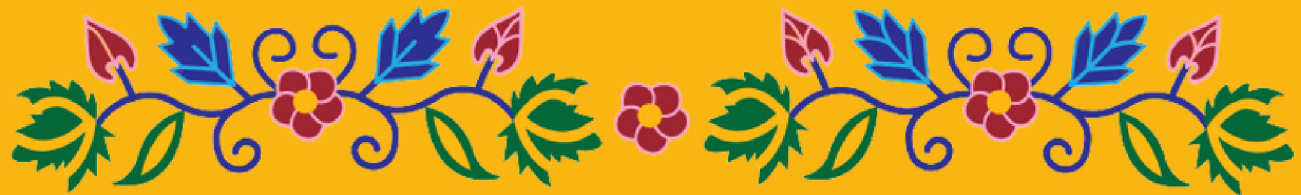


GIKINAWAABI

LEARN BY OBSERVING



**A HOME VISITING EARLY LEARNING SUPPLEMENTAL CURRICULUM
FOR FAMILIES WITH CHILDREN AGES 3-5.**



GIKINAWAABI



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PREFACE

About the cover photo

This picture by Artist Deb Pine features her grandmother Mamie Pine teaching her daughter Elizabeth (Lizzy) Pine how to make Ash baskets.

About the Artwork

The artwork you see throughout the curriculum was created specifically for this project by Eva Oldman. She is the owner of Creative Graphics by Eva. She is a member of the Grand Traverse Band of Ottawa and Chippewa Indians.

About Gikinawaabi

Pronounced *Gi-Kin-Awa-Beh*

It means to learn by observing. Traditionally, our children have always been encouraged to learn about the world through respectful observation.

We have a teaching about the "Oshki Anishinaabeg" (meaning "new" people) that provides a strong foundation for understanding early learning in this context. Every generation has the opportunity, and responsibility, to heal from trauma and create a new way of life for our children, using our traditions. The right time to make a difference is now, because the actions of this generation will positively impact the next seven generations to come.

Gikinawaabi was designed to ground early learning activities in our traditional lifeways. The skills needed for early reading, math and language are all inherent in our culture. In today's world, we recognize the importance that children's experience in school has on the rest of their life. We also recognize connecting children to their lifeways and language also helps them throughout their lives. The content of Gikinawaabi targets specific school readiness skills by utilizing the innate richness of our Anishinaabe way of life.

PREFACE

Respectful observation is central to the approach by:

- Respectful observation of the child by the home visitor, to tailor activities to his or her emerging skills, interests and needs.
- Respectful observation of the parent by the home visitor, to provide encouragement and build on strengths.
- Respectful observation of the home visitor by the parent, to model supportive child interaction.
- Respectful observation of the child by the parent, to follow their child's cues and encourage practice of new skills.



TEACHING ABOUT THE MEDICINE WHEEL AND OTHER ANISHINAABE LIFEWAYS

Anishinaabe teachings are not a prescription, but a way of life. There is no right or wrong way to teach about the Medicine Wheel, but we can honor the teachers who helped us learn what we know.

Start the lesson by asking the family if they would like to hear some teachings that you have been given about the medicine wheel.

You can tell the family where you learned your teachings. The teachings associated with the four directions throughout this curriculum and integrated in the lessons represent the teachings of several woodlands tribes, as many tribes use this symbol to represent important aspects of life. Say that you were offered a blessing from an elder to learn these teachings in a good way.

If someone is not comfortable hearing your teachings at this time, tell them you respect their decision. You can leave the handouts for them to look at if they wish.

The family is always welcome to offer their own teachings about the medicine wheel.

*Cultural humility is an **approach** to working with Native American Families. We can never know it all – but we can know how to respectfully offer and receive cultural teachings in a good way.*



CURRICULUM LAYOUT

Each lesson has the following components:

Lesson Objective

This is what the family or child should be working toward as a result of the lesson.

