

FUN ACTIVITIES **FOR** **LEARNING TOGETHER** **AT HOME**

UPDATED VERSION
OCTOBER 2024

PREPARED FOR FIRST NATIONS PARENTS BY





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Fun Activities for Learning Together at Home, Updated October 2024

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FUN ACTIVITIES
FOR
LEARNING TOGETHER
AT HOME

UPDATED VERSION
OCTOBER 2024

INTRODUCTION

Parents are their children's first and most important teachers, and their involvement in the education process is invaluable.

- Parents are the primary shapers of their children's social skills.
- Parents are fundamental to children developing self-confidence and a positive self-identity.
- Parents transmit their values and culture to their children, which is key to their overall development and lifelong success.
- When parents, other family members, and school staff act together as partners in education, student achievement increases.
- Parents can also promote learning using fun, interactive activities that can be integrated into daily life.

Recognizing these important roles, the First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSA) are pleased to share this resource, with suggestions to help families enjoy important learning opportunities at home.

CONSIDERATIONS FOR HOME LEARNING ACTIVITIES

- We encourage you to use any of the suggestions in this resource that are right for you, or to adapt the ideas to make them suitable for your children and your home environment.
- As much as possible, try to include cultural activities and language learning opportunities in your home learning activities.
- It may be useful to work with your children's teachers to identify how your valuable contributions at home can complement their teaching in the classroom.
- Any home learning activities should not be a source of stress for you or your children. Do not expect too much of yourselves. Try to focus on ways you can boost your children's learning while enjoying your time together.
- If you have access to technology and the internet, great. There are many fun and educational projects you and your children can access online together. But you do not need to rely on the computer for learning options. There are many things you and your children can do off-line that are meaningful for their growth and development, and reducing screen time is an important goal for almost all families.

**THANK YOU FOR EVERYTHING YOU DO.
WE KNOW THAT THE TIME YOUR FAMILY SPENDS TOGETHER WILL HAVE POSITIVE IMPACTS FOR YEARS TO COME.**

FUN ACTIVITIES FOR LEARNING TOGETHER AT HOME

UPDATED VERSION
OCTOBER 2020

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The First Nations Education Steering Committee (FNESC) is committed to supporting First Nations in their efforts to improve the success of all First Nations students in BC. FNESC facilitates collaborative services related to advocacy, research, professional development, program administration, and information sharing.

See www.fnesc.ca

The First Nations Schools Association (FNSEA) represents First Nations controlled schools in BC and has a mandate to support those schools in creating effective, nurturing, and linguistically and culturally appropriate education environments that provide students with a positive foundation in all academic areas.

More information is available at www.fnsea.ca.

PART ONE

EVERYDAY HOME LEARNING ACTIVITIES

Learning is not limited to lessons, schoolwork and textbooks. Children learn in very important ways in their daily routines, and families can take advantage of “teachable moments” that arise each day.

ACTIVITIES THAT HELP CHILDREN DEVELOP THEIR LIFE SKILLS AND RESPONSIBILITY

Parents can help children be ready for school just by helping them speak to their self-identify. What is their name? Where do they live? How old are they? What grade are they in? Do they know their parents' phone number? Knowing how to answer these questions can help children introduce themselves with confidence.

Talking about the importance of washing our hands regularly, brushing our teeth, etc., and the importance of adequate sleep, nutritious foods, and drinking lots of water, will help your children stay well and achieve success. It will help them to understand the value of self-care. It will also help prepare them for leading independent, healthy lives.

Having your children help with home chores is very useful for building responsibility. Even young children can help out with simple household tasks. Maybe you and your children can create a family chore chart to practice writing, reading, and organizational skills.

Planting and maintaining a garden or houseplant can help teach responsibility. Children can help with planting, watering, weeding, etc. to practice reliability, and they can add some scientific thinking by making predictions and observing outcomes. For example, guess which plants will grow the quickest, how tall the plants will grow, etc. Were you correct?

SIMPLE EVERYDAY ACTIVITIES PRESENT LEARNING OPPORTUNITIES.

Routines give children and teens a sense of security and control over their lives and their environment. Establishing and following routines helps young people develop good habits that can last a lifetime, including organizational and time management skills. You and your children can work together to establish daily routines and a weekly schedule. Children also learn valuable things about their own preferences and needs when they reflect on questions like the following.

- When do I normally do things on a school day? What are some things we have to work around – like bus pick up time, or school start and end times?
- When is it easiest for me to concentrate and get my work done? When do I have excess energy and should spend some time outside or being active? When would be a good time for me to sit quietly and read a book?
- When do I find it easiest to concentrate and complete work that I find difficult? Understanding what works best for our own unique brains and bodies is a vital part of learning and developing.
- How often do I need to take a break and move around a bit? Sitting too long isn't good for anyone!
- When should I take time out for fun activities? Mind and body breaks are important for our overall wellness. We all do our best thinking when we balance work and relaxation, finding time for both.
- What are some skills I really want to learn, but have never had the time to practice before? Can I schedule time to try something new and exciting?

ACTIVITIES THAT HELP CHILDREN DEVELOP THEIR LITERACY/READING & WRITING SKILLS

Did you know you are teaching your children just by talking with them? Verbal skills are the foundation for reading skills. What can you do? Sing together. Practice silly rhymes. Or look at a picture book, and talk about what you see. Maybe you can even make your own picture books to enjoy. Make up silly voices for the characters on the page. Imagine what is being said and what will happen next. Get wild and wacky to have more fun!

Read with your children as much as possible. Together you can read labels on household items, recipes, directions for a craft or game, etc. Opportunities to read are all around you.

Older children could read aloud to members of the family each day, or to someone on the phone, or even to the family pet or a stuffed animal ... which many children enjoy. They can read a story, a chapter of a book, an email from another family member, a newsletter ... reading anything out loud is great for building language skills.

Storytelling – a rich and powerful tradition for First Nations people – is an excellent way for children to develop key skills. You can tell your children a story, or ask them to tell you a story they know. Maybe your children can call another family member to share a story.

- Sharing stories that are important for your culture and heritage is invaluable for building your children's identity.
- Younger children can tell stories about what they did that day.
- Older children can make up stories about imaginary characters.
- Families can create stories together by everyone taking turns adding ideas.



OPPORTUNITIES TO READ ARE ALL AROUND YOU.

Ask your children to tell you about what they are reading or something they have read before. If you are reading something interesting, tell your children about it.

- Listening to your children talk about what they are reading can help you find out if they “comprehend” (or understand) the materials. It is important to know whether children and teens can make meaning of what they read, not just sound out the words.
- By talking to your children about what you are reading, you are being an excellent role model and showing your children that you think reading is important.

Ask your children to draw (for younger children) or write (for older children) a summary or a review of a picture book, a novel, a game, a movie, a TV show – anything will do. Ask them to describe their drawing or read their review out loud to the family. Then discuss their opinions, which will show your children that their thoughts are interesting and worth listening to.

Your children can create their own dictionary – a vocabulary book or book of words that is just right for them. Possibly with your help, depending on your children’s ages, they can write down new words that they hear in conversation, see in their environment, or read in a book that they are not familiar with. They can write down the word and find out what it means. They can include words in English and in their traditional language. It’s their personal dictionary, so it can include any words they find interesting.

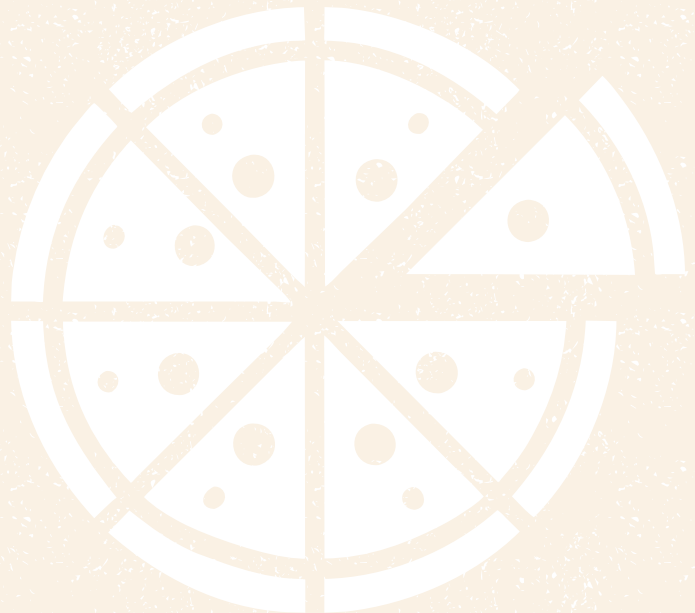
Tracing letters and number is great for knowledge and it builds fine motor skills ... which involve movement of the small muscles in our hands, fingers, and toes.

ACTIVITIES THAT HELP CHILDREN DEVELOP THEIR NUMERACY / MATH SKILLS

Everyday life offers many opportunities to count, estimate, and measure. Just a few examples ...

- How many spoonfuls of rice do we need to fill up our measuring cup? (Children can predict and then count to find the real answer)
- We made two dozen cookies. How many days will they last if we have six family members and we each eat one cookie every day?
- This recipe calls for $\frac{1}{2}$ tsp salt. I am tripling the recipe. How much salt do we add?
- There are eight of us having lunch. How can I cut this pizza so we all get a piece that is the same size?

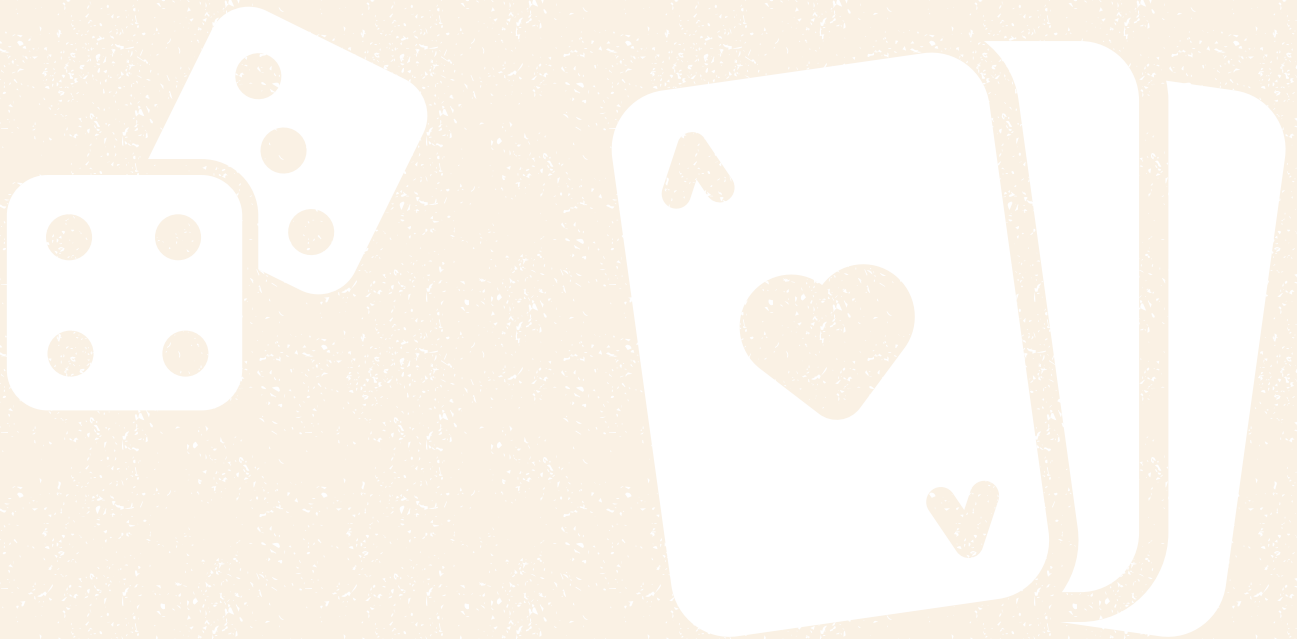
Sorting and matching are important math skills. You can practice and talk about these skills when folding laundry, doing puzzles, enjoying crafts like beading while talking about matching things by size, colour, shape, etc. Your family can also practice reading, writing and sorting by making labels for storage bins and planning how and where you can put things away. You can talk about what items work best in which location, such as based on the size of the item(s), the space available, and how they will be used?



PLAYING CARDS OR BOARD GAMES HELPS CHILDREN PRACTICE MATH SKILLS.

Children can think about and track time spent on tasks. Learning about time is an important skill, and parents can use a clock to talk about seconds, minutes, hours, and how to tell time. Using a clock, children can also develop math skills such as:

- addition and multiplication (example, “each task took us about 10 minutes, so the five tasks took about 50 minutes in total”)
 - subtraction (“we need to be there in one hour and the drive will take 10 minutes, so how much time do we have before we need to leave?”)
 - fractions (“that took 30 minutes, which is half an hour” or “that task took 30 minutes; what percentage of my day did I spend doing that?”)
-



ACTIVITIES THAT HELP CHILDREN DEVELOP THEIR THINKING SKILLS

For people of all ages, learning something new is a great way to “build your brain.” What new skills can your children learn at home? What about sewing, knitting, cooking, baking, woodwork, a new game, dance steps, etc.? Maybe you and your children can take up a new activity together, or commit to learning new words and phrases in your traditional language.

Spending time together out on the land or on the water can have many, many benefits for you and your children.

- You can talk about what you know about your territory, your culture, and the importance of your heritage. This helps increase children and teen’s self-esteem, confidence, and sense of identity – which are invaluable for success in school and life.
- Connections to the land and water are beneficial for everyone’s well-being and can really help to reduce stress and anxiety – for people of all ages! That makes learning easier.
- Fresh air and exercise are important for our health, too.

Arts and crafts are creative, relaxing, and important thinking activities. Beading, colouring, drawing, painting, sculpting, carving ... are all valuable for learning and brain development. Creative hobbies also help reduce anxiety and add to our overall wellness.

You can encourage your children to make music.

