



## Introduction

The stories from Big Books for First Nations are being enjoyed by children and teachers in provincial and First Nations schools. Native children read about things that are familiar and non-native children learn more about the cultures of First Nations people.

Trudy Williams acted as my consultant for this unit. Trudy received her Bachelor of Education Degree from the Saskatchewan Urban Native Teaching Education Program (SUNTEP), in Saskatoon.

Included are patterns and text to make 3 big books and/or individual little books.

1. B is for Bannock is written as an acrostic. It is about a traditional Native food staple, bannock.
2. Inside My Tipi is about a little boy, who loves to sit inside his tipi. He demonstrates respect for his family and his culture. The big book and little book can be made into a tipi shape.
3. M is for Moccasins tells about a little boy's beautiful and warm moccasins that his mother made. The big book and little book are in the shape of a moccasin.

All stories are easy to assemble, with easy to colour pictures. First Nations communities add their own special touch. I'm told of one mom who laced a leather thong into the moccasin shape of M is for Moccasins, and added a fur trim. At a First Nations workshop in Saskatchewan, a teacher added her own designs to Inside My Tipi, creating a decorative and cultural effect.

The language used in the stories is repetitive, offering encouragement and success to young readers. Your children will love the inviting nature of the stories from Big Books for First Nations !



## B is for Bannock

### Included Resources

1. Patterns to make a big book.
2. Patterns to make a little book.
3. A bannock recipe.
4. Patterns for letter sequencing activity.

### Additional Resources

Wheeler, B. (1984). *I Can't Have Bannock But the Beaver Has a Dam*. Winnipeg, Manitoba: Pemmican Publications.

### Student Objectives

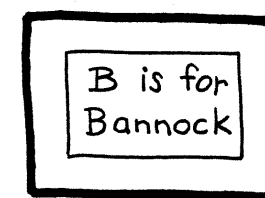
1. Students will learn about a traditional food.
2. Students will listen to oral reading.
3. Students will participate in a letter sequencing activity.
4. Students will write an acrostic food story.

### How to Assemble the Big Book and Little Books

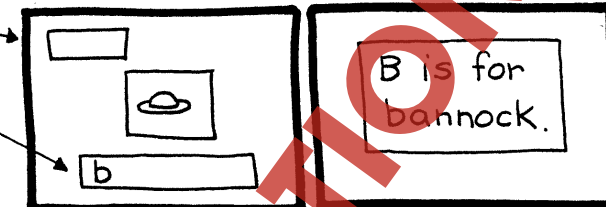
#### Big Book

1. You will need 2 sheets of colourful 2-ply bristol board that measure approximately 23x28" (56X71 cm). Cut each sheet into 4 equal pieces to give you 8 pages, including the cover.
2. "Kohkom" can be substituted for your language, if you are teaching at a First Nations School, and if the word starts with K. Write the new word on a piece of paper and glue it on top. Photocopy the new page.
3. Photocopy the big book patterns. Colour with markers or wax crayons. Border the text pages with a chisel tip marker.
4. Assemble as follows:

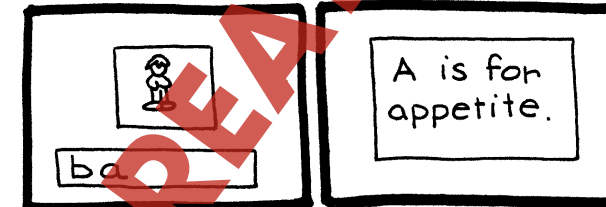
1. Cover



2. Inside cover: add title information, first illustration and the first letter strip. Outline the letters on the strips with a red marker.



3. Add the text and word strip for the first page.



4. And so on....

4. Laminate and bind.

#### Little Books

Photocopy and staple a book for each student in the class.

### Reading the Story

Read the story orally to the class. Follow up with a class discussion which may include the following:

1. What is bannock? Have you ever tasted bannock?
2. Does your tummy growl when you are hungry?
3. What time does the clock say?
4. This bannock is baked in the oven.

*Bannock can also be made over an open fire. Many people make bannock when they are camping. Long ago, before there were ovens, bannock was made over an open fire.*

5. What are chokecherries? Have you ever tasted a chokecherry? Has anyone in your house made jam?

*Long ago, on the Plains, people ate what Mother Nature gave them. All kinds of berries grow in Saskatchewan, including the chokecherry. Chokecherry jam is a favourite with bannock.*

2. What does Kohkom mean? (Cree word for grandmother.) What do you call your grandmother?
3. Do you know someone who makes a favourite recipe for you?
4. Do you have a favourite food?