Medicine Wheel Wisdom

These are teachings that were given in a good way to share with our families who receive this curriculum supplement.

Family Outcomes

These are connected to the parenting observation tool, called the PICCOLO. In helping the family practice these outcomes in each lesson you will be able to observe them when performing the PICCOLO Parent Observation. As well as build strong and intentional parent child interactions.

Child Behavior Outcomes

These come from the preschool readiness assessment The Lollipop. In practicing these outcomes with the child, it will help them to develop skills assessed on The Lollipop which will additionally help prepare them for school.

Color Correspondance

Throughout the curriculum you will notice repeating colors that indicate what subject the lesson is in.

-  Literacy
-  Math
-  Language
-  Healthy Living

LESSON VISIT STRUCTURE

Lesson Visit Structure

Each Gikinawaabi lesson you deliver to your families will be structured the same way. Following the home visit lesson structure below:

- Warm up
- Check on referrals & activities
- Review last lesson
- Cover all lesson content
- Do activities/ tasks together with participant
- Have participant summarize main points of the lesson
- Discuss and answer questions
- Inquire about culture and traditions
- Make any referrals needed
- Set next visit time/date
- Complete any other paperwork

LESSON PREPARATION

Getting ready for your visit

When planning your visit, you will want to look back at the family's lesson history and review the last lesson that was provided to them.

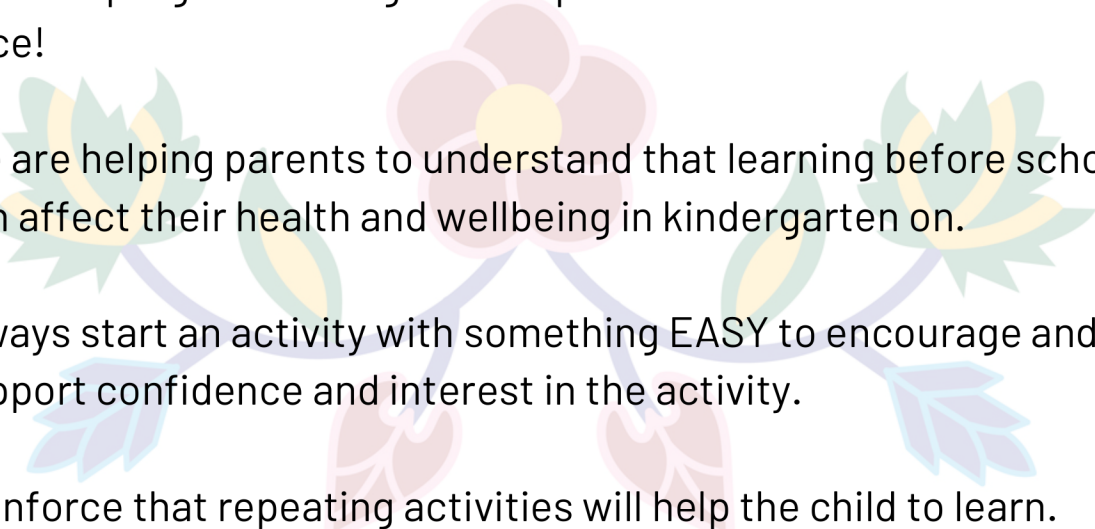
As the home visitor, you should review all lesson material. Be sure to print and prepare any additional materials and handouts that accompany the lesson.

GROUP SETTINGS

Gikinawaabi Materials can also be used in a group setting

These materials are meant to be versatile and used in different ways. These lessons can also be taught in a group setting. They may be offered for older siblings that attend a play group, set out on an information table, or shared in anyway you see fit in your community and home visiting practice. Get creative and make the materials work for you!