- Sing, alone or together – and in this case, quantity not quality is the key! We can all have fun using our voices, even if we aren’t superstar performers.
 - Drum or play a musical instrument (alone, with others, or for others are all great).
 - Watch a free concert online, and talk together about what you thought of the performance.
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LEARNING SOMETHING NEW IS A GREAT WAY TO "BUILD YOUR BRAIN."

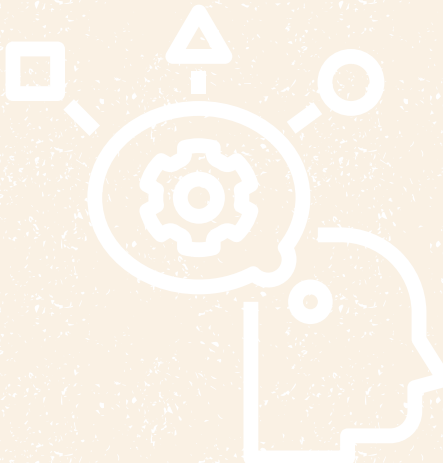


Just talking together is invaluable for helping children build their thinking skills and learn to relate to others in positive ways. Discussing every day topics contributes to learning more than you might think.

- For First Nations people, oral language development is an enriching part of their cultures.
- Talking helps children make sense of their world.
- Conversations boost children's brain response to language.
- Having discussions together also helps strengthen bonds between family members, and helps parents learn more about how our children think about things and what matters to them.

What can you talk about?

- What is your child's favourite thing to do at school? As a family? Why?
- What is their favourite book? What is their favourite part?
- What school subjects do they like? What don't they like as much? Why?
- Anything else that interests you and your children. Just talk and enjoy each other!



LEARNING ACTIVITIES

ON THE INTERNET

First Voices

With a kids' section included on this web site, students and families can learn simple phrases and words in First Nations languages.

<https://www.firstvoices.com>

Chatterpix Kids!

This is a fun, free app for younger children that can be used for storytelling. Children can take a picture of any object, and the app magically animates it with a talking mouth. Download the app on your phone or tablet.

PODCASTS

These science and technology related podcasts will ignite student curiosity and wonder about the world of science. Topics range from "The secret world of dust" to "Dreams: The science of a sleeping brain."

Wow! In the world

<https://www.npr.org/podcasts/510321/wow-in-the-world>

Brains On! <https://www.brainson.org>

Epic books

This resource is free for a month and contains thousands of fiction and nonfiction books and videos, as well as a section with books that are read aloud.

<https://www.getepic.com>

Reading Eggs

This resource, available free for one-month, includes reading games for 2-4 year olds, 5-7 year olds, and 7-11 year olds. <https://readingeggs.com>

Math card games

With just a deck of cards, students of many ages can use simple and fun card games to build skills ranging from simple addition and subtraction to fractions, decimals and exponents.

<https://mathgeekmama.com/best-math-card-games/>

ADDITIONAL ON-LINE RESOURCES FOR FAMILIES

Fun experiments, fact pages, writing activities, and videos for science and social studies are available at <https://kids.nationalgeographic.com>;

Khan Academy

Khan Academy provides free, fun online learning classes (with assessments) for math, science, storytelling, computer programming, history, art, economics and much more! It is great for learners of all ages – even adults! <https://www.khanacademy.org>

PBS Learning

PBS offers free educational videos, interactives, lesson plans, and more. You can create your own lessons, quizzes and activities with any of the resources. Good for learners of all ages.

<https://www.pbslearningmedia.org>

PART TWO

HOME LEARNING ACTIVITIES FOR FAMILIES TO ENJOY TOGETHER

The following pages include ideas for home-based learning activities that we hope all families can enjoy.

Some of the activities will be especially relevant for younger or older students, but we encourage you to think about how the ideas might be adapted to make them work for your children and teens – perhaps with varying levels of input and help from you.

Some of the activities might also present great opportunities for older children to help younger siblings or cousins. Teaching other people is a powerful learning strategy.

Have fun, use what works for your family, and we hope these ideas will inspire you to come up with creative activities and projects of your own. If you do, please share them with us so we can add them to future editions of this guide.

ACTIVITY

1

READING BOOKS WITH YOUNG CHILDREN

Reading improves concentration and memory.

Reading books allows children to learn about the world beyond their own personal experiences.

Reading also boosts critical thinking skills and helps children develop empathy when they can relate to the characters in a book.

Re-reading books is great, too.

Repetition is great for practice!

Part Three of this resource includes a series of activity sheets with fun things to do when reading and discussing books at home.

Older children can also benefit from reading with younger children. Maybe you can role model some of these tips and encourage your older kids to help someone younger learn to love books. That would be a great confidence booster for everyone.

TIPS

- When reading a book to your child, point out the title, and talk about what are pictures and what are words.
- Use your finger to read the story, showing that people read from right to left.
- If there are words that your children don't know, explain what the word means or point to a picture that is related to the word.
- If the book includes feeling words (mad, sad, happy, scared), use facial expressions to show the feeling, and have your children make the faces, too.
- If there is a problem to be solved, tell your children that it's a problem, and ask them to think of a possible solution.
- If you're reading a picture book, name and point to the pictures. Have your children repeat the words.
- If you are reading a book for the first time, pause before the end and ask excitedly "what do you think will happen next?"
- At the end of the story, ask your children to retell what happened in the story.

HUNGRY BEAR GAME

The purpose of this activity is to have young children repeat words, letter sounds, colours, shapes, and numbers, or to count the fish and feed the Hungry Bear. You can use these materials in all kinds of fun ways.

STEPS

- Cut out the bear and fish (see next pages).
- When you have chosen a focus, write something relevant on the back of the fish. For example, if you want your child to practice letter names, write the alphabet on the back of the fish. If you want to practice counting, write numbers on the back. Or you could write words in your own language.
- Cut out the mouth of the bear.
- Model or explain how to use the materials. For instance, say: "This bear is soooo hungry. Let's feed her some fish. Let's give her (the letter "A" or the number "5" or the word "..."). Oh my! She's still hungry! I hope she won't eat us! What fish do you think we should give her next? Can you find that fish to feed her? ... How many fish did she eat? Let's count to find out."



HUNGRY BEAR GAME

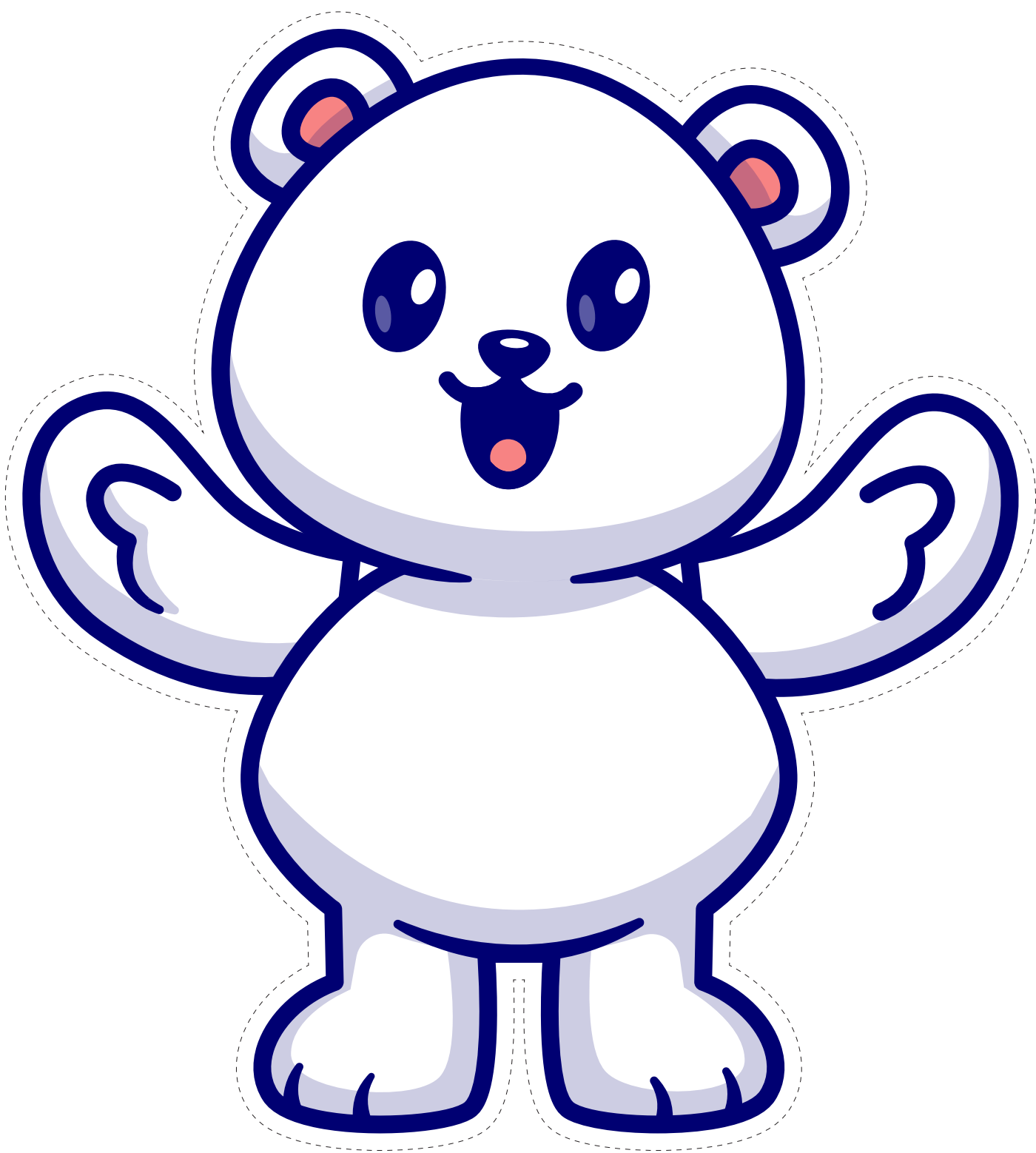
OTHER IDEAS TO ADD

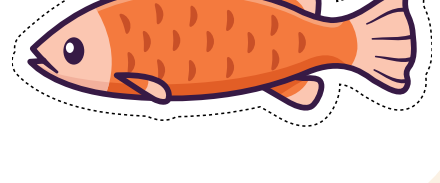
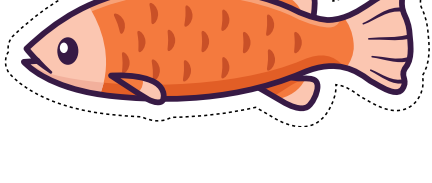
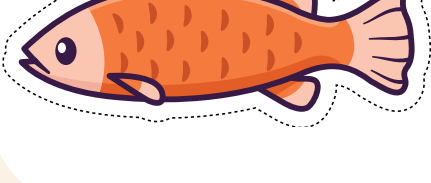
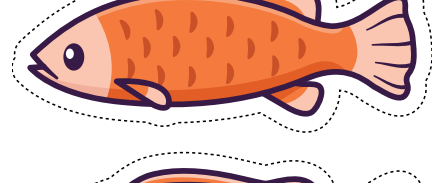
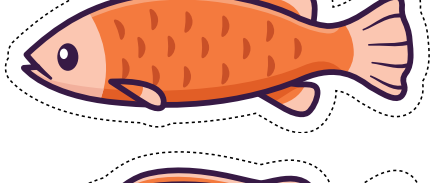
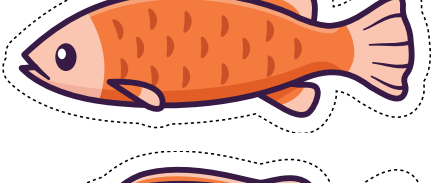
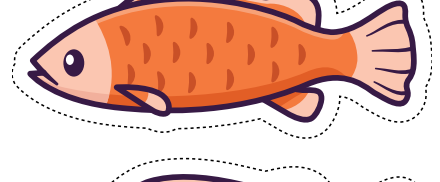
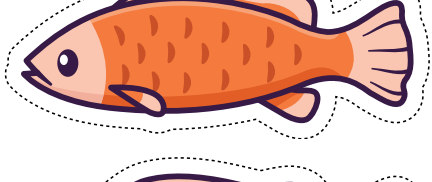
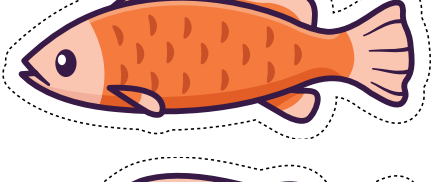
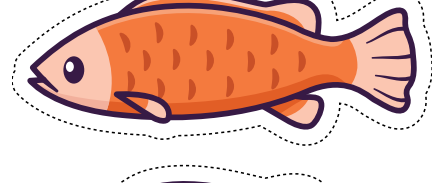
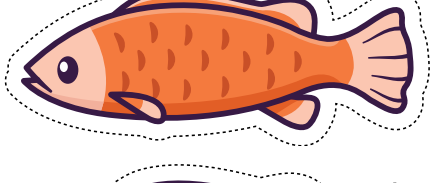
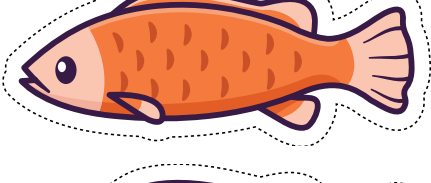
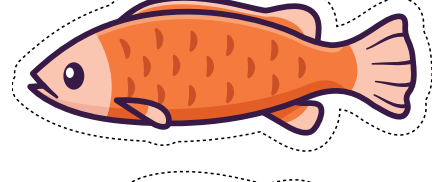
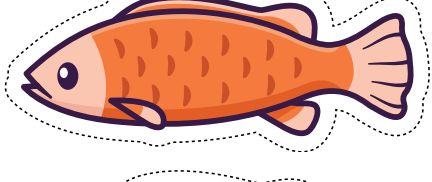
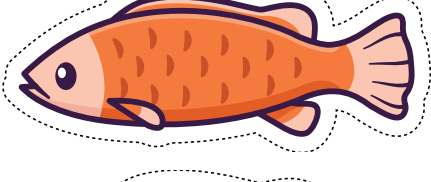
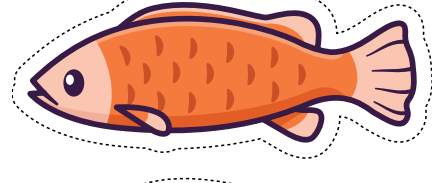
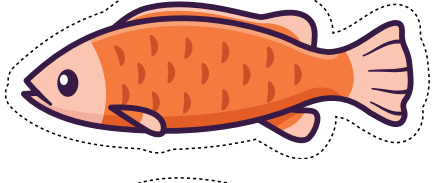
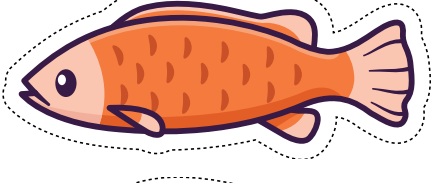
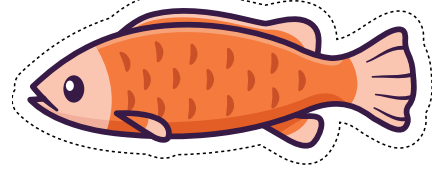
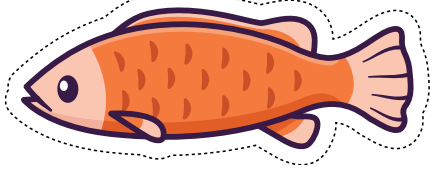
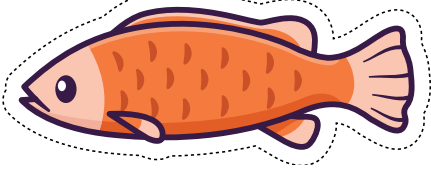
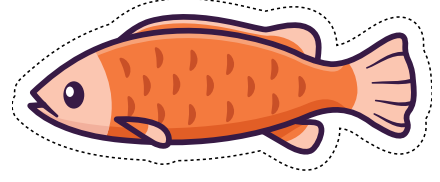
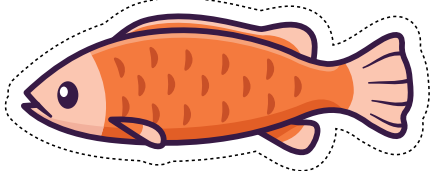
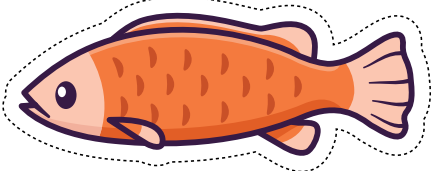
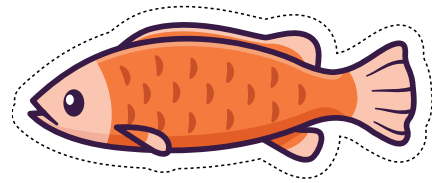
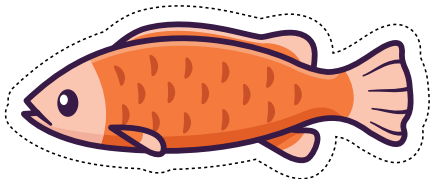
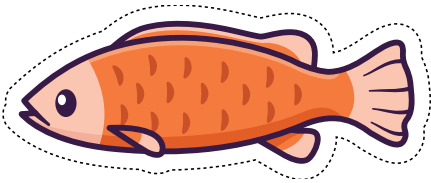
Read the book *Brown Bear Brown Bear* together. Have your children look around your home and tell what they see.

