</p>		<p><b>BALD EAGLE</b> Messenger to all plants and animals; eats dead fish and cleans shore; lives in dead trees</p>
	<p><b>SPICE BUSH</b> Shrub grows around wetland; berries eaten by mice, moose, squirrels, birds, medicine plant</p>		<p><b>COTTONTAIL RABBIT</b> In meadows around wetlands; eats spice bush, blueberry, plants, eaten by fox, wolf, hawk; alert to danger</p>




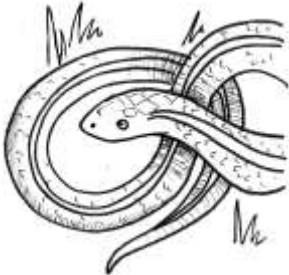






## Wetland Neighbours and Friends Cards



## Wetland Neighbours and Friends Cards



 <p><b>SWEET FLAG</b> Grows along shoreline; medicine (rat root); eaten by moose, muskrat; needs clean water to grow</p>	 <p><b>RED MAPLE</b> First tree to wake up in spring; seeds eaten by squirrel, mice, birds; gives sap for maple syrup and medicine</p>
 <p><b>GARTER SNAKE</b> In meadows around wetlands; eats mice, frogs, beetles; eaten by fox, wolf, mink</p>	 <p><b>BUNCHBERRY</b> Grows around the wetland; small white flower and red berry; eaten by birds, mice; medicine (root)</p>
 <p><b>BLUEBERRY</b> Bushes grow around wetlands; berries eaten by many creatures; leaves and twigs are medicine</p>	 <p><b>POND SNAIL</b> In water; eats algae and dead plants; eaten by raccoon, mink, otter, fish; cleans the water</p>
 <p><b>OTTER</b> Eats crayfish, snails, minnows, tadpoles; teaches us to play and be joyful</p>	 <p><b>FINGERNAIL CLAM</b> Filters and cleans water in wetlands; eaten by raccoon, mink, turtle</p>
 <p><b>BLACKFLY</b> Lays eggs in moving water; pollinates blueberries and other flowering plants; eaten by birds, frogs, turtles</p>	 <p><b>MOSQUITO LARVA</b> Live in calm water; food for fish, frogs, dragonfly nymphs, ducks; eat algae</p>

## Wetland Neighbours and Friends Cards



## Wetland Neighbours and Friends Cards

 <p><b>PAINTED TURTLE</b> Eats bugs, tadpoles, mosquito larvae; basks on logs and rocks; needs clean water to live; lays eggs in gravel, sand</p>	 <p><b>BUMBLEBEE</b> Lives underground in meadow near wetland; pollinates flowers; makes honey; eaten by birds</p>
 <p><b>WOOD DUCK</b> Nests in hollow trees in wetland; eats water bugs, plants, tadpoles, ducklings; eaten by pike, mink, fox</p>	 <p><b>YELLOW-SPOTTED SALAMANDER</b> Lives under logs and rocks near edge of wetland; eats worms, small insects; eaten by mink, fox, otter; rarely seen</p>
 <p><b>CRAYFISH</b> Lives in water around rocks; eats minnows, mosquito larvae, bugs; eaten by birds, Raccoons, mink, otter</p>	 <p><b>PORCUPINE</b> Lives in forest near wetlands; eats bark; eaten by fisher; teaches us patience and kindness</p>
 <p><b>BLACK ASH</b> Prefers wet places; grows slow; seeds eaten by squirrels, birds; used for baskets; branches for nesting</p>	 <p><b>RED FOX</b> Makes den and raises young near wetland; eats rabbits, mice, crayfish, clams, frogs; needs clean water</p>

## Wetland Neighbours and Friends Cards



## 6.1 TURTLE AND BEAR RACE STORYTELLING FESTIVAL

### Miskwaadesi Races with Makwa



Long ago when the earth was new, Makwa (Bear) did not sleep all through the winter time. He looked for food all winter long, but food was hard to find. Makwa was always hungry. He grumbled as he went walking through the forest. Makwa's stomach was rumbling all the time, and so he was not in a good mood.