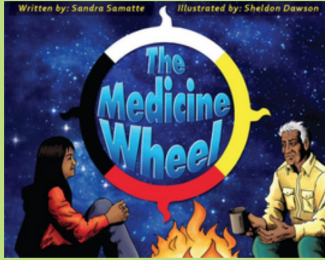
OVERARCHING PRINCIPLES FOR WORKING WITH CHILDREN AND FAMILIES ON EARLY LEARNING CONCEPTS

- Attending to a child's cues is always important. Build choice into the activity so the child can choose according to their interests. This helps them gain a sense of independence.
 - Children progress through developmental milestones at their own pace!
 - We are helping parents to understand that learning before school can affect their health and wellbeing in kindergarten on.
 - Always start an activity with something EASY to encourage and support confidence and interest in the activity.
 - Reinforce that repeating activities will help the child to learn. Brainstorm with parents on how to do activities performed in the home visit on a regular basis.
 - Always provide positive guidance and feedback! Explicitly point out when a parent or child demonstrates a positive behavior.
 - Some elements of other lessons may be applicable to the lesson you are doing on a given day. For instance, don't be afraid to remind the child while they are coloring the proper way to hold a crayon or pencil.
- 

HOME VISITOR CHECKLIST TIPS

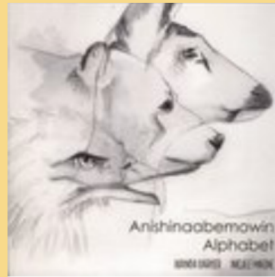
- Remind the family member that each child learns differently and at their own pace.
- Talk with the family member. Make them feel comfortable and relaxed! You are in their home!
- Discuss any upcoming events that they may have or any community events.
- Give any materials and have parents sign a receipt for documentation purposes.
- Ask if there have been any medical changes (i.e. health insurance, has anyone been to the hospital, follow-up if any referrals were made).
- Ask if there were any milestone developments with the child (i.e. new tooth, rolled over, literacy improvements etc.).
- Check on any goals in progress that were discussed on the last visit.
- Check to see if any assessments are due for the client (i.e. 1 year old assessment, PICCOLO, LOLLIPOP, EPDS, ASQ, etc.)
- Recent well child visits/upcoming well child visits information.
- Update changes to address, phone number, family structure (new boyfriend, grandma moved in, etc.).
- Length, weight, head circumference for the child. Ask for an updated weight (for pregnant mothers) if applicable.

GIKINAWAABI BOOK LIST



REQUIRED FOR LESSON 1,2,3

Title: The Medicine Wheel
Author: Sandra Samatte
Suggested Retail: Nativereflections.com

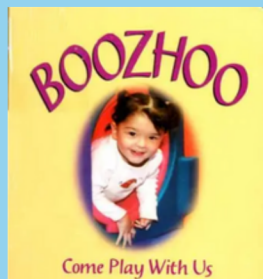


REQUIRED FOR LESSON 7

Title: Anishinaabemowin Alphabet
Author: Wanda Barker
ISBN: 9781927849354
Suggested Retail: McNally Robinson. Com



Title: The Mishomis Book
Author: Edward Benton-Banai
ISBN: 9780816673827



Title: Boozhoo: Come Play With Us
Author: Fond du Lac Headstart
ISBN: 9780970944313
Suggested Retail: Fond du Lac Band - fdlrez.com



Title: My Heart Fills with Happiness
Author: Monique Gray Smith
ISBN: 1459809572



GIKINAWAABI BOOK LIST



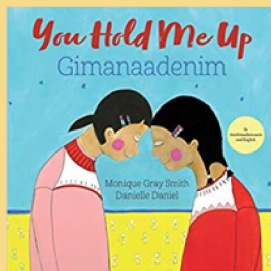
Title: Niimiwin - Everyone Dance
Author: Fond du Lac Headstart
ISBN: 9780982087060
Suggested Retail: Fond du Lac Band -
fdlrez.com



Title: Gitige - She/He Gardens
Author: Fond du Lac Headstart
ISBN: 9781732770621
Suggested Retail: Fond du Lac Band -
fdlrez.com