Play hide and seek with the fish. Children can count how many fish they find. If more than one child is playing, the children can line up their fish and count the number each person found.

Play hot and cold using the bear. When your children get closer to the bear, say “warmer, warmer.” As your children get farther away from the bear, say “cooler, cooler.” Help your children find the bear using your hints.

Read the book *Going on a Bear Hunt*. Hide the bear in one room in the house. Assign a sound to each room, such as kitchen – munch, munch munch; bedroom – shh, shh, shh; living room – blah, blah, blah; bedroom – tip toe, tip toe, tip toe, etc. Move from room to room having fun with the sounds and looking for the bear.





ACTIVITY

3

The purpose of this activity is for young children to notice shapes inside their home. Your children can walk through each room and mark down how many circles, squares, rectangles and triangles they see. If you know the terms for the shapes in your language, that would be a fun addition to the activity.

Then, using the graph on the next page, your children can colour in the boxes and you can answer the questions at the end together.

MATERIALS

- Shapes graph (see next page)
- Crayons and pencil



SHAPE HUNT

Room 1 (CIRCLE OR WRITE THE NUMBER OF SHAPES IN THE SPACE PROVIDED)

● Circle	1	2	3	4	5	
■ Square	1	2	3	4	5	
■ Rectangle	1	2	3	4	5	
▲ Triangle	1	2	3	4	5	

Room 2 (CIRCLE OR WRITE THE NUMBER OF SHAPES IN THE SPACE PROVIDED)

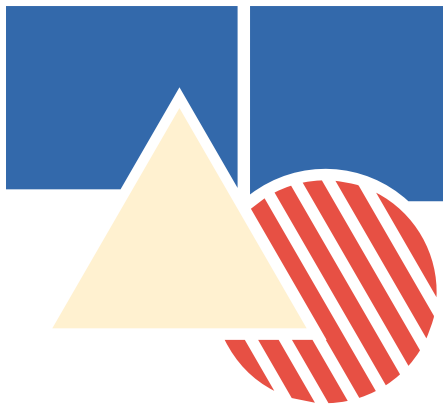
● Circle	1	2	3	4	5	
■ Square	1	2	3	4	5	
■ Rectangle	1	2	3	4	5	
▲ Triangle	1	2	3	4	5	

Room 3 (CIRCLE OR WRITE THE NUMBER OF SHAPES IN THE SPACE PROVIDED)

● Circle	1	2	3	4	5	
■ Square	1	2	3	4	5	
■ Rectangle	1	2	3	4	5	
▲ Triangle	1	2	3	4	5	

Room 4 (CIRCLE OR WRITE THE NUMBER OF SHAPES IN THE SPACE PROVIDED)

● Circle	1	2	3	4	5	
■ Square	1	2	3	4	5	
■ Rectangle	1	2	3	4	5	
▲ Triangle	1	2	3	4	5	



CIRCLE	SQUARE	RECTANGLE	TRIANGLE
			

Draw pictures of the shapes you found, or write down what you saw, such as rug, plate, window, book, decoration

Room 1

Room 2

Room 3

Room 4

Answer the following questions

How many circles were:

Small

Large

How many squares were:

Small

Large

How many rectangles were:

Small

Large

How many triangles were:

Small

Large

What shape did we find the most?

Which shape did we find the least?

Which room had the most shapes?

Why do you think there were more shapes in that room?

Other possible activities | Look for shapes in the yard | Go for a walk and look for shapes

ACTIVITY

4

SCAVENGER HUNT

YOUR FAMILY CAN CREATE A SCAVENGER HUNT TOGETHER!

You can find some pre-made scavenger hunts and tips for making a scavenger hunt online at:

myopencountry.com

<https://www.myopencountry.com/nature-scavenger-hunt/>

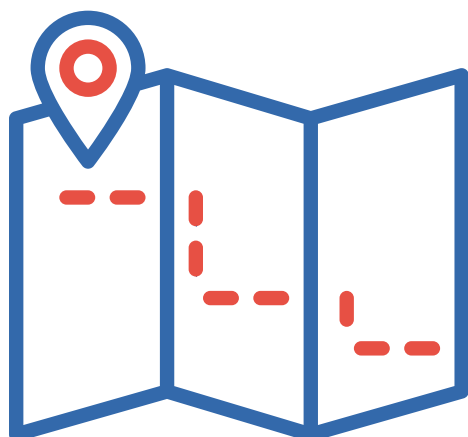
lovetheoutdoors.com

<http://www.lovetheoutdoors.com/camping/kids/scavengerhunt.htm>

Or feel free to make your own list to fit your community, potentially using words in your own language.

See <https://www.firstvoices.com/>.

BE CREATIVE AND HAVE FUN.



MATERIALS

- Scavenger hunt list / grid / chart
- Pen / pencil / marker

SUGGESTIONS

For children who aren't reading yet

- You can read each item for your children, and they can draw the item when it is found.
- You can show a list of items using pictures, and they can colour each picture when it is found.

For children who can read and write

- The items can be written in a list, and your children can add ...
 - two words describing the item (e.g. how it feels, smells, looks, etc.)
 - specific species names (e.g. fir for “tree”)

HERE ARE TWO SAMPLES

AROUND THE HOUSE

Item	Draw a Picture / Write a Description
Drum	
Coffee cup	
Traditional food	
Feather	
Board game	

IN NATURE

Item	Draw a Picture / Write a Description
Bird nest	
Berry bush	
Flower	
A cool rock	
An animal print	
Butterfly	
Beetle	
Spiderweb	

ACTIVITY

5

CHILD CREATED/DIRECTED GAME

"SUPER BOUNCE" GAME BY MO WILLEMS

Resource:

Lunch Doodles with Mo Willems

<https://youtu.be/K5guOVOuVMs>

MATERIALS

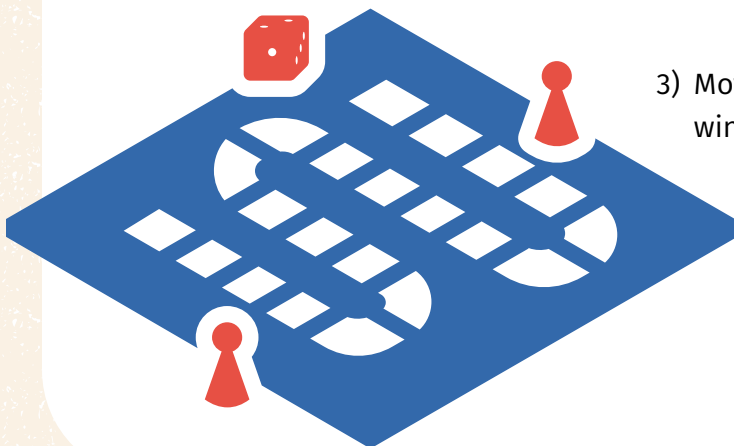
- A large sheet of paper / drawing surface (e.g. the inside of a flattened box, butcher paper, large paper bag, ...)
- Marker, crayon, etc.
- Dice or coin
- Game "piece" or marker (this can be anything at all!)

DIRECTIONS

- 1) Have your children draw their own gameboard (encourage them to be creative and make it their own!). See photos on the next page for examples.
- 2) Let your children make up the rules. For example ...
 - Roll a die to move, or flip a coin: heads move ahead 2 spaces; tails 3 spaces.
 - If you land on a space already occupied by another player, you bounce forward 1 space, they bounce backward 1 space.

**MAKE UP ANY RULES YOU WANT
AND SEE WHICH ONES WORK WELL.**

- 3) Move your game pieces – the first to reach the end wins!





ACTIVITY

6

INTERVIEW A COMMUNITY ROLE MODEL

You can encourage your children to connect with a member of the community who they admire (a family member, Elder, friend ... anyone they choose) and interview them. Then help your children decide how to share their interview with others.

Some steps your children can follow are described here – using as much help as they need from you.

Step 1: Do your research. Listen to other interviews (on TV, Podcasts, Youtube) to think about the kinds of questions you might want to ask!

Step 2: Choose a person you would like to interview and arrange a time.

Tip: Ask your interviewee what time works best for them or suggest 2 or 3 possible times. You may also want to provide them with the questions ahead of time.

Step 3: Generate a list of 5 to 10 questions. Feel free to use questions you have heard in other interviews.

Examples of possible interview questions:

- What is your favourite memory from your childhood?
- What was your favourite music / art when you were young? What made you choose that?
- What was your favourite childhood story? Will you tell me that story? May I share that story?
- What is your favourite sport to play or watch? Do you think it is important for young people to play sports?
- Or create questions specific to the person's role in the community.



ENCOURAGE YOUR CHILDREN TO INTERVIEW A MEMBER OF THE COMMUNITY WHO THEY ADMIRE

Step 4: Conduct the interview ... in-person or virtually; whatever works for everyone involved.

Tip: Journalists usually record interviews and take notes. If you want to record the interview, ask permission first. If you are taking notes, feel free to ask your interviewee to repeat something or pause while you make notes. Parents can help children take notes, too.

Step 5: Determine how you will share your interview with friends and family.

- Share a recording of the interview (*ONLY if you have permission to do so*).
- Write a newsletter article. Maybe you can even ask to have it included in the community or school newsletter (with permission from the person you interviewed).
- Create your own video using parts of the interview, showcasing the person you spoke with (*ONLY if you have permission to do so*).



ACTIVITY

7

OUTDOOR WALK

The purpose of this activity is to help children notice things that haven't caught their attention before, and to ask questions about things they see and practice their observation skills.

Here are some examples to get started, but open yourself up to observe and notice other parts of nature specific to your community.

MATERIALS:

- Notebook, pencil / pencil crayons / markers etc.
- Camera or smartphone to take pictures (if available)
- A sense of adventure

FOREST

Notice the mosses.

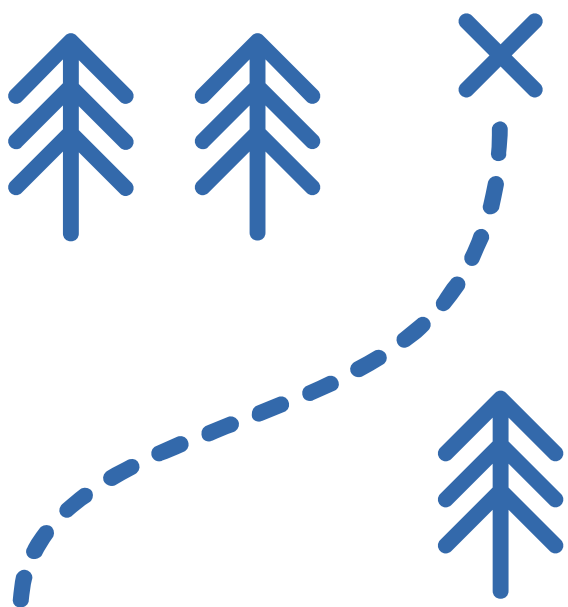
- How many different kinds of moss can you find? Draw each one.
- Talk about what is different about them.
- What are two questions you have about the mosses?