One early winter morning, when the ice had just frozen on the ponds, Makwa went down to the pond to look for some roots or frosted berries that were left over from summer.

The bushes were covered in frost. The ground was hard. He could not find anything to eat. Instead, Mukwa saw old Miskwaadesi (painted turtle) peaking her head out from a hole in the ice of the pond.

"What are you staring at, old slow-one? Go back under the water, scaly-neck?"

Makwa was very rude to Miskwaadesi.

Now, Miswaadesi had very good hearing, but she only nodded at bear and did not speak.

Bear's hunger made him grouchier. He kept on calling Miskwaadesi names. "Ah ho slow one. You are the slowest of all the animals. You are so slow Miskwaadesi that by the time you realize it is winter, the winter will be over. Your back is hard as a rock, and not beautiful and shiny as mine. Go back down to the bottom of the pond and lay in the mud, you slow, ugly shell of an animal."

"I may be slow, but I can beat you in a race!" called Miskwaadesi from the pond.

"Ah ho slow one. A race you say? To race you have to run. You have a hard time walking. You do not know how to race. You are no match for me!" laughed Mawka.

"Stop teasing me Makwa. I am tired of your mean words. Let's have a race. This will show who is the fastest, me, Miskwaadesi or you, Makwa."

Well, Makwa and Miskwaadesi decided that they would race once around the pond. Makwa would run along the shore. Miskwaadesi would swim along the edge under the ice. Miskwaadesi would make holes in the ice at several places and she would swim under the water and stick her head out of each hole. The race would begin just before the sun reached the highest place in the sky. Makwa went to warm up his muscles for the race. Miskwaadesi went to make the holes in the ice.

The other animals of the forest gathered to watch the race.

Mooz (Moose) Mahiingan (Wolf), Waagosh (Fox), and Manidoo-Waabooz (Rabbit) came to cheer for Makwa. Gijigijigaaneshinh (Chickadee), Diindiisi (Blue Jay), Waawaashkeshi (Deer), and Gaag (Porcupine) cheered for Miskwaadesi.

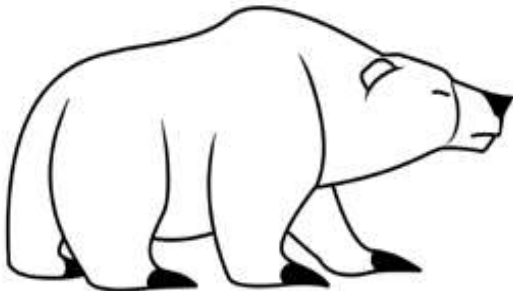
Just before the sun reached the high place in the sky the race was ready to begin. Makwa stretched his strong long legs. Miskwaadesi stretched her long thick neck. Makwa roared and snorted to clear his lungs. Miskwaadesi sang a little song of courage. Makwa started at the hollow log along the edge of the pond. Miskwaadesi's head peeked up through the first hole in the ice beside the log. When the animals called "Izhaa! (Go)" the race was on.

Makwa ran as fast as he could. He came to the first corner of the pond, laughing to himself. "That old slow one will never be able to keep up to me" he thought. Just then he heard a voice singing from the pond.

"Here I am Makwa. Hurry up if you want to catch me!" The voice belonged to Miskwaadesi who was calling from a hole in the ice just ahead of Bear. How could this be?

Makwa ran faster. His heart beat like a drum inside his chest. His breath made clouds of frost in the air. Soon Makwa came to the half-way mark in the race. He was sure Miskwaadesi must be far behind. But when Makwa turned to look at the ice on the pond, he saw that Miskwaadesi was even further ahead, her head poking through the ice around the corner. Makwa could not believe his eyes! He must be seeing things!

"Hurry up Makwa. You need to run faster!" sang Miskwaadesi from the pond. Makwa could not believe his ears!



Makwa ran harder and faster than he had ever run before. He was going as fast as he could. Makwa ran around the last little bay of the pond. Soon the finish line would be in sight. Makwa was getting tired. His heart was beating so fast! His breath was making big clouds of frost in the early winter air. Where was Miskwaadesi? She must be far behind. There was so much frost that Bear could

hardly see... Then he heard the singing voice of Miskwaadesi calling to him from far up ahead. Miskwaadesi was almost at the finish line!