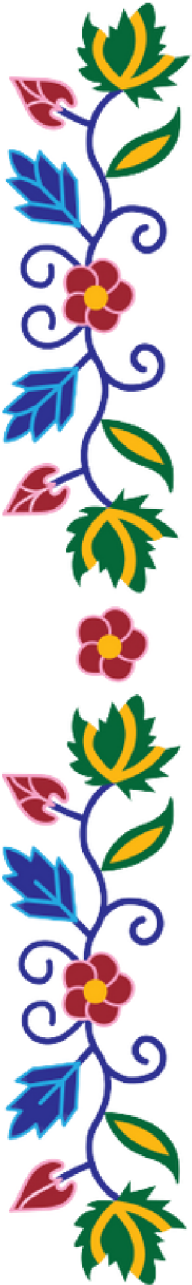
Title: We Are Water Protectors
Author: Carole Lindstrom
ISBN: 1250203554



Title: You Hold Me Up / Gimanaadenim
Author: Monique Gray Smith
ISBN: 1459827198



Title: Bowwow Powwow
Author: Brenda J. Child
ISBN: 1681340771



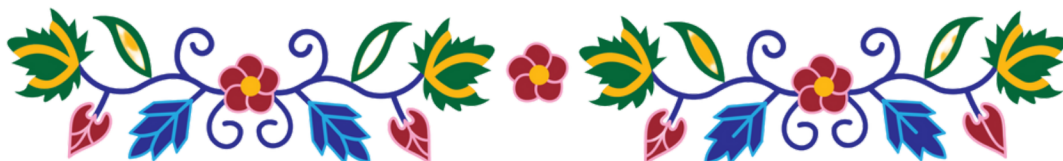


MATERIALS TO PURCHASE



LESSON	MATERIALS
1,2,3	The Medicine Wheel Book
6	String, Noodles, Beads
7	Anishinaabemowin Alphabet Book
17	Tobacco, Yarn, Fabric Squares
18	seeds, small planter, soil <i>May be able to source elsewhere</i>

OPTIONAL MATERIALS
Crayons
Pencils/ Writing tool
Child Friendly Scissors
Envelopes
Popsicle sticks
Laminator & Lamination Sheets



GIKINAWAABI FREQUENT HANDOUTS & TIP SHEETS

- **HOW TO READ TO A CHILD**
- **HOW TO HOLD A PENCIL/CRAYON**
- **MATH DURING EVERYDAY
ROUTINES**
- **NUMBERS 1-10 IN THE LANGUAGE**
- **ALPHABET KNOWLEDGE**
- **WRITING PRACTICE**
- **CAPITAL FORMATION CHART**





TIP SHEET

HOW TO READ TO A CHILD

- Remember that every child develops skills at their own pace, so be patient and encourage positive behaviors by praising your child often.
- Read one-on-one to children on laps or snuggled close by in small groups where children can see and touch the book.
- Read the same book over and over if children request it.
- Actively engage children in reading time. Ask questions about the book before reading it (such as where is the cover or title) and pose questions to the child about what is happening, or will happen, in the book.
- Point to the text and pictures with your finger as you read.
- Teach children how to properly care for and handle books. Model respect and careful handling of books.
- Take advantage of your local resources. Take your child to get their own library card so they can check out books, and attend 'story-time' at the local library.





TIP SHEET

HOW TO HOLD A PENCIL/CRAYON

The proper writing grip is called the tripod grip: the thumb, index and middle fingers support and the last two fingers are bent in the palm. By allowing your child to see you properly hold a writing tool, they can learn it in no time!