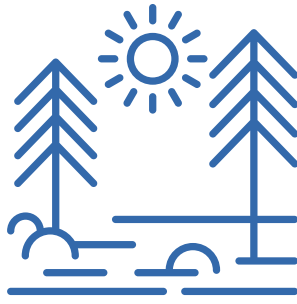
Notice the branches on the trees and the kinds of needles on them.

- How many different kinds of branches with needles can you find? Draw each one.
- What is different about them?
- What are two questions you have about the branches and their needles?

Notice the creek that runs through the forest.

- List three things you notice about the creek.
- What are you curious about? List as many questions about the creek as you can.
- Share your observations and questions.





SHORE

Notice what makes up the shore. Sand? Rocks? Driftwood? Plants?

- What do you notice about the sand, pebbles, ...? Draw what you notice.
- Write two questions you have about the sand or pebbles etc.

Notice the rocks on the shore.

- How many different kinds of rocks can you find? How might you categorize them? Large or small? Smooth or rough? Dark or light?
- Draw one rock from each category.
- List one similarity and one difference.
- What are two question you have about the rocks?

Notice the driftwood on the shore.

- What are 3 things you notice about the driftwood?
- Draw your favourite piece of driftwood.
- What does the driftwood remind you of?
- What are two questions you have about the driftwood?
- Talk about your observations and questions.

Notice the plants on the shore.

- What do you notice?
- What questions do you have about the plants?
- Where else have you seen these plants?

Other possible activities

Your children can harvest traditional medicine, if appropriate, and learn how to properly and respectfully prepare it. Where possible, discuss the benefits of different types of medicines.

If it is appropriate, your children might reach out to an Elder or community member to learn about how to harvest medicinal plants and where they are located.

Your children can gather medicines for Elders who are not as mobile, *if appropriate for your community protocols*.

ACTIVITY

8

ACTIVITIES THAT APPRECIATE FAMILY

Our family connections are important for developing a sense of self and for understanding the place we come from.

Here are some possible activities to help families connect. Maybe children can also draw pictures or keep a journal about their experiences and thoughts about how connecting with family makes them feel.

You may also be able to think of some other fun activities and ways to help other members of your family feel connected.

Create a graphic that represents your family. It could be a chart, a family tree, a picture, a collage ... be creative. You may also want to include thinking about what families do together: tell stories, cook, take walks, sing, celebrate ... and love each other.

Prepare foods together. You could meet with or call a family member who cooks food you love, and prepare a recipe with them. You may want to ...

- video tape your preparations like you're on a cooking channel.
- create "new recipes" based on what is in the fridge.
- try the 100 Mile Diet – only using ingredients harvested within 100 km of where you live.
- create new ways to eat fry bread / bannock.
- share a meal with the people who live in your household.



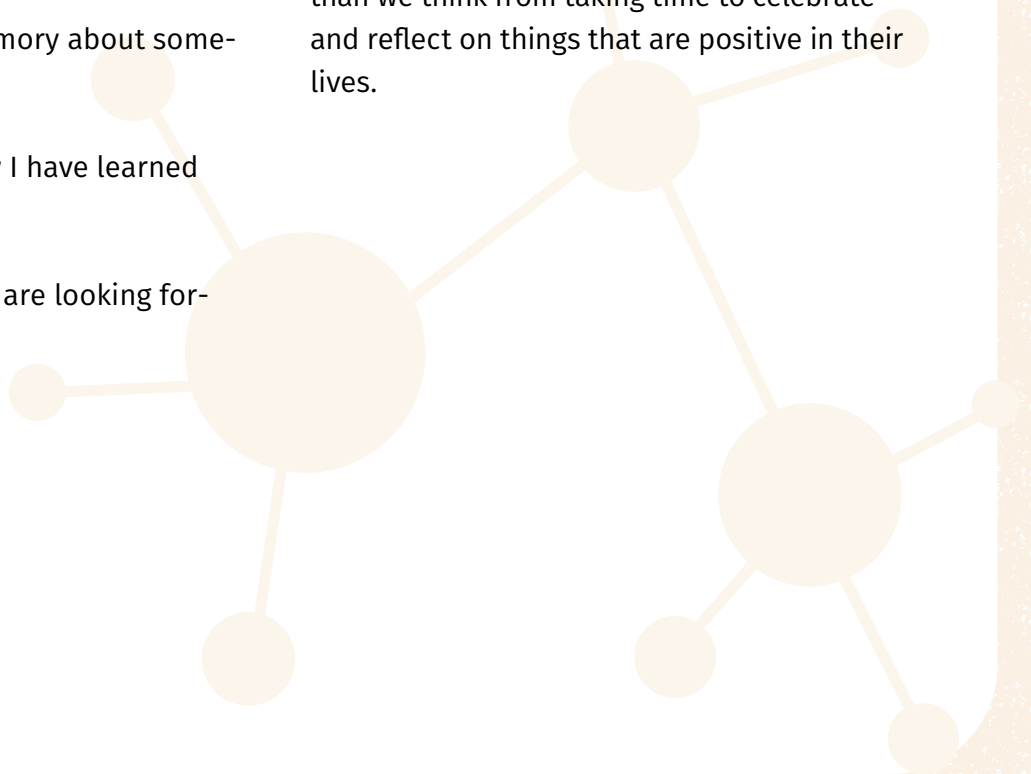
FAMILY CONNECTIONS ARE IMPORTANT FOR DEVELOPING A SENSE OF SELF.

Plan a “virtual dinner party.” If you have family members who don’t live close to you, send them a menu for the night, including recipes if needed. Everyone can prepare the same meal in their own homes.

- Set up a device to allow everyone to be seen and heard on a video call.
- Prepare some questions or conversation topics ahead, such as:
 - Name one thing you are grateful for.
 - What’s a favourite memory about someone at the party?
 - What’s something new I have learned this week?
 - What’s something you are looking forward to?

Make a “Family Trivia Game.” Brainstorm trivia questions that involve your family. What village did grandma come from? What is auntie’s traditional name? What is papa’s favourite dessert? Be creative and have fun! You can also involve people who live in other households or other towns, either in-person or by phone or video chat.

Make a “Celebrate Our Home and Family” scrapbook, with each person contributing whatever suits their talents – drawings, writings, photos, etc. Students benefit more than we think from taking time to celebrate and reflect on things that are positive in their lives.



ACTIVITY

9

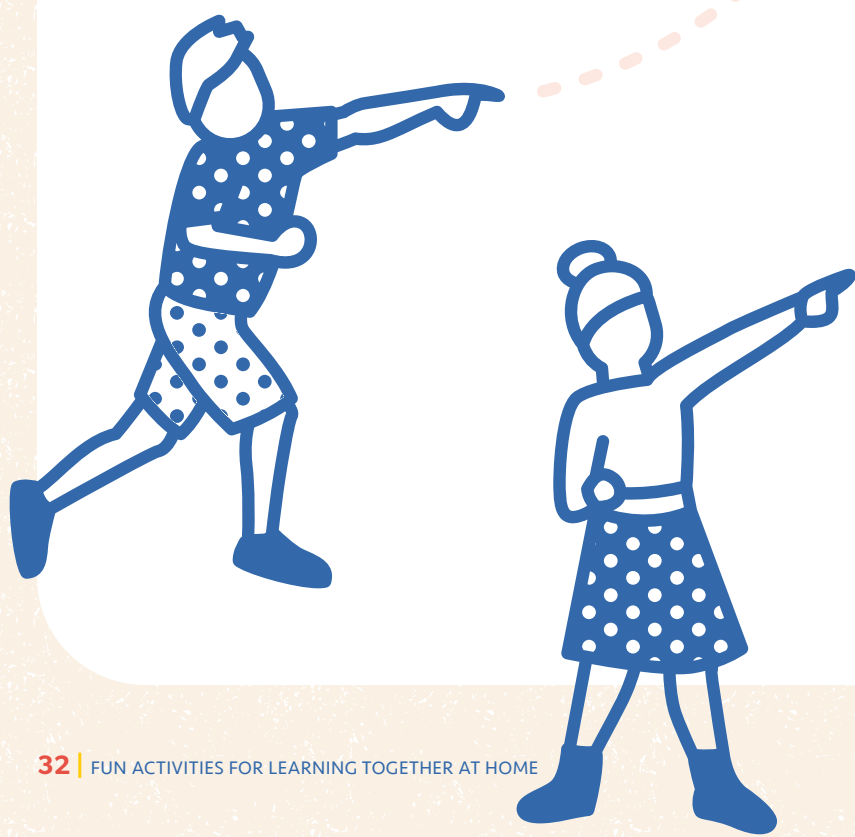
PAPER AIRPLANE SCIENCE

EVERYONE CAN BE A SCIENTIST.

Step 1: Design and construct two paper airplanes. Be creative!

Step 2: Predict which plane will fly farther.

	Plane A	Plane B
List three different design features of each airplane		
Which airplane is more likely to fly farther and why?		



YOUR CHILDREN CAN HAVE FUN AND LEARN AT THE SAME TIME BY TURNING A SIMPLE CHILDHOOD GAME INTO A SCIENTIFIC ACTIVITY. AND WHY NOT JOIN IN THE FUN YOURSELF?

Step 3: Design your experiment

- A. Choose and mark your launching point
- B. Determine how you will measure the flight path (it needs to be something you can keep consistent, such as the length of your foot, a measuring tape, a book-length, etc.)
- C. Determine how many times you will launch each plane (we recommend at least 5)
- D. Create a table to record your data (below is a sample)

	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5
Plane A					
Plane B					

- E. Decide which plane flew farther in each trial.
 - Why do you think one plane flew farther than the other plane?
- F. Determine how to share your results
 - Create a video or a photo journal that shares your results
 - Draw a sketch of the planes that includes a description of the features
 - Write a report on your results (include your prediction, observations and conclusion)
- G. Using what you learned, build new planes that you predict will fly farther and repeat the steps!

ACTIVITY

10

MAKE A PLANT COLLECTION

Step 1: Find 20 different plants. Take a clipping, or dig up the plant and wash / dry the roots.

Step 2: Press the plant between pieces of paper or cardboard. Fold the plant, if necessary, but don't break it. Put weights on top of it.

Step 3: A few days later when the plant is dry, tape each plant on a page to make a booklet. If the plant is too big, tape sections on the page instead.

Step 4: On each page, your child can write the date, time, and location you found the plant, its name, what you know about it, and, if possible, its name in your First Nations language. (Template below)

Step 5: Reflect on the plants you have chosen, considering:

- The importance of the plant to your community and family
- The historical importance of the plant
- How climate change may impact the plant species you have chosen
- Which species are introduced or invasive?

Step 6: Think about ways you can share your new learning. Here are some examples:

- Make a TikTok
- Write a poem
- Create a PowerPoint
- Create a local field guide
- Write a news article



DATE	TIME	LOCATION
PLANT NAME		TRADITIONAL NAME

TAPE PLANT HERE



DESCRIPTION	TRADITIONAL USES/PREPARATIONS
--------------------	--------------------------------------

ACTIVITY 11

YOU BE THE CRITIC: VIDEO GAME EDITION

Step 1: Choose 2 video games.

Step 2: Give each game a rating in each of the categories – adding more categories if you want to! Be creative and have fun with this.

	TOP RATING	
	LOWEST RATING	
	GAME A	GAME B
Graphics		
Sound Quality		
Music		
Storyline		
Fun Factor		
Playability		
Total		

Step 3: Determine the overall game ranking by totaling the columns.

1) _____	2) _____
----------	----------

Step 4: Write a script for a video describing the game ranked #1. Include evidence related to each of the categories you used to rank the game (graphics, sound quality, music, storyline, fun factor, and playability).



Step 5: Record the video.

Step 6: Share the video with a friend or family member.

YOU BE THE CRITIC: SNACK EDITION

Step 1: Choose 5 snacks.

Step 2: Give each snack a rating in each of the categories or in a category you make up yourself.

	TOP RATING				
	LOWEST RATING				
Flavour					
Crunch-ability					
Smell					
Appearance					
Fullness Factor					
Share-ability					
Total Yums					

Step 3: Determine the overall snack ranking.

1)	2)	3)	4)	5)
----	----	----	----	----

Step 4: Write a script for a video describing the snack ranked #1. Include evidence related to each of the categories you used to rank the snack (flavor, crunch-ability, smell, appearance, fullness factor, share-ability).

Step 5: Record the video.

Step 6: Share the video with a friend or family member.

ACTIVITY

12

MAKE COOKING TIME, LEARNING TIME

Cooking and baking are great times for learning – for children of all ages.

You can start by talking about food and kitchen safety. For example: It is important to keep everything clean. How can you safely handle raw meat and eggs? Pan handles can get hot. How can you safely hold and pass sharp knives?

YOUNGER CHILDREN CAN

Help with measuring. What does one cup look like? Half a cup? How do they compare? Which is bigger?

Count the ingredients needed, and learn the important skill of sequencing (what comes first, second, etc.)

Help you look for recipes based on 1 or 2 key ingredients.

Read the recipe with you, and help make a list of all the ingredients you need to gather.

Help you cook the meal ... and don't forget to be partners in putting things away and cleaning up.

WHAT ELSE CAN YOU DO?

Talk about how long the cooking will take. What steps are involved? Which parts might take the longest?

Talk about whether you think the results will taste good. Are there any ingredients that your children want to know more about?

Discuss the steps in the process, such as the importance of heating the oven ahead of time, the use of yeast, why wet ingredients are added to dry ingredients.

Discuss whether family members like different kinds of foods, how different kinds of foods are important to your community, etc.