Makwa took a deep breath and ran on; big clouds of frost and steam were all around him.

Makwa's feet were so sore from running on the hard ground. His legs were tired and shaky. He began to slow down. Just as Makwa was four steps away from the finish line, the animals started to cheer. Miskwaadesi's head peaked out from the hole in the ice at the finish line.

"What took you so long, Makwa?" called Miskwaadesi and she sang a song of thanks.

Miskwaadesi had won the great race! Gijigijigaaneshinh, Diindiisi, Gaag, and Waawaashkeshi were dancing for joy. Even Mooz, Mahiingan, Waagosh, and Manidoo-Waabooz were smiling and happy to see that Makwa had been beaten in a race. Makwa was always bragging and often grumpy and bad tempered. It was fun to see Makwa lose to Miskwaadesi.

Makwa could not believe it- imagine, Miskwaadesi, the slowest animal in the forest, had beaten the big and strong Makwa in a race!

Makwa was so tired from the race that he crawled away from the pond and crept into his den where he went to sleep. He slept through the winter and did not wake until Spring returned to the forest. All of Makwa's cousins have been doing that ever since. You will not see Makwa's tracks in the snow in the middle of winter.

The other animals left the pond. Miskwaadesi tapped on the ice with her front claws. A dozen green-striped turtle heads popped up - one from each hole along the edge of the pond. It was Old Miskwaadesi's family, all of whom looked just like her!



"Chi-miigwetch my relatives," Miskwaadesi called out. "Today we have shown Makwa that it does not pay to call other people names. We have taught him a good lesson. The animals of the forest now know that Miskwaadesi, Miikinaak (snapping turtle) and all of their cousins are not the slowest of all living things. Turtles are fast when it comes to thinking and using our brains!" There are many ways to win a race!

Retold by Wahgeh-giizhigo-migizi-kwe

6.1 TURTLE AND BEAR RACE STORYTELLING FESTIVAL

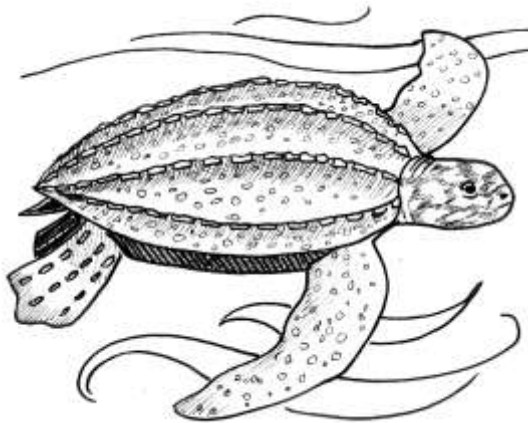
### KWL Chart

Before reading, fill in the K and W parts of the KWL Chart for words you already know in the language and what you want to learn, so at the end of reading and translating, you can fill in the words you learned from the story.

After reading, use a dictionary to define words that you wanted to learn to finish the KWL Chart.

Know	Want to learn	Learned

### 7.3 SEA TURTLE AWARENESS POSTER



#### The Leatherback (*Dermochelys coriacea*)

- found in oceans off the coasts of Atlantic and Pacific Canada
  - the largest sea turtle; grows up to 7 feet long and weighs at least 1 200 pounds
  - has thin, tough, rubbery skin instead of a hard shell; five distinct ridges are formed by small bones buried in the skin
  - feed off Nova Scotia but each fall travel to the Caribbean to nest
- carapace is black with white spots; the plastron is whitish to black
  - can dive the deepest and travel the furthest of any other sea turtle
  - has powerful front flippers to aid in strong swimming
  - rarely seen except on nesting beaches
  - jellyfish are the main component of their diet.
  - exploited for eggs