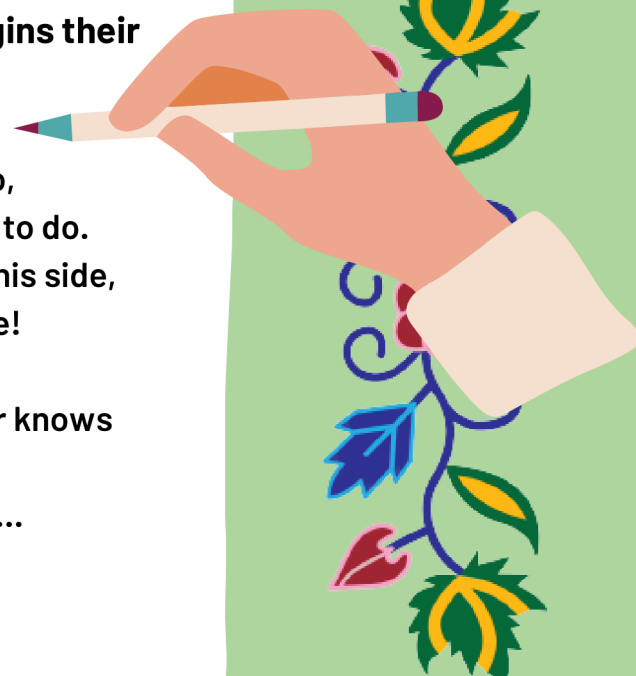
- Remember that every child develops skills at their own pace. Positive encouragement is key during this time of learning.
- Encourage self-feeding for toddlers to further develop their holding skills.
- Start early writing/drawing with small pieces of crayon or pencil. Small children will automatically pick up small pieces of food and crayons using their pincer-style grip.

The Crayon Song can be a learning tool as the child begins their writing/drawing journey:

Pick up a crayon, pick up a crayon, this is easy to do,
Pick up a crayon, pick up a crayon, I tell my fingers what to do.
My thumb is bent, pointer fingers to the tip, tall man uses his side,
I tuck the last two fingers in and take them for a ride!

Now I'm holding it just right, but not too tight. Every finger knows
what to do!

And now I have a big surprise, a big surprise for you...
Let's drop them and do it all again!





TIP SHEET

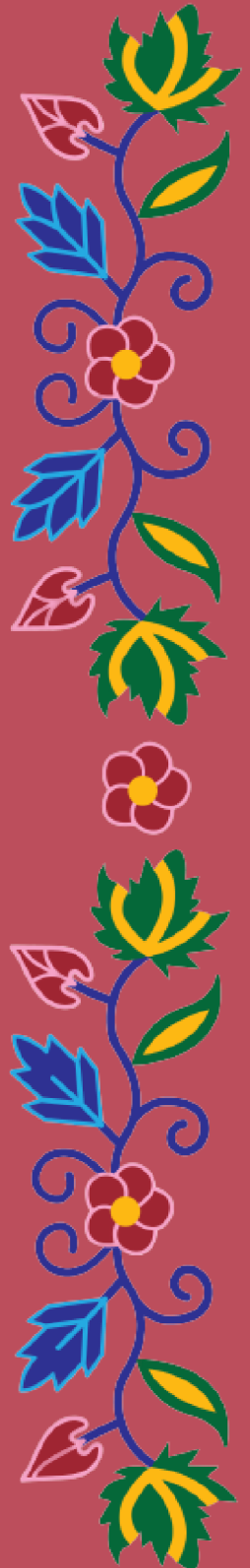
ALPHABET KNOWLEDGE

Knowing letters from the alphabet can really help a child learn to read and to write. While reading, children can recognize the letters and then be able to connect these individual letters. Knowing letters while reading can transition into speech and language.

Here are some things that you can do to help a child learn about letters:

- Encourage and help them to notice letters all around their everyday environment.
- Encourage them to play around with letters.
- Strengthen their ability to spell their name and words with plastic alphabet tiles or magnets.
- Play games that involve drawing and writing letters while the child tries to guess and then help them write the letter.
- Allow children to experiment with individual letters and let them, touch and manipulate them.
- Sit at a computer and hit different letters and let the child see them come up on the screen.