FOR CHILDREN OF ALL AGES, COOKING AND BAKING ARE GREAT TIMES FOR LEARNING

OLDER CHILDREN CAN

Plan a meal.

Look for recipes online or in a cookbook or magazine.

Organize the necessary ingredients. Do you have them on hand? Will they be hard to get? Where can you get them?

Make a list of the amount of ingredients needed – for the recipe as it is written, or for twice the recipe to serve more people (to practice math skills).

Help estimate what the necessary groceries will cost (this can be determined by checking an online store).

Create a time schedule for preparing and cooking each part of a meal. How much time will it take to cook the meal? What things need to be done, in what order?

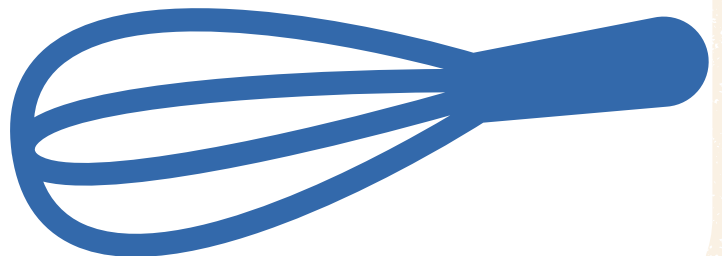
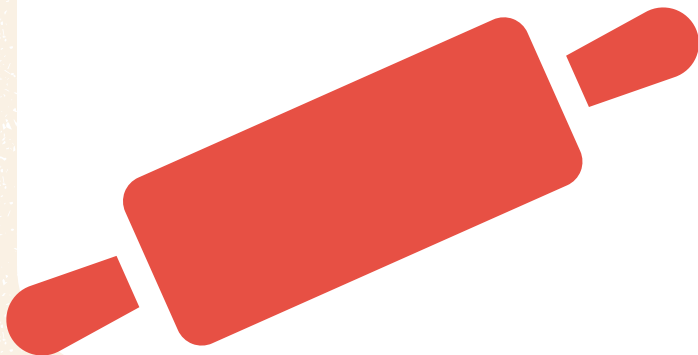
Help cook the meal, or possibly make it on their own depending on their age.

Activity extensions might include ...

Analyze the ingredients by looking at the food labels or looking ingredients up online. How nutritious is the meal? How many grams of protein, fiber, fat, sugar, calories are in the ingredients?

Ask your children to think scientifically.

- What makes ingredients, or combination of ingredients, change from one state to another (e.g. melting butter = solid to liquid; making gelatine = liquid to solid; boiling water = liquid to gas)?
- What happens when different ingredients are heated? Do they react differently?



ACTIVITY 13

BACKYARD BINGO

EVERYONE WILL BE A WINNER
BY SPENDING TIME TOGETHER.

Take this bingo sheet with you as you explore your backyard or local green space. Or make your own and do this activity as many times as you like.

Draw a line or 'X' through each box as you find something that fits the characteristic. How many can you find?

green	wet	heavy	smooth	small
old	yellow	shiny	pointy	delicate
light	noisy		brown	fast
quiet	dry	orange	rough	new
alive	bright	big	slow	blue

ACTIVITY

14

CRITICAL THINKING ABOUT A CALL TO ACTION

You can encourage your older children to practice their critical thinking and analysis skills by using the activity described below. This is a great way for students to reflect on an issue they find interesting and motivational, and think about how they can persuade other people to make a positive difference.

Step One: Ask older children to think about a challenging issue they are familiar with, or research a challenging issue using the Internet.

Some ideas to think about.

- Is vegetarianism a good option?
- Should fighting be banned from hockey?
- Should parents or other adults be able to ban books from schools and libraries?
- Should bottled water be banned?
- Is human activity a substantial cause of global climate change?
- Should Halloween be moved permanently to Saturday?
- Do violent video games contribute to youth violence?
- Should zoos exist?
- Anything else that they find interesting and motivational.

Step Two: Have your children write their opinions about the issue and the reasons they hold those opinions. Then ask them to make a list of specific actions people can take to address the issue.

Step Three: Your children can write a 'call to action' letter about the issue that includes their position, why individuals should act, and at least three things people can do to help.

Step Four: Family members can read the letter and then you can talk together about your thoughts.

CREATE A CELL

A THREE-DAY PROJECT

Purpose: In this project, students will create a “cell” by dissolving the shell of a chicken egg. Once the shell is dissolved, a thin membrane that is “permeable” to water (meaning the water can get through the membrane) is all that will remain keeping the egg intact.

Since our cells are made of about 60% water, we can use this “cell” to study the effects of different types of solutions on our bodies.

MATERIALS:

- 3 eggs
- 3 L of vinegar
- ½ cup of table salt
- 3 large containers (approx. 500 mL)
- scale (optional)
- string (30 cm)
- ruler, paper towel

Step One: Place one egg in each of the 3 containers and completely submerge the eggs in vinegar. Bubbles will begin to form on the egg as the shell dissolves.

Step Two: After 24 hours, drain the vinegar and submerge the eggs in fresh vinegar. After 48 hours, the shells of the eggs should be completely dissolved.

Step Three: Drain the vinegar, pat the eggs dry and rinse out the containers. *Be very careful with your eggs as they will be extremely delicate.* Leave the eggs sitting on paper towel until the solutions are ready

Step Four: Fill each of the three containers $\frac{3}{4}$ full with water.

- Label one container “A,” the next “B,” and the third “C”.
- Into container A, place ½ tsp of salt and stir until dissolved. In this experiment, salt is acting in the same way that blood or milk might act on a cell.
- Into container B, place the remaining salt and stir to dissolve as much as possible. This is acting like ocean water would on a cell.
- Leave container C as just water.

Fill in the table below to remember which was which.

SOLUTION	WHAT DID WE PUT IN?
A	
B	
C	

THIS IS A FUN LEARNING ACTIVITY TO SHARE WITH OLDER CHILDREN. JOIN IN SO YOU CAN ENJOY THE ACTIVITY YOURSELF AND DISCUSS THE LEARNING WITH YOUR KIDS.

Step Five: Carefully wrap a piece of string around the widest part of the first egg. Then measure the length of string.

- Place the egg into solution A. Make sure to record the length in Table 2 on the next page under “Starting Distance Around (cm).”
- If you have a scale, you can also measure the mass (weight) of the egg.
- We will use the changes in these measurements to study the effects of each solution.
- Repeat this process for the other two eggs.
- Make sure that the measurements for the second egg are recorded under solution B and the third egg for solution C.

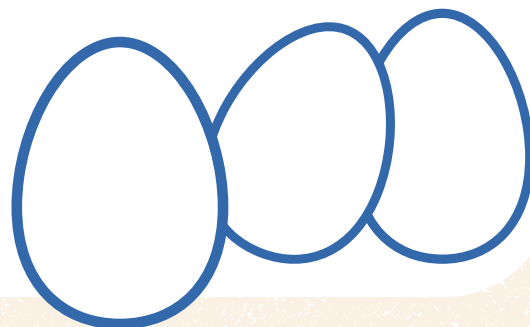
Step Six: Leave the eggs soaking in their solutions for 24 hours.

Step Seven: Record your predictions in Table 1. What do you think will happen to each egg?

TABLE 1: PREDICTIONS	
SOLUTION	WHAT DO YOU THINK WILL HAPPEN TO EACH EGG
A	
B	
C	

Step Eight: Remove the eggs from the solutions and carefully pat dry with paper towel. Place the egg on the towel and in front of its container so that you remember which belongs to which.

Step Nine: Measure the distance around (and the mass if you have a scale) and record under “Final Distance Around” for each egg.



CREATE A CELL

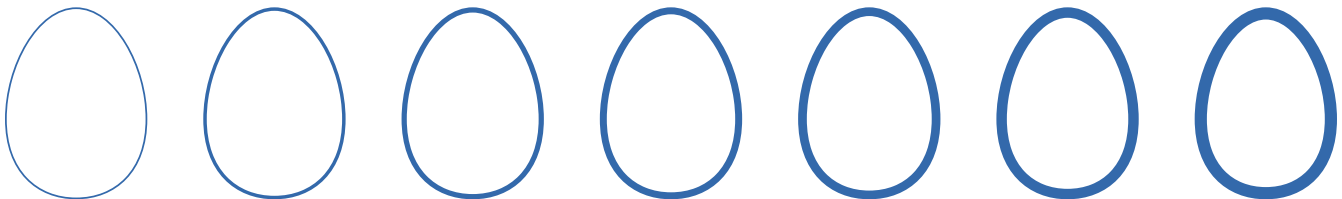
Step Ten: To calculate the change in each measurement, subtract the final from the starting measurement.

TABLE 2: MEASUREMENTS

SOLUTION	STARTING DISTANCE AROUND (CM)	STARTING MASS (G)	FINAL DISTANCE AROUND (CM)	FINAL MASS (G)	CHANGE IN DISTANCE AROUND (CM)	CHANGE IN MASS (G)
A						
B						
C						

Concluding Questions:

1. Were your predictions correct? If yes, great job! If not, great job as well, but think about why your predictions were different from the results.
2. What do you think caused the change in the eggs' size/mass?
3. How does this activity explain why drinking too much ocean water can be fatal?



ACTIVITY

16

DEFENDING YOUR POSITION

BINGE-WATCHING SAMPLE (GOOD FOR HIGH SCHOOL STUDENTS)

An important skill is being able to argue a point using evidence. The following activity has been developed to help your children practice that type of learning.

Step One: Go to www.procon.org. Look at the drop-down list under “more issues” and click on “Binge-Watching.”

Step Two: Read the pros and cons on the web site and think about the questions posed below to develop your own opinion about the topic.

Some things to think about.

1. Do you prefer watching several episodes of a new show all at one time, or one episode per week? How does your viewing experience change if you binge-watch?
2. What reasons might explain why some streaming services like Netflix drop a full season at once? Why might a service post just one episode per week?

Step Three: Make a “My Opinion” video that explains your position on binge watching. Think about the pros and cons of binge-watching, what position you find most convincing, and why.

Step Four: Write a ‘call to action’ letter about the issue that includes your position, why individuals should act, and at least three things people can do to help.

Step Four: Invite a family member to watch the video and participate in a fun “debate” about this topic.

Many other topics can be found on www.procon.org with pro and con ideas to consider.

ACTIVITY

17

CHEMICAL REACTIONS AT HOME

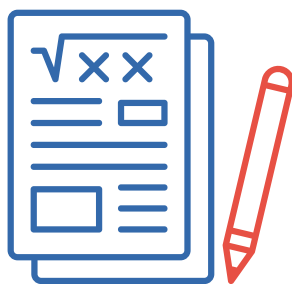
In this activity, students will use baking soda and vinegar to study how chemical reactions occur. Many students may have used baking soda and vinegar before to make a “volcano,” but have they tried to catch the bubbles?

MATERIALS:

- 1 narrow neck bottle (approx. 500 mL)
- vinegar (1 L minimum)
- baking soda (1/2 cup minimum)
- 1 regular sized balloon
- tape (duct or masking tape will do)
- string (50 cm)
- a ruler



1. Place $\frac{1}{2}$ cup of vinegar into the bottle.
2. Blow up and then deflate the balloon to stretch it out.
3. Carefully place $\frac{1}{2}$ teaspoon of baking soda into the balloon – using a funnel if available.
4. Carefully stretch the opening of the balloon over the opening of the bottle. Make sure the baking soda stays inside the balloon during this step.
5. Seal the balloon to the bottle using tape.
6. Lift up the balloon to empty the baking soda into the bottle.
7. Once the reaction is complete (no more bubbles are forming), wrap string around the widest part of the balloon to measure its circumference. Record this number in Table 1. The measurements in Table 1 will be the standard measurement for comparison with all others.
8. Remove the tape from around the bottle and empty everything out to prepare for the second trial.
9. To fill in Table 2, double the amount of baking soda used, then repeat the steps.
10. To fill in Table 3, double the amount of vinegar used, then repeat the steps.
11. Complete the conclusion questions to analyze the results.



DATA

TABLE 1: BASE MEASUREMENT

TRIAL 1 BALLOON CIRCUMFERENCE

TABLE 2: TRIAL 2

PREDICTIONS: How will the volume change?
Will it increase? decrease? double? half?

Trial 2 actual balloon circumference

TABLE 3: TRIAL 3

PREDICTIONS: How will the volume change?
Will it increase? decrease? double? half?

Trial 2 actual balloon circumference

Conclusions:

1. Were any of your predictions correct? If not, why do you think the results were different than you thought?
2. What do you think has the greatest effect on the amount of gas produced? What evidence makes you think so?
3. Predict what would happen to the amount of gas produced if you doubled both of the vinegar and baking soda at the same time. If you have time and enough materials, check to see if you are right!

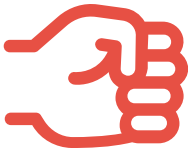
ACTIVITY

18

ROCK / PAPER / SCISSORS RATIOS

1. There are 2 players. Each player chooses “rock, paper, or scissors,” but does not tell the other player what they chose.

ROCK



PAPER



SCISSORS



2. Each player forms his or her hand in a fist. Players shake their fists 3 times. Then the players use their hand to demonstrate the chosen item:

3. **Rock beats scissors.** If one player chose rock and the other chose scissors, rock wins.
4. **Scissors beats paper.** If one player chose scissors and the other chose paper, scissors wins.
5. **Paper beats rock.** If one player chose paper and the other chose rock, paper wins.
6. If both players choose the same item, this results in a tie.

Play the game several times. After each round record your results on the following chart.

	WINS			TIES		
ROUND	ROCK	PAPER	SCISSORS	ROCK	PAPER	SCISSORS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Once your data has been recorded, answer the following questions.

1. Write the ratio of wins for each type in the order ROCK : PAPER : SCISSORS. Make sure your ratio is in lowest terms. For example, if the ratio was 8 : 6 : 4, you would change it to 4 : 3 : 2, by dividing each number by 2.
2. Which item had the most wins? Why do you think this was?
3. If you did this activity a second time, do you think you would get the same results? Why not try to find out?