Mating	Nesting
<p>During the mating season, all species of marine turtles migrate from feeding areas to mating areas. After mating, the males return to foraging areas while females proceed to nesting beaches. Some turtles migrate more than 2600 kilometres, but most travel less than 1000 kilometres. Female turtles generally do not reproduce every year but males may breed every year. Mating can occur anywhere in the water, but it usually takes place at the surface.</p>	<p>Most, females, lay over one hundred eggs in several clutches to reduce the risk of potential hatchling loss. This can be done at two week intervals. Eggs hatch after 6 to 13 weeks of incubation, depending on the temperature. They generally hatch in the early evening. Hatchlings can tell whether it is evening or daytime based on the temperature of the sand. If eggs hatch during the day, they would have to face excessive heat and predation. Hatchlings wait until evening to break the sand's surface. If they start digging and the sand gets progressively warmer, they wait until the sand cools.</p>



Navigation	Conservation
<p>After hatching, sea turtles primarily use vision to find the sea, moving toward the brightest light, presumably the moon. They move away from elevated silhouettes, such as sand dunes and vegetation. Turtles also rely on wave cues to swim offshore, moving toward approaching waves. They sense the wave motion under water by monitoring the sequence of accelerations they experience in the water column. Turtles emerge from their nests without an established directional preference. The hatchlings also follow the intensity of the earth’s magnetic field, not the poles.</p>	<p>Sea turtles worldwide are being protected under the endangered species list in addition to federal agencies. Efforts are being made to educate local people about the importance of these marine reptiles, not only for future generations, but also for the health of the environment.</p> <p>Unfortunately, sea turtles continue to be killed in drift nets; in feeding areas; when nearing the shore to nest; taken as eggs for alcoholic beverages; and are killed as adults for souvenirs, food, and shell products. Currently, there are attempts being made to help protect these species and increase their populations. Fishermen help the Leatherback Working Group in Nova Scotia to release leatherbacks caught in nets. Shrimp trawling is another large problem for sea turtles as many are caught in the nets and drown. TEDs (Turtle Exclusion Devices) were developed to reduce the number of sea turtles caught in trawling nets. TED’s are trap doors in nets which allow the sea turtles, but not the shrimp, to escape. Shrimp farms are also being established to limit the accidental capture of turtles and other marine animals. Turtle hatcheries help reduce the decline of sea turtle populations by removing the eggs from nests where they may be eaten by predators or removed by poachers. The eggs are taken to a hatchery where they are incubated and later released. In Atlantic Canada, scientists work with the fishermen to conserve leatherback and loggerhead sea turtles.</p>