A B C D



TIP SHEET

MATH IN EVERYDAY ROUTINES

Young children begin to develop math concepts and skills very early in life. Family members play a special role in helping children learn about math. Throughout the day, as families talk, play or carry out routines children are learning.

Some important things to consider:

- Math should be fun for the child
- Children need hands-on experiences as they look at, hold, count, stack and more
- Math phrases can be used during play to help children understand the meaning of them
 - For example: curved, straight, longer, shorter, etc.
- Children need repeated experiences
- Parent involvement is extremely important!
- Caregivers can use the child's interests to build an understanding of math



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IDEAS TO HELP CHILDREN LEARN MATH IN EVERYDAY ROUTINES

GETTING DRESSED



Counting:

- Count the buttons on your child's shirt
- Count the number of items on the pattern
 - Example: stripes, polka dots, characters, etc.

Numbers:

- Name the number of objects you are putting on
 - Example: one sock, two sock

Measurement:

- Name the length of the clothing items
 - Example: short pants, long pants

SETTING THE TABLE



Counting:

- Count as you place items on the table

Numbers:

- Name the number of how many different items you have
 - Example: "We each need one plate."

Measurement:

- Compare items on your table
 - Example: I have a big cup and you have a little cup
 - Example: "The fork is longer than the spoon."

TOOTH BRUSHING



Counting:

- Count the number of teeth your child sees

Spatial:

- Name the direction your child is brushing
 - Example: up, down, sideways



IDEAS TO HELP CHILDREN LEARN MATH IN EVERYDAY ROUTINES

EATING A MEAL



Counting:

- Count the number of items on your plate
 - Example: How many grapes do you have? Let's count.

Numbers:

- Name the number of food items
 - Example: How many pieces of cheese do you want?
 - Example: I see you have taken 2 bites of your sandwich.

Measurement:

- Compare food sizes
 - Example: Your apple slice is bigger than mine.
 - Example: You have more milk in your cup than me.

Geometry:

- Note the shape of the food you are eating
 - Example: What shape is your sandwich?
 - Example: Your cucumber looks like a circle.

PLAY TIME



Counting:

- Count items you are playing with
- Count the items you pick up

Numbers:

- Note the number of different toys
 - Example: We have 3 purple balls and 1 green one

Measurement:

- Compare the size of different objects
 - Example: These blocks are long and these ones are short

Geometry:

- Observe the shape of the toys you are playing with



IDEAS TO HELP CHILDREN LEARN MATH AT THE GROCERY STORE

MAKING A SHOPPING LIST



Counting:

- Count the number of items you need
 - Example: "How many apples do we need so each person gets one?"

Numbers:

- Involve your child in making tally marks or written numerals next to the items on the list
- Encourage your child to make a pretend shopping list

SHOPPING AT THE STORE



Counting:

- Count the items you pick up

Numbers:

- Point out the numbers you see in the store
 - Example: 2 for \$1 or aisle numbers
 - Encourage your child to find more numbers as you shop

Measurement:

- Talk with your child about sizes of items such as cereal boxes or cartons of milk

AT THE CHECKOUT



Counting & Problem Solving:

- "We should have five cans of soup. Let's count and make sure."

Numbers:

- Point out the numbers on the cash register display and talk about what they mean.
 - Example: How much produce weighs, how much each item is, the way they add items up



IDEAS TO HELP CHILDREN LEARN MATH AT THE PARK

GOING TO THE PARK



Spatial Awareness:

- Notice the location of things
 - Example: "There is a squirrel on the tree branch."
- Talk about direction and location
 - Example: "We turn right at the corner by the library. The park is close to the library."

Numbers:

- Look for numbers on your way to the park
 - Example: Street signs, Building Signs, Addresses

ON THE PLAYSTRUCTURE



Position & Direction:

- Encourage the child to climb on play equipment, Jump off a small step, walk backwards, or crawl through a tunnel

Numbers:

- Count what you see
 - Example: "Let's count the children on the swings. One, two, three..."