ETHNOBOTANY

This activity and the guiding questions are based on the FNESC resource “Science First Peoples Teachers Resource Guide” <http://www.fnesc.ca/sciencetrg/> and lesson plans found at the BC Royal Museum <https://learning.royalbcmuseum.bc.ca/wp-content/uploads/2019/03/Native-Plants-Lessn-Plan.pdf>

“Traditional Ecological Knowledge about the diverse plants growing in their territories is key to the sense of place for First Peoples. When First Peoples go out on the land to pick berries, to dig bitterroot, to gather stinging nettle, bark or grasses, it provides a connection with the land and with the ancestors. This activity can teach students of all ages a connection with the land, and the traditional knowledge connected with the land.”

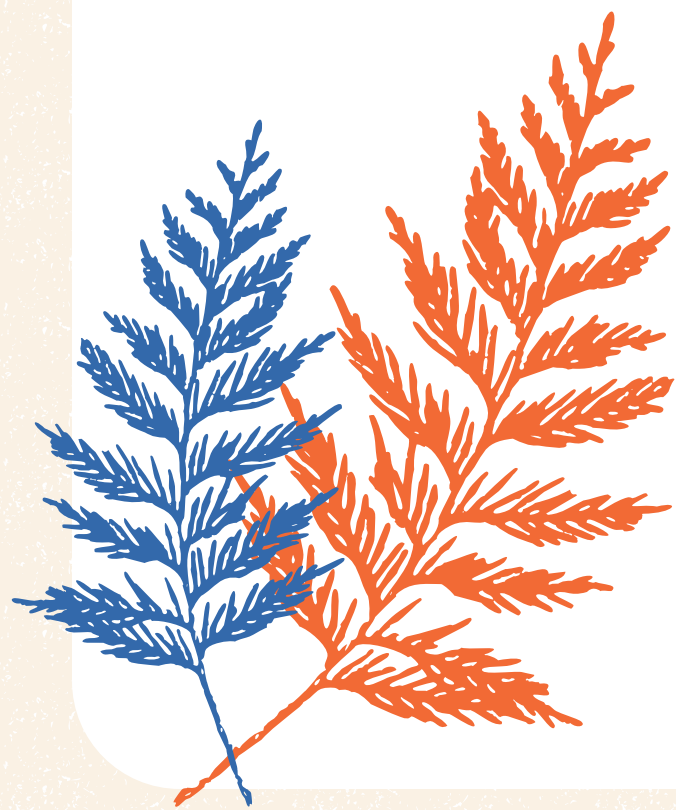
Go for a walk in your community or out on your traditional territory. Pay attention to the plants you see. Choose one plant that you find most interesting, and start investigating it, thinking about the following questions.

What is the plant? What is its name? What is its traditional name?

Is this plant used for food or for shelter?
Is it used to make any special materials or products, such as medicines, baskets etc.?
What do you already know about this plant?

If appropriate and only if you can respectfully harvest a sample, take it home and draw your specimen. Or if you can take a picture, make a sketch based on the photo.

Can you find out what this plant is called in your language? Can you find out more about its traditional uses and how these uses are spoken about in your language? You might begin investigating this by looking it up at FirstVoices.com, or you might also contact an Elder or Knowledge Keeper to answer your questions.



Here are some ideas for closer investigation, using the example of the salmonberry.

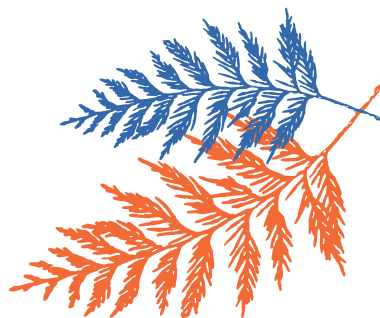
You could think about:

- What do we call salmonberry in our language?
- When are salmonberries harvested? What do we call that season in our language?
- Do I have a favorite traditional dish that includes salmonberry? What is it called?
- Are other parts of the salmonberry plant used? What are they called in our language (e.g. leaves, roots)?
- Where in our territory does salmonberry grow? Does this place have a special name in our language?
- Are there any traditional stories about salmonberries? Or songs?
- How are the berries preserved?

Extensions

You could choose a different plant each week and compile a personal ethnobotany guide. The guide can include sketches, observations, language, and information about traditional stories, songs and uses.

For further reading, photos for plant identification, and activities, also look at this website at the Royal BC museum: <https://learning.royalbcmuseum.bc.ca/pathways/native-plants-south-coast/>

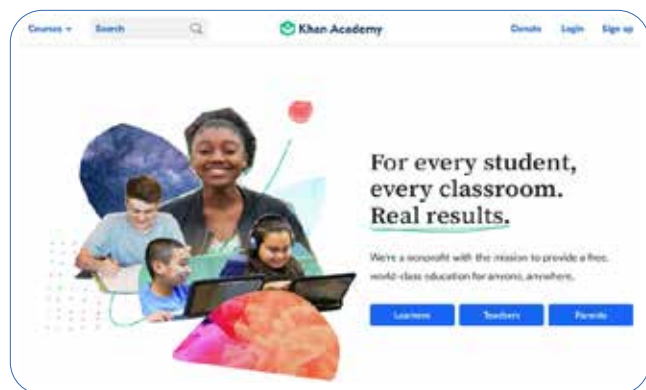


ACTIVITY

20

CONNECTING STUDENTS TO KHAN ACADEMY

Khan Academy is a great site for students of all ages – including adults. As a family, you can play around with the site and find the level that best suits your needs.



Step 1:

Sign up as a learner.

Step 2:

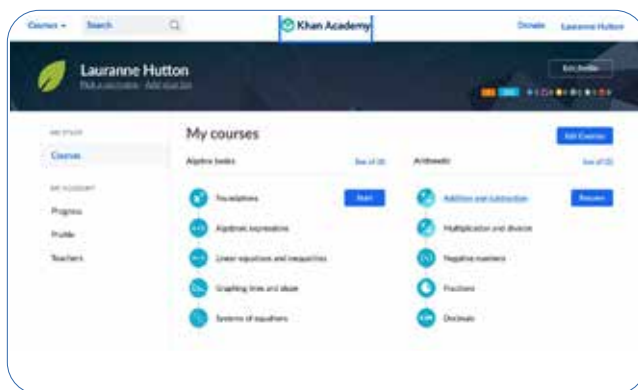
Select your level.

Step 3:

Select the relevant courses.

HAVE FUN LEARNING TOGETHER.

CELEBRATE THAT LIFELONG LEARNING IS A CRITICAL ASPECT OF FIRST NATIONS' PERSPECTIVES OF EDUCATION.



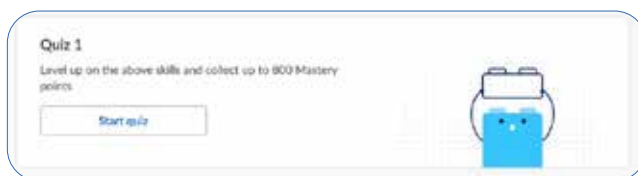
Step 4:

Select the area of focus.



Step 5:

Scroll through the course and choose an appropriate starting point. Starting from lesson one and working all the way through is often a useful approach. If the learning is too easy, skip ahead.



It may also be useful to start taking quizzes and begin the lessons at the point where the quiz becomes too tricky.

ACTIVITY

21

AT-HOME LANGUAGE LEARNING

This idea might be useful for beginner/novice level language learners.

The first objective when learning a language is to listen to it. Repetition and exposure is key! Just hearing the language leads to a growing understanding of what is being said.

LEARNING OBJECTIVES:

1. Hear sounds, patterns and familiar words / phrases in your language.
2. Record a greeting, song, or prayer in your language that you have already learned and practiced.



How can you help your child hear their language being spoken?

Option A: Visit, call, or video chat with a fluent speaker you know (a grandparent, aunt, uncle ...)

Option B: Find words, phrases, stories and songs on <https://www.firstvoices.com/>

Option C: Search YouTube to find out if there are videos of songs, stories and lessons in your language

Option D: Ask your child's language and culture teacher for beginner language lessons they've developed

Option E: Ask your child if they remember a greeting, song or prayer they learned at school. Ask them to practice what they learned and teach it to you. Sharing / teaching another person something in their language helps students to reinforce what they have already learned and celebrates what they know!

Option F: Your children can record themselves speaking their language and listen to their own voice.

GOOD LUCK AND HAVE FUN LEARNING YOUR LANGUAGE AS A FAMILY!

PART THREE

READING ACTIVITY SHEETS

This section includes sheets with simple activities and questions to help guide parents when they are reading and discussing books with their children at home.

Ask if the books are available in your school or neighbourhood library, and enjoy reading the books and doing some fun follow-up activities with your kids. If your library doesn't have a copy, ask if they can help you access these excellent resources.

For some of the books, recordings are available online so children can hear the author reading the book aloud. Listening to a book together is a great experience for parents and children to enjoy together.

Visit <https://www.fnsa.ca/portfolio-items/childrens-book-activity-sheets-for-home-based-learning/?portfolioCats=21%2C6%2C9> to find the full set of activity sheets.

They are also attached here for easy access.



DISCUSSION QUESTIONS

After you finish reading the story together, here are some things that you and your child can think about and discuss.

Compare the outdoor boundaries in the story with the outdoor boundaries in your community.

- Do you notice any similarities?
- Any differences?

Do you have stories that have been passed down that are meant to keep children safe, such as stories meant to keep kids away from the lake, the river, or the forest.

If Allashua had broken her promise, what might the ending have been?

Is it ever alright to break a promise?

FOLLOW UP ACTIVITIES:

Can you try to carve an Inuit kayak together from a bar of soap?

CREATE YOUR OWN QALLUPILLUIT

On a blank page of paper, use blue, green, and white crayons to draw spooky faces with long hair. Use dark water colour paint over the crayon to make the faces pop!

For a real challenge, try saying "Qallupilluit" several times. Try it fast; try it slow.

WONDEROUS WORDS

jumbled *He spoke so fast he jumbled his words.*

moment *When my sister says, "Wait a moment" it seems like she takes an hour, not a minute.*

promised *My mom promised to read to me last night and she did!*

exactly *The alarm on my phone rang at exactly seven o'clock.*

pleaded *My puppy jumped up on me and whined and pleaded to go for a walk.*

Then try these tongue twisters:

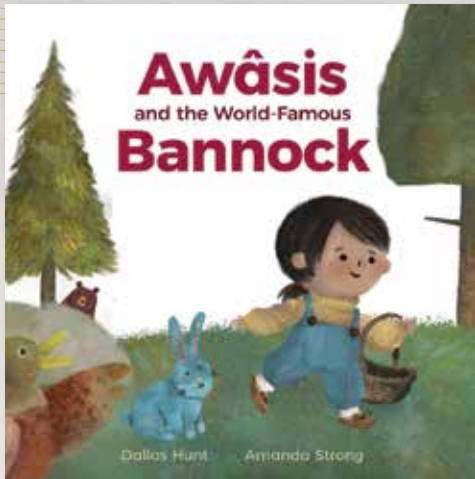
- *I scream, you scream, we all scream, for ice cream!*
- *Selfish Shellfish*
- *Rubber baby buggy bumpers*
- *He threw three free throws*



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IDEAS TO SHARE TOGETHER

- Awâsis's kôhkum, Grandmother, is famous for making bannock. Do you know someone who is famous for making bannock? Ask them about their recipe, or maybe you could try making bannock with them!
- Where could you hide world-famous bannock so that nobody would find it?
- Brainstorm some toppings you could put on bannock. Sort them into sweet and savory. Which list is longer? Talk about your favourites.

AS YOU ARE READING TOGETHER

- Ask your child to predict words. For example: "Awâsis dropped kôhkum's world-famous bannock off a _____."
- Go on a word scavenger hunt. See how many times you can find words like *the*, *do*, and, *she* ... Depending on your child's reading level, they could look for words that end in *ed*, or words with *apostrophes*, or words that end in an *s*.
- Be on the hunt for possible new words such as *gratefully*, *accepted*, *spotted*, and *swiveled*.
- Awâsis meets five characters. Can you name the characters in the order that she met them?

WONDEROUS WORDS

The author wrote these words in Cree. Can you learn the words for these ingredients in your own language!

margarine
flour
baking powder
sugar
milk

Can you also learn the words for *bowl*, *bake*, and *spoon*? What about the names of the animals?

FUN FACT

You can listen to this awesome book being read on YouTube by clicking [here](#)

BECOME AN ILLUSTRATOR

Here is a website to help you learn to draw animals using easy steps! Just like the story, start with a duck and then try to draw other animals you like! Add your own colours and background!

To learn more about drawing animals, click [here](#)

MOVEMENT GAME

- Set up an indoor obstacle course.
- Jump over the rocks (a stack of books or pillows)
- Skip over the bridge (perhaps in between two lengths of rope)
- Crawl through the cave (under the table)

For more ideas, click [here](#)



TO GET IN THE MOOD FOR THIS STORY BEFORE YOU BEGIN READING...

Why not put on some music you and your children enjoy and show off your dance moves!

AFTER AND DURING READING, TALK WITH YOUR CHILDREN ABOUT THE STORY TO DEEPEN THEIR THINKING

- Uncle is an amazing storyteller! Who are the best storytellers you know? What makes their stories so good?
- Windy had a very powerful dream! Do you remember any of your dreams?
- Powwows are very special in Windy's community, and the setting for this book. Talk about some special events in your community, trying to remember as many details as possible. What sounds do you hear? What colours do you see? What do you smell?
- The story is written in both English and Cree. Are there any words in the book that you can say in your own language?

CAN YOU REMEMBER?

- First, try to retell the story with your child without looking at the book.
- Next, look at the pictures only and try to tell the story together.
- Then re-read the story. How was your memory? Did you get most of the events in the right order?

TONGUE TWISTER

Bowwow Powwow is fun to say because it rhymes. Can you think of other words that rhyme with bow and pow? Say them all really fast—GO!

