

LANGUAGE SKILLS

STEP 10

VOCABULARY

CROSSING THE RIVER

 **OUTCOME(S):**

- VC-54: Understand vocabulary words in Themes 28, 29 and 30.
- VC-55: Use vocabulary words from Themes 28, 29 and 30.

 **ADDITIONAL OUTCOME(S):**

- VC-56: Describe an object using at least one key attribute.
- VC-57: Connect new vocabulary to prior knowledge.

 **GROUP SIZE:** Large groups

 **PREP-TIME:** 15 minutes

 **DURATION OF ACTIVITY:** 25-30 minutes

 **MATERIALS:**

We provide:

- ✓ Vocabulary cards:
 - Nature: cloud, river, rainbow, beautiful, sky, day, bright, storm
 - Animals: salmon, caribou, buffalo, wolf, eagle, (to) chase, (to) escape, (to) catch
 - Animal Body Parts: paw, claw, fur, antler, hoof, scales, beak, fang
- ✓ Vocabulary word clues
- ✓ Crossing the River diagram

You find:

- ✓ Tape (or equivalent)

 **PREPARATION:**

1. Make a start line and finish line approximately 3-5 metres apart, with tape or equivalent.
2. For each group of children participating, evenly place 8 pieces of tape on the floor between the start and finish line for each group. (See Crossing the River diagram in materials file.) Children will be placing their vocabulary cards on the tape during the activity.
3. Print and cut out the vocabulary cards (give a different theme to each group; if more than 3 groups of children are participating, print and give an additional theme per group). Laminate cards, if possible.

 **WHAT WILL WE LEARN?**

Explain to the children that they will be reviewing their vocabulary words for Step 10: nature, animals, animal

body parts. They will also be describing these words and connecting them to things that they already know.



WHAT ELSE CAN WE LEARN?

For many First Nations peoples, rocks have a special significance. In fact, rocks are considered to be living “grandfathers” who have been on the land for a long time. Read part of “The Mishomis Book” by Edward Benton-Banai (<https://mishomisbook.wordpress.com/>) and work with local knowledge keepers to share the significance of rocks with the children. Take the children on a nature walk to find a special rock they can share with their families.



HOW DO WE DO IT?

1. **What do we know?** – Ask children if they can recall vocabulary words from their Step 10 themes: nature, animals, and animal body parts. Listen to answers and ask children if they can tell some details about the word. For example:
 - “What nature words did we talk about? Yes, **clouds**. What is something you learned about **clouds**?”
2. **Watch me first!** – Show children the start and finish lines you made on the floor. Explain to them that between these 2 lines there is an imaginary river that they must cross without falling into the water. To do this, they must choose the correct vocabulary word that matches a clue read by the teacher.
3. Show children the vocabulary cards. Point out the image of the stone and the vocabulary word on each card. (You can also explain that the shape symbol on each card shows to which theme—nature, animals, or animal body parts—the set of cards belongs.)
4. Place 1 set of vocabulary cards (e.g., animals) on the floor. Spread the cards on the floor so all can be seen. Explain your goal to the children:
 - “I want to get to the other side of the river. But the water is moving too fast to swim! I have these stones I can put in the water to step on. But to do this, I need to listen to the clues and check if I have the correct word. If I do, I can place that stone in the river.”
5. Using the vocabulary words clues, read 1 of the clues from Round 1 that does not match your theme. For example, choose a clue from animal body parts:
 - “‘This is a long, pointed tooth.’ Do I have a card here that matches my clue? Hmm, no I don’t. Another group must have that card.”Explain that if you do not have a matching card, you do not have a turn to place a stone. Next, read the clue that matches your theme.
 - “‘This is a big, strong bird.’ Do I have a card that matches this clue? Ah, yes: **eagle!**”
6. Pick up the card (i.e., eagle) and place it on the first piece of tape in the river. Explain that you would add another stone (vocabulary card) each time you hear a matching clue so you can get across the river.
7. Remove your card (i.e., eagle) from the floor and put it back with its set.
8. **Let’s try it!** – Ask children to take off their shoes (to prevent the vocabulary word cards from getting dirty). Organize children into groups of equal numbers. Assign each group a starting point on the start line.
9. Pass a set of 8 vocabulary cards to each group. Allow them time to organize the cards on the floor so all group members can see them. Explain that children will take turns placing the stones in the river.
10. Using the vocabulary word clues, read 1 of the clues from Round 1. Give children time to scan their cards and discuss their thinking. Read the clue again, if necessary.
11. Check that groups with the matching word put that vocabulary word card in the river. Ensure that other groups are not placing an incorrect word in the river.
12. During Round 2, children with a matching card will need to step carefully on the first stone to place this

second stone on the second piece of tape. Instruct them to hop back to their group to listen for the next clue. (Remind children to take turns placing the stones.)

13. Continue until all of the groups have placed all 8 of their vocabulary word cards to cross the river. Then, ask the groups to carefully cross the river by stepping on the stones to the finish line.

14. **What did we learn?** – Ask children to sit with you. Review vocabulary words from the 3 themes by discussing additional information about the words. For example, for **eagle**:

- “Our clue today said that **eagles** are big and strong. What else do we know about **eagles**?” (They have a hard beak.)
- “Yes, they do have hard beaks. What do **eagles** do with their beaks?” (They use them get food.)
- “Can anyone tell me what eagles eat?” (Fish. Mice. Snakes. Other birds.)
- “What else do **eagles** do?” (Accept reasonable answers.)



LET'S DO MORE...

- Complete the activity again, giving each group a different set of vocabulary word cards.