Geometry:

- Notice the different shapes you see
 - Example: "That structure has a round window. It looks like a circle. Do you see any other circles?"

HAVING A SNACK



Counting:

- Count the food items as they eat
 - Example: "I have four carrots. How many do you have?"
- Ask your child to pass out the snack
 - Example: "We each get one juice box and 5 pretzels."



NUMBERS 1 TO 10 IN ANISHINAABEMOWIN

NUMBER

WORD

PRONUNCIATION

1

BEZHİK

BEH-SHIK

2

NIIZH

NEE-SH

3

NISWI

NIH-SWIH

4

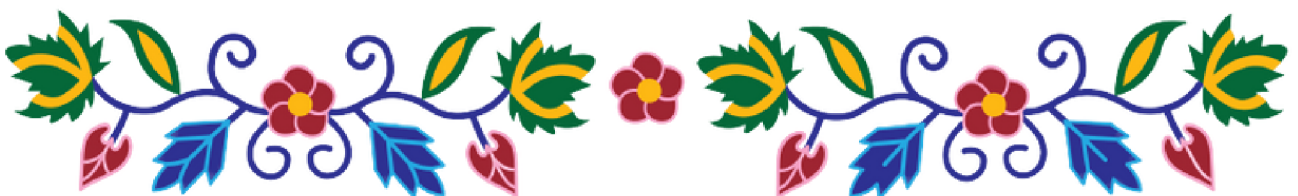
NIIWIIN

NEE-WIN

5

NAANAN

NAH-NAN





NUMBERS 1 TO 10 IN ANISHINAABEMOWIN

NUMBER

WORD

PRONUNCIATION

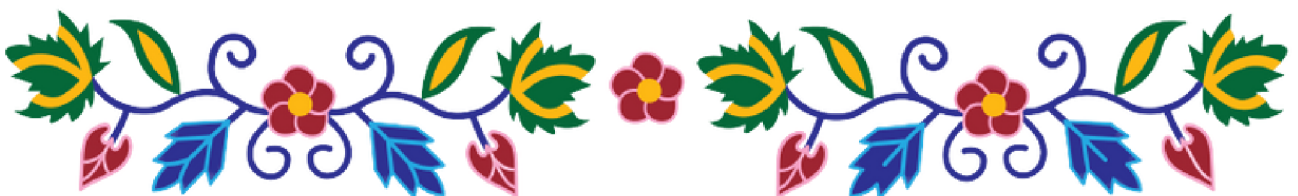
6 NINGODWASWI *NIH-GO-D-WAH-SWHI*

7 NIIZHWASWI *NEESH-WASS-SWIH*

8 NISHWASWI *NIHS-WAH-SWIH*

9 ZHAANGASWI *SHAN-GUH-SWAY*

10 MDAASWI *MDAA-WAH-SWIH*



WRITING PRACTICE

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



CAPITAL FORMATION CHART

Big Line
Big Line
Little Line

Big Line
Little Curve
Little Curve

Big Curve

Big Line
Big Curve

Big Line
Little Line
Little Line
Little Line

Big Line
Little Line
Little Line

Big Curve
Little Line
Little Line

Big Line
Big Line
Little Line

Big Line
Little Line
Little Line

Big Line
Turn
Little Line

Big Line
Little Line
Little Line

Big Line
Little Line

Big Line
Big Line
Big Line
Big Line

Big Line
Big Line
Big Line

Big Curve
Go around

Big Line
Little Curve

Big Curve
Go around
Little Line

Big Line
Little Curve
Little Line

Little Curve
Turn
Little Curve

Big Line
Turn
Big Line

Big Line
Big Line

Big Line
Big Line
Big Line
Big Line

Big Line
Big Line

Little Line
Big Line

Little Line
Big Line
Little Line