WONDEROUS WORDS

Challenge yourself to use these words throughout the upcoming week!

- arena** *"Your brother plays hockey in the town arena."*
- lively** *"After a good sleep, I feel very lively."*
- roamed** *"Three horses roamed through the village this morning."*
- gratitude** *"When we give gifts to our Elders we are showing our gratitude."*
- tempo** *"When I am tired I do my school work at a slow tempo."*
- glitter** *"On a cold winter morning the snow sparkles like falling glitter."*

IF YOU ENJOYED THE STORY AND WANT TO KEEP THE FUN GOING...

Make bannock together, and talk about what parts of the book you found the most enjoyable, or the funniest. Which pictures did you like the best? Why?



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IDEAS TO SHARE TOGETHER

- What did the people in the book use red cedar for? What kinds of trees do we use?
- What if we were to create our own feast, like Raven's? What foods would we serve? What animals or people would we invite?
- What are your talents? I wonder what other things you could get really good at.

EXPAND YOUR THINKING

- **This book has a lot of rhymes. Rhyming is a lot of fun!** Brainstorm a list of words that rhyme with fan, hold, mat. Get silly! If the words aren't real, at least they can be fun! See how big your lists can get!
- As you are reading the story, explain the meaning of the words on the right (or choose your own). See how many times you can use the words in the week ahead! Take a look at the examples and then make up your own!

WONDEROUS WORDS

Tape these words on your fridge and challenge your family to use them as many times as you can this week!

created

"Look at the delicious dinner that Gramma created for us. Yum."

"You have created an amazing tower with Lego. Way to go!"

nation

"In our Nation, we..."

facing

"The stroller is facing the slide."

"Start by facing the table, and then go left."

FUN FACT

You can listen to this awesome book being read on YouTube by clicking [here](#).

FUN TONGUE TWISTER

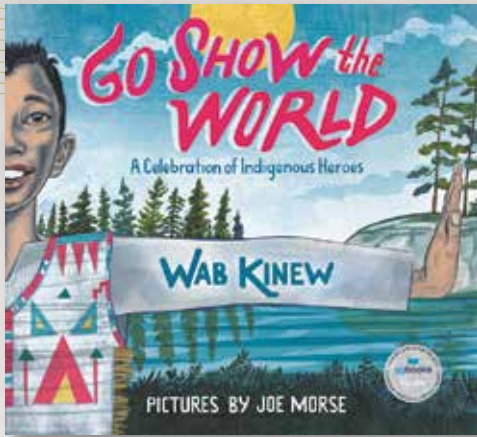
Say "Unique Ucluelet" five times as fast as you can!

MOVEMENT GAME

Teach your child the compass directions (N, S, E, & W), then ask your child to ...

Stand up. Walk three steps in the direction the sun goes down. "You are 'FACING' West."

Back up six steps and turn around. "Now you are 'FACING' East."



TOPICS TO TALK ABOUT

- What do you think are the key characteristics of a hero?
- What does it mean to be an active citizen? Do you consider yourself to be an active citizen?
- If you could have one special talent, skill, or super-power, what would it be?
- What are “causes”? What causes are important to you?

BEFORE YOU READ THE BOOK

- Cover the front of the book.
- Read the last three lines on the last page, “We are people who matter...”
- Can you predict what the book is about?
- Discuss what these three lines could mean.

AFTER YOU’VE READ THE BOOK

- **Challenge:** Like the poetry in the book, try to tell your life story in four lines.
- This book attempts to briefly, through short poetry, tell the life stories of 13 Indigenous heroes. Obviously important parts of their life have been omitted. Pick one of the heroes and find out a little more about them.
- There are many great websites that feature Indigenous heroes that you can look at together! Click [here](#) for one about Indigenous war heroes.
- Click [here](#) to look at a web site about Indigenous heroes around the world

WONDEROUS WORDS

Discuss the meaning of these phrases.

Got the credit (Sacagawea)

Mocked her (Sue LaFlesche Picotte)

Heart reigned free (Beatrice Culleton Mosionier)

Take a stand

Spirit like an eagle (Crazy Horse)

Can you think of any other phrases or expressions like these?

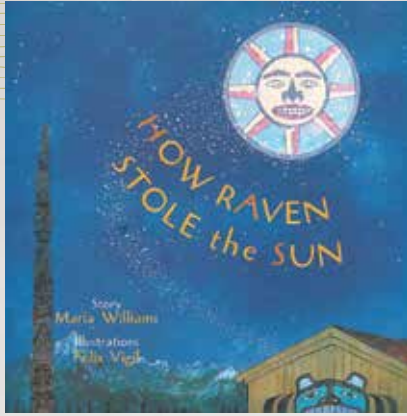
BECOME AN ILLUSTRATOR

What do you like or dislike about the illustrations by Joe Morse? Why might he have chosen the colours? Why might he have included nature in the illustrations, including those for astronaut John Herrington?

Joe Morse, the Illustrator, works exclusively with watercolour, and he uses a technique called “value scales” to create darker and lighter colours in his pictures. Click [here](#) for a website where you can learn more about the use of watercolours and value scales.

HEROES IN YOUR COMMUNITY

Who are some heroes in your community? What do you think makes them a hero?



DEEPEN YOUR READING EXPERIENCE TOGETHER

Talking about the books you read together is an effective way to build children's understanding of what they read, and can lead to some really great conversations, too.

Here are a few conversation starters you might use after reading this book.

- What was the turning point when you knew what Raven's plan was going to be?
- How do you think things would be different if Raven was only able to release the moon and stars?
- Raven is such a trickster. Do you think it was a good thing or a bad thing that Raven tricked the Chief? Why?
- What do you think this story would be like if it was told from the Chief's point-of-view?

MORE FUN WAYS TO HELP BOOST READING AND COMPREHENSION

- Ask your children to retell the legend *How The Raven Stole The Sun* in their own words.
- It's fun to ponder thoughts as they pop into our head while we read, for example:
 - Would there be any good things about living in total darkness all the time?
 - Raven turned into a pine needle and was swallowed? What do you think he saw on his journey down her throat and into her belly?
 - Do you have ravens where you live? How can you tell they are ravens? Maybe someone in your community can help you spot a raven. If not, here is a [video](#).

HOW TO DRAW A RAVEN

Watch a video [here](#).

You can colour him white, like the beginning of the story, or black and shiny, like the end, after he squeezed through the smoke hole. Remember to add some stars!

WONDEROUS WORDS

Exposure to new words builds our speaking and reading confidence. Here are some words to practice from the book.

greedy *"The greedy boy would not share his toys with me."*

scheme *"Our scheme to stay up all night was discovered by our auntie."*

celestial *"Astronauts fly spacecraft into the heavens to learn about celestial bodies."*

transformed *"The sun and rain transformed our flat garden patch into vegetables in the summer."*

mischief *"Three children were causing mischief by laughing and talking while the teacher was showing the class a video."*

glorious *"The rainbow was a glorious sight after the dark, cold rain storm."*

spied *"The robin stood on a tree branch and spied a worm on the ground."*

soot *"The soot on the burned logs made black marks on my running shoes."*

WORD HUNT

How many times are the following words printed in the book?

the

that

was

he/she

Chief

Sun

KEEP THE FUN GOING...

It might be fun if you can have a bonfire, watch the moon come up, look for the first star, look for constellations in the sky, and make wishes on shooting stars.

You can also visit earth.google.com and 'launch earth' for a fascinating visual adventure looking at the universe with your children.

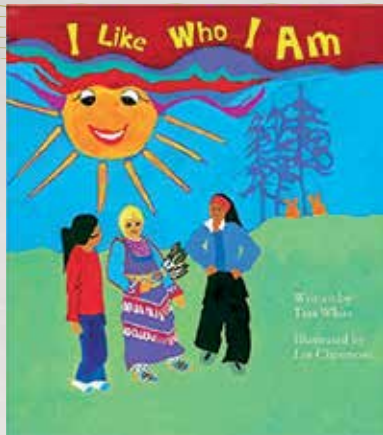
Have you ever had a bonfire with your family? Draw a picture below of a bonfire you remember. You can include everyone who was there. Did you roast marshmallows?



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AS YOU'RE READING...

- Look at the faces on each page. Try to guess what the characters might be thinking or feeling.
- When you reach page 16, close your eyes and list all of the things that you can hear. Talk together about what you hear in your heart.
- Ask your child what they think it means to belong? How can we make people feel comfortable when they don't feel like they belong?
- Take this time to talk together about people's differences and about replacing *bullying* with *kindness*.

FOLLOW-UP ACTIVITIES:

- Count to 10 in your language. Practice greetings.
- Construct a traditional dwelling with toothpicks, popsicle sticks, lego or paper.
- Celina's favourite dance is the Iroquois Smoke Dance. Click [here](#) to see the fast foot work in that dance. What is your favourite dance? Does it have a fast or slow rhythm? Put on some music and enjoy your favourite dance together.

WONDEROUS WORDS

clenched *My dog clenched the ball tightly between his teeth.*

taunted *I was upset when my friend was taunted at school for missing the ball.*

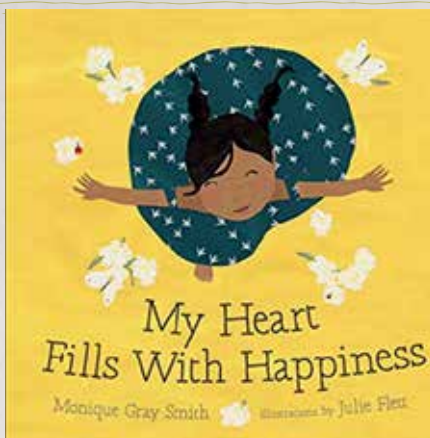
demonstration *The Elder's demonstration of how to make cedar headbands was the best part of the day.*

Iroquois *The Iroquois people burn tobacco to carry their dreams and wishes to the other worlds.*

Mohawk *Many Mohawk people live in Eastern Canada.*

responded *My sister responded to my text by sending me the happy-face emoji.*

gaping *He fell off his motorbike and now has a gaping hole in his jeans.*



- What does the author mean with the phrase “I feel the sun dancing on my cheeks”?
- The first time you are looking through this book, try asking your child to narrate each page of the story by looking at the pictures and asking “Why is she / he happy?”

FEELINGS ACTIVITIES

1. Discuss the important relationships your child has with friends and family, and how it feels when they spend time together.
2. Ask your child to draw something that “fills your heart with happiness” or “makes you smile”. Here are some questions for inspiration:
 - What colours make you smile?
 - What music fills your heart with happiness?
 - What games or toys bring you joy?
 - What foods or smells make you happy?
3. **Compare and Contrast:** Fill in the blanks to make different sentences as many times as you can.

“My heart fills with happiness when, _____
but it doesn’t fill with happiness when _____.”

4. Watch this **clip** together and act it out.

WONDEROUS WORDS

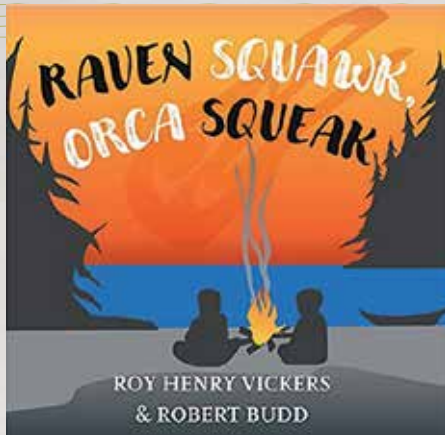
happiness	<i>My puppy and my baby sister fill my heart with happiness.</i>
barefoot	<i>It was fun to take off my shoes and socks and run barefoot in the puddle.</i>
bannock	<i>I feel happy when my grandma lets me put peanut butter and jam on my bannock.</i>
heart	<i>I can feel my heart beating when I dance fast.</i>
cheeks	<i>My cheeks are a little bit pink when I come in from outside after having a fun chilly day.</i>



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- As you read, ask your child to predict the sounds for each animal.
- After reading once with help, your child might also enjoy reading this story to you, to their younger siblings, to pets, or even to stuffed animals – eventually without your help.

THE SOUNDS OF NATURE

This hard board book introduces young children to the sounds of nature on the West Coast of British Columbia.

This is a great book to reinforce and practice sound *pronunciation* (which means saying words in specific ways). Encourage your child to carefully practice making the sounds of the following words.

- Roar (rrrrrrrrrrrrrrrrrrroar)
- Hiss (hissssssssssss)
- Crash (krrrrrrrrraaaaaaasssssssssh)

You can also use others from the story, or come up with your own.

TAKE A SOUND BREAK WITH YOUR CHILD

Take a moment to close your eyes and imagine the sounds of:

- A campfire
- Waves hitting the shoreline
- A fast-moving river
- Wind blowing through the forest
- A flock of geese
- The sound of a beating hand drum

WONDEROUS WORDS

Adding new action words (verbs) to the vocabulary of young readers is helpful for their literacy success in elementary grades.

To scrape *We like to scrape the icing off the bowl with a spoon.*

To murmur *I can hear the voices outside my tent murmuring, but I do not know what they are saying.*

To hiss *We listen for the water to hiss in the kettle to know it is ready to make tea.*

To squawk *Seagulls and ravens like to squawk loudly at each other when they circle the dump.*

To rush *In the spring, the water rushes over the falls swiftly and loudly.*

To crackle *The twigs crackle when we walk on them.*

Ask your child to try making realistic sound effects. You can also record them with your phone to play the sounds back with your child. Try it by clicking [here](#).

Listen to the sounds of Ravens by clicking [here](#), and Orcas by clicking [here](#).



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This story flows poetically and the writing celebrates the bonds between people, the natural world, and the connectedness of all living things.

To celebrate those themes, why not tell your child a story that's all their own. Most children love to hear about the day they were born, or why you chose their name, etc.