### Baking Bannock

From a recipe with basic ingredients, a flavourful and versatile bread is made. Bannock can be eaten with soup, stew, chili, or served warm with butter and jam. A bannock recipe is included.

### Creative Writing

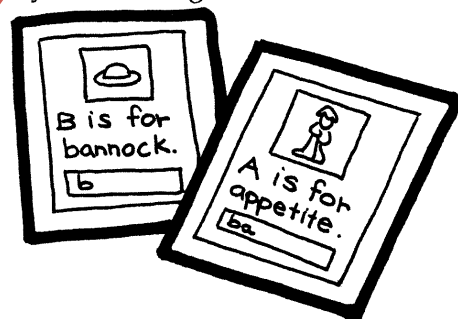
Ask students to think of a favourite food. Write an acrostic about your favourite food.

### Hands On

1. Make a hands on activity for sequencing the word bannock. Photocopy the letter strips and the instruction card, cut out, mount on a bristol backing and laminate. Store in a zipclose bag at your learning centre.



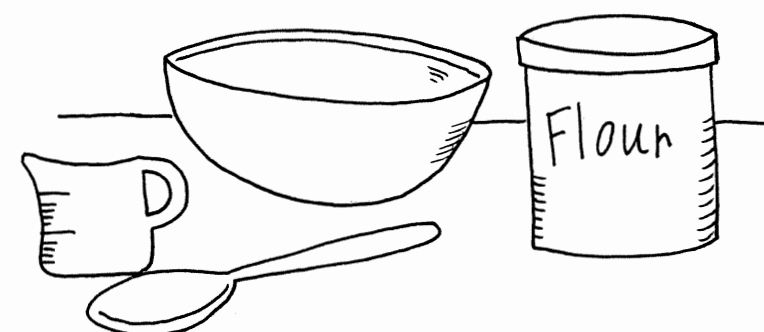
2. Make a hands on activity for sequencing the story pages. Photocopy the pages of the Little Book and the instruction card, mount on bristol board cards and laminate. Store in a zipclose bag at your learning centre.