9.1 MY WATERMARK



## My Own Personal Water Audit

Monday- \_\_\_\_\_

Tuesday- \_\_\_\_\_

Wednesday- \_\_\_\_\_

Thursday- \_\_\_\_\_

Friday- \_\_\_\_\_

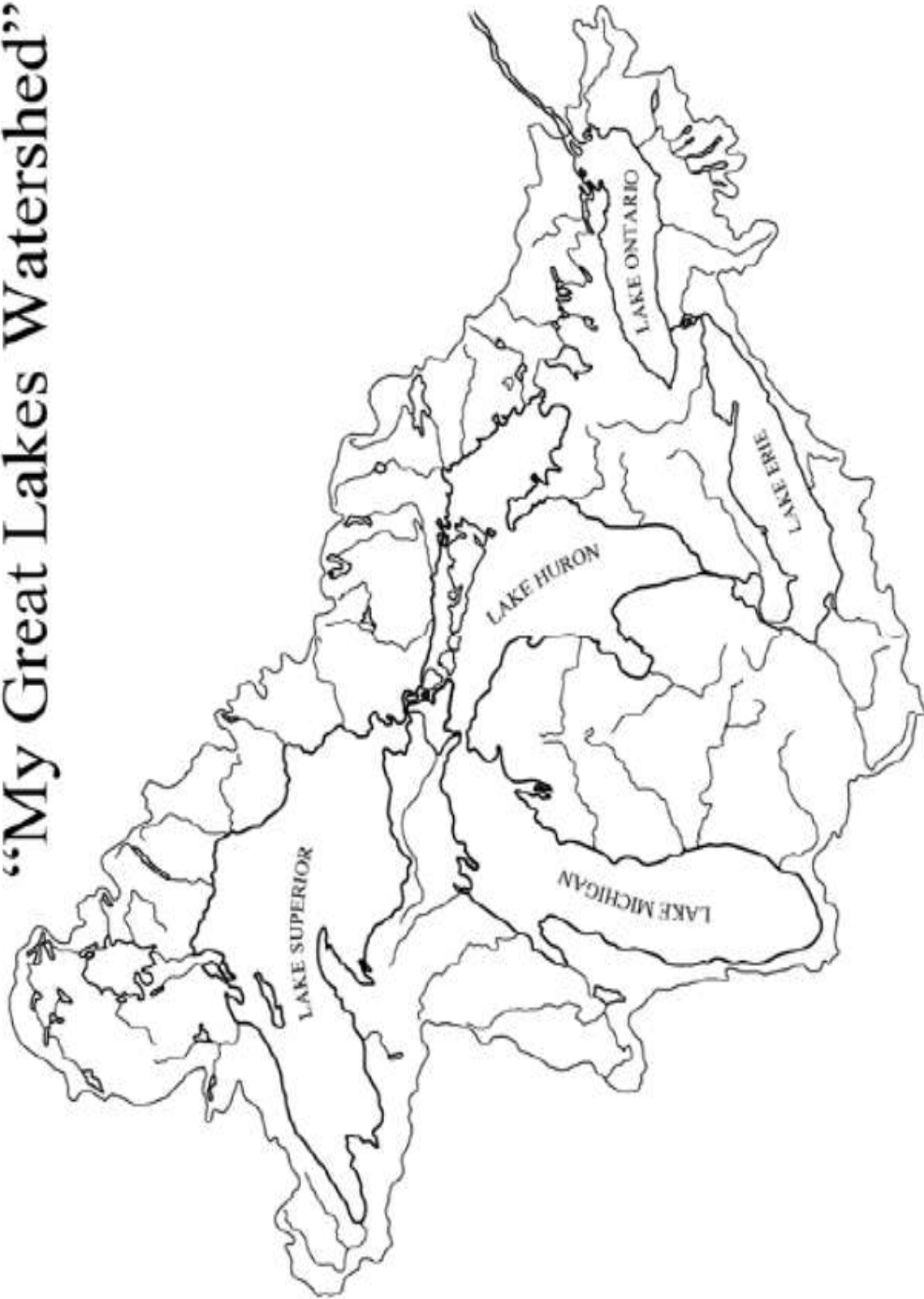
Saturday- \_\_\_\_\_

Sunday- \_\_\_\_\_

Activity	CDN. Avg	Monday	Tuesday	Wed.	Thurs.	Friday	Saturday	Sunday	Total
Bath	60 L								
Shower	100L /10 min								
Toilet	6-20 L								
Wash Face and Hands	8 L with tap on								
Brush Teeth	10 L with tap on								
Drink	.3 L								
Cook	10 L								
Dishes (Hand)	35 L								
Dishes (Washer)	40 L								
Wash Clothes	225 L								
Wash Car	16L/min								
Water Lawn (L/min)	16L/min								
<b>TOTAL</b>									

9.2 TURTLE ISLAND WATERSHEDS

“My Great Lakes Watershed”



11.1 TURTLE TALLY

**Turtle Tally Recording Sheet**

<b>Species</b>	<b>Observation Date</b>	<b>Time</b>	<b>Number of Individuals</b>	<b>Observation Descriptions</b>
<b>Blanding's</b>				
<b>Snapping</b>				
<b>Midland Painted</b>				
<b>Western Painted</b>				
<b>Northern Map</b>				
<b>Spiny Softshell</b>				
<b>Spotted</b>				
<b>Stinkpot</b>				
<b>Wood</b>				
<b>Red-eared Slider</b>				
<b>Unknown</b>				

These Expectations Guidelines have been obtained from the  
Ontario Provincial Curriculum, Grades 1-8.

<http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html>

- The Ontario Curriculum, Grades 1-8: Native Languages, 2001

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