SUGGESTED ACTIVITIES

- Discuss with your child the qualities of their favourite animal. For example, they might say that their dog is "friendly, patient, loyal, loving, funny, energetic....."
- For 5 minutes be a dog (or whatever animal your child chooses) together!
- The animals in the book are Arctic animals. Think of the animals that live around you. What gifts do they bring? Spend some time on the internet finding out some fun facts about your favourite animals.
- Draw pictures of the animals in the book. As you re-read the book, put the pictures in the correct order. Talk about the gifts that each animal brings. Then retell the story using your drawings instead of the book.

WONDEROUS WORDS

As you are reading, stay alert for new words!

Adoration *Parents' adoration (love) for their children is shown through their actions every day.*

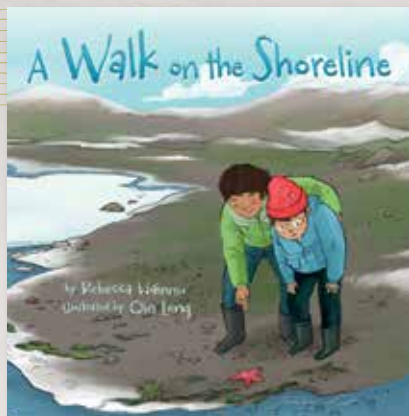
Spontaneity *Let's not plan out the whole day. Let's try some spontaneity.*

Foundation *My grandma's house sits on a rock foundation.*

Reflection *The face looking back at me in the pond is my reflection.*

heritage *The rock paintings at the canyon are part of my heritage.*

Magnificent *Last night's sunset was magnificent.*



HERE ARE A FEW QUESTIONS TO HELP WITH COMPARING AND CONTRASTING – AN IMPORTANT SKILL FOR READING AND MUCH MUCH MORE.

- Talk about the setting, Clyde River, where the story takes place. What is similar to your community and what is different?
- How might Nukappia's winter life in Ottawa with his adoptive family be different than his summer life in the Arctic with his biological family?
- Think about the traditional foods that Nukappia gathers with his family. How might this story be different if his family lived in the Interior of BC, or in a coastal part of the province? Are there similarities and differences between the traditional foods in your community and Clyde River?

ONLINE FUN

Visit a Virtual Tidal Pool

<https://www.seacoastsciencecenter.org/for-educators/virtual-tide-pool/>

Build Your own Inuksuit

<https://www.youtube.com/watch?v=-DmH8-N-5cs>

WONDEROUS WORDS

Practice new words from the book when you can throughout the day!

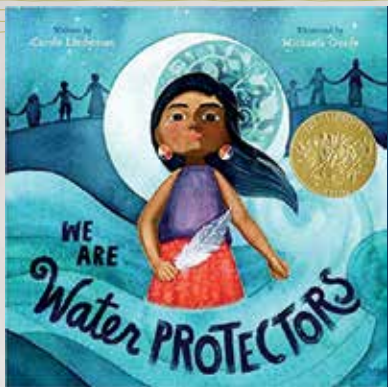
- | | |
|------------------|--|
| Harvest | <i>In summer we harvest berries for jam and we harvest hay for our horses.</i> |
| Terrain | <i>My father's ATV – All Terrain Vehicle – helps him travel all over our Territory.</i> |
| Nutrients | <i>My mom wants me to eat vegetables because they have nutrients that will help me grow and keep me healthy.</i> |
| Aroma | <i>My mom loves the aroma of roses, but I love the aroma in Tim Horton's.</i> |
| Poisonous | <i>Some plants are poisonous. If you eat them you can become very sick.</i> |
| Nunuvut | <i>Nunavut, which means "our land" in Inuktitut, the Inuit language, is Canada's largest territory.</i> |



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DISCUSSION QUESTIONS

The book says “The four-legged, The two-legged, The plants, trees, rivers, lakes, We are all related.”

- How are we all related?
- What do you think would happen if a river or a lake near your home dried up?
- How might that impact the animals and birds that rely on that water source?
- How might that impact you or your community?

FOLLOW-UP ACTIVITIES:

Write the wonderful words in the column to the right on pieces of paper and place them on your fridge with a magnet. See how many times you can use these words in a day. Perhaps you can try this when you have supper; each family member can try to use a different word.

POLLUTION IN A BOTTLE: SIMPLE SCIENCE EXPERIMENT

Note: adults will need to assist young children with this activity.

Pour water into a glass or a bottle with a top, then add a few drops of cooking oil (maybe with a bit of food colouring or glitter for contrast, if you like). Shake it up and try as hard as you can to mix the two. Observe.

- What do you notice? What surprised you?

If you have a bit more time, try the experiment again with a liquid other than oil:

- Does the same thing happen? Talk with your child about what differences or similarities they notice.

WONDEROUS WORDS

steward *My teacher told us that a steward is a caretaker of the land.*

nourished *Eating the orange slices really nourished me during the soccer game break.*

sacred *The earth and all her creatures are sacred.*

rhythm *We could hear the rhythm of the hand drums coming from the hall.*

related *I am related to many people in my village.*

ancestors *We give thanks to our ancestors who lived long ago.*

spirits *We honour the spirits of our ancestors.*

destroyed *Our refrigerator stopped working during the heat wave and our food was destroyed.*

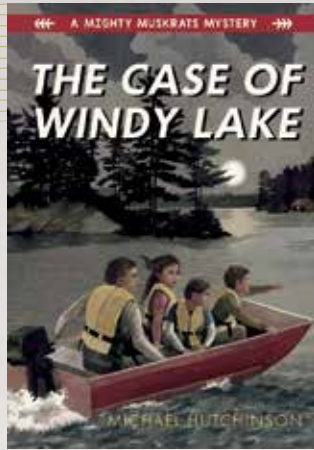
rally *Our community held a rally to protect fishing rights.*



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GREAT STARTER...

You can listen to the author, Michael Hutchinson, talk about the book and explain why he set the story on a fictional First Nations reserve, and you can listen to him read the first chapter [here](#).

SHARING THE READING CAN BE FUN.

- You can take turns, each person reading a page or a chapter, and then switching.
- Or one of you can read the entire book, while the listener tries to pick up on new words or details about the mystery

TIPS FOR READING

- Sometimes we can be hesitant about reading longer books aloud. But reading books together gradually over time can be very fun and rewarding. It can create anticipation if books are especially exciting and you can't wait to find out what happens next. Try it. It is wonderful to hear kids asking to read more.
- You can help make this happen. Set aside a planned, scheduled time for reading a bit more of the book over time, and make sure to pick a comfortable place to read where you won't be distracted too much.
- And don't forget to allow time for the reader to respond and ask questions.

CONTINUED ON NEXT PAGE

WONDEROUS WORDS

As you are reading, stay alert for new words and talk about their meaning. Here are a few from the first chapter to get you started...!

archaeologist *a person who studies human history through the excavation of historic sites*

outcropping *a rock formation where one part of the bedrock sticks out further than the rest of the ground around it*

surveyed *looked carefully around to examine an area*

conspiracy *a plot by a group of people*

outburst *a sudden release of emotional energy*

MAYBE A LITTLE CREEPY...

You can virtually visit the famous Manitoba snake pits referenced in the story, [here](#).



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PAUSE AND CHAT ABOUT YOUR READING

Talk about the book and also how it sounds when read out loud. For example:

- Do you think this is a good voice for Chickadee?
- Should I sound angrier at the mine boss?

AS THE STORY DEVELOPS...

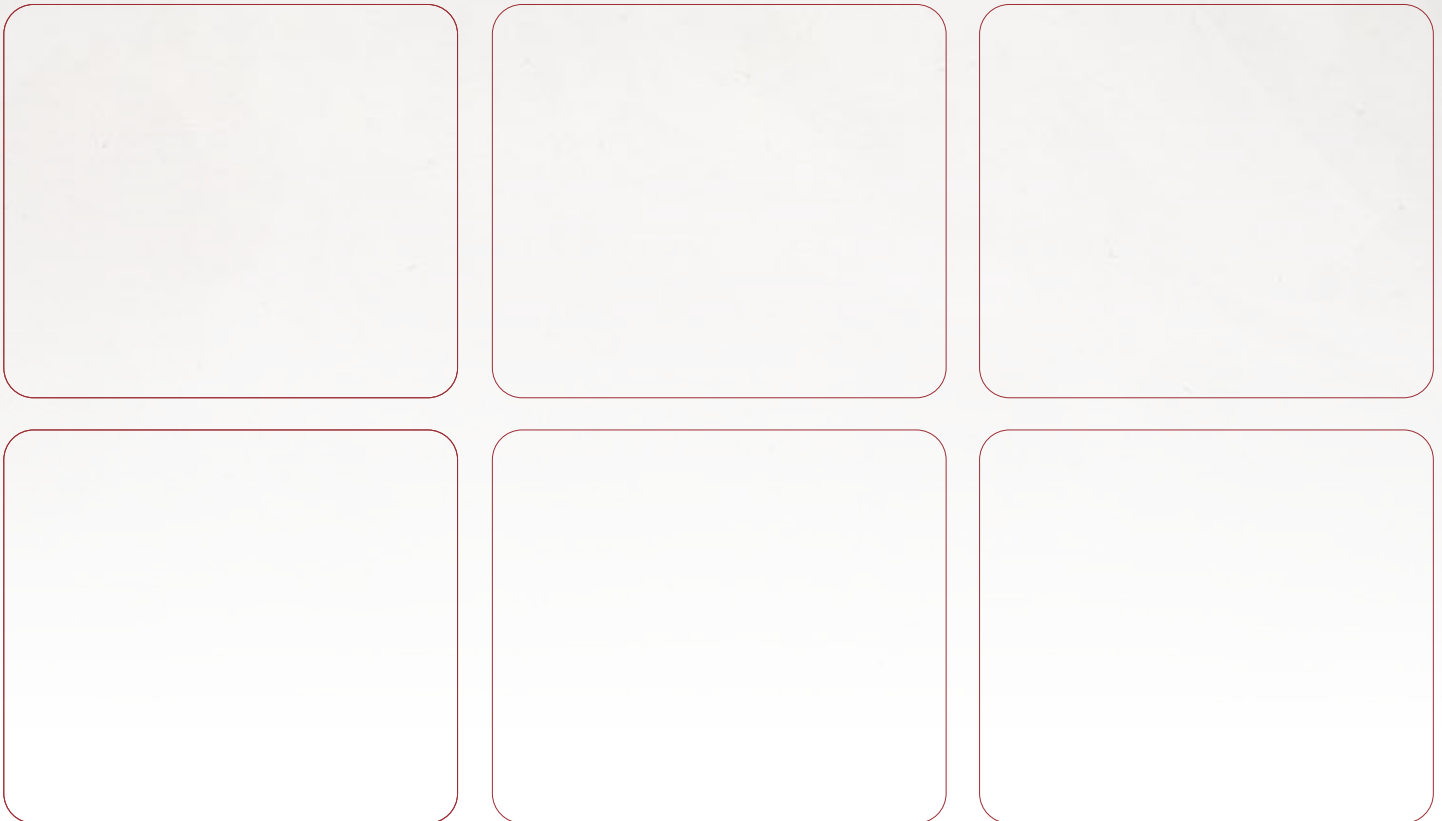
- **Continually summarize the plot.** Ask your child, "What do we know so far about the activities of the missing Bone Digger?"
- **Think deeply about the characters.** For example, you might ask: "Which of the Mighty Muskrats do you think you are most like?" Or you could talk about adding characters; "What would happen if a 'friend/relative/community member' was part of the Muskrats?"

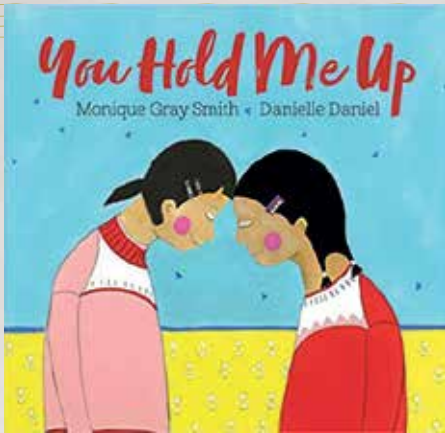
TALK ABOUT YOUR TIES TO THE SETTING

- Where do kids hang out in our own community? How is that similar to the bus where the Muskrats hang out?
- Could this story take place in our community instead of Windy Lake?
- This book has an interesting protest plot. Does that story have any similarities with events we know about?

YOUR TURN TO DRAW!

Pick your favourite scene in the book and draw it in the cartoon strip below. You can use conversation bubbles to tell the story.





This book provides a great opportunity to share the reading with your child.

- As you turn the pages, you say “You hold me up when...”
- Then let your child look at the picture to “read” the rest of the sentence (that is, finish the sentence based on the picture).

WHO COULD WE HOLD UP?

Ask your child to think about someone who they would like to hold up and see if you can plan a way to send them some love.

THINK TIME

Talk with your children about ideas brought up by the book. Some questions that might help ...

- Can you remember a time when someone was kind to you?
- What did they do? Why was that nice?
- How did it make you feel?
- Can you remember a time that you were kind to someone else?
- How did you feel when you were being kind?

CUT UP SENTENCES

- Write the sentence starter “You hold me up when” in large letters on a piece of paper.
- Cut out the words and mix them up.
- Let your child put the words into the right order.
- Read the sentence starter and ask your children to add their own ending.
- You can repeat this over and over.

WONDEROUS WORDS

- kind** *How do you be kind to someone else?*
- share** *Tell me how you share with your friends or family?*
- learn** *What is one way we learn together?*
- laugh** *What makes you laugh?*
- sing** *What could we sing together?*
- comfort** *How do you comfort someone?*
- listen** *Why should we listen to each other?*
- respect** *How do you show respect for another person?*

Talk about how you and your children can put those words into action every day!

Maybe you and your children can also make a plan to ...

- Build a routine of gratitude before each meal.
“I am grateful for ...”
- Build a routine of appreciation before falling asleep each night
“I appreciate ...”
- Build a routine to support others throughout the day
“What can I do to help ...”

You can also watch Monique Gray Smith read the book by clicking [here!](#)

NOTES



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FUN ACTIVITIES
FOR
LEARNING TOGETHER
AT HOME

UPDATED VERSION
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