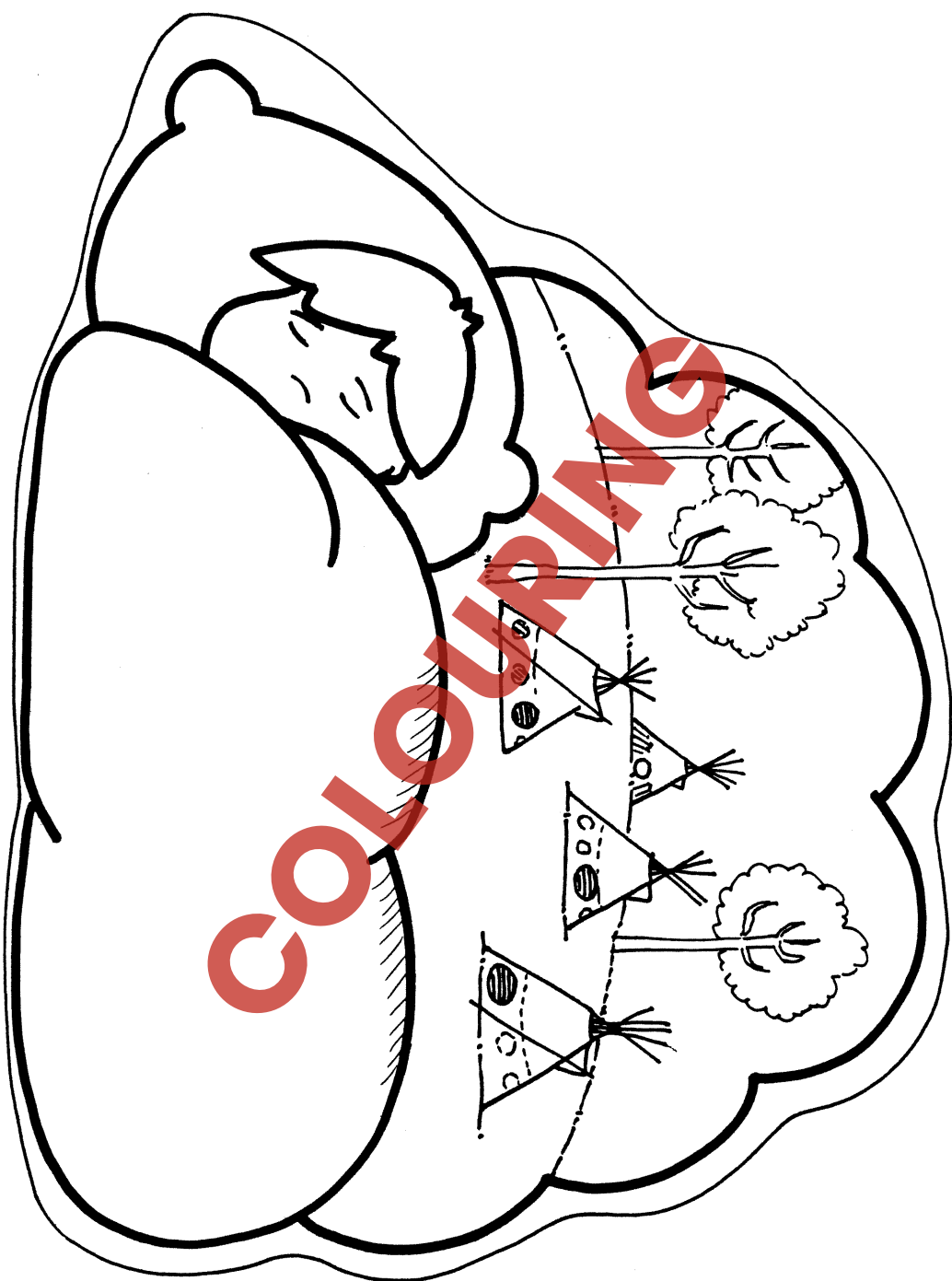
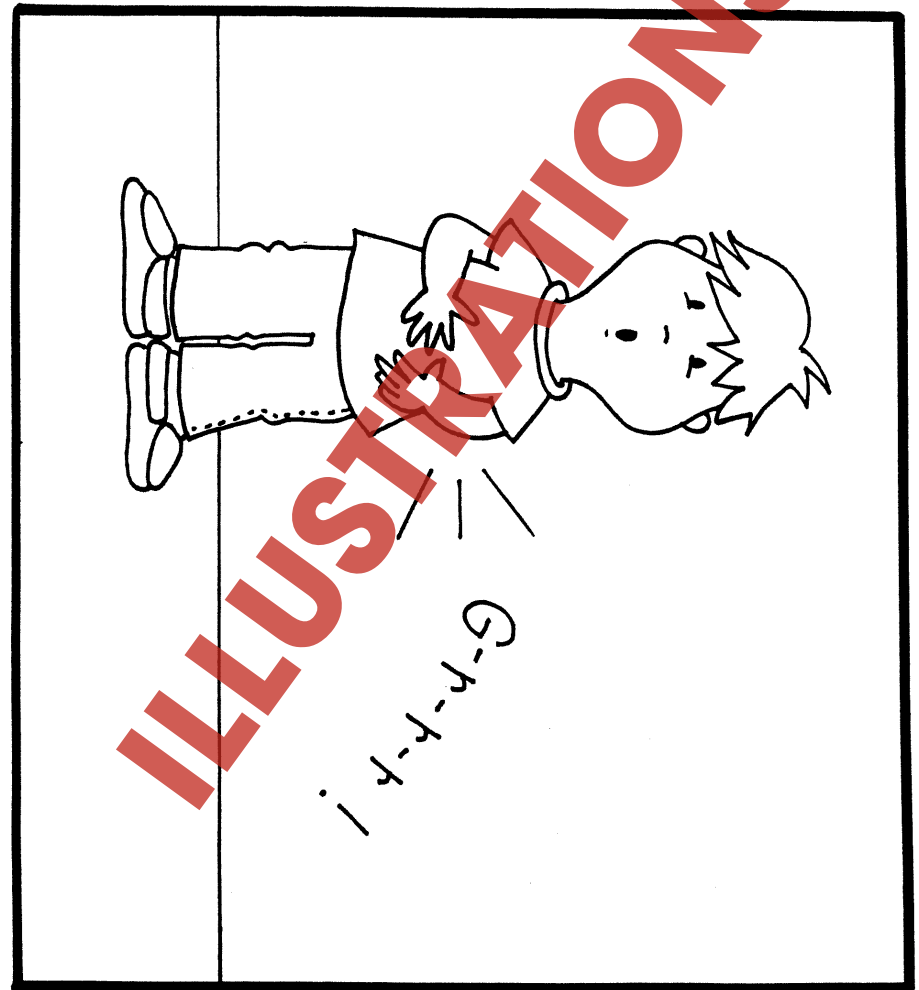
## Bannock

- 10 cups of flour
- 3 Tbsp. baking powder
- 1 Tbsp. salt
- 1 Tbsp. sugar
- 4 Tbsp. lard
- 2 cups whole milk
- 3 cups water.

1. Measure the flour into a big bowl.
2. Mix together with the next 4 ingredients.
3. Stir in milk and water.
4. Knead into a dough.
5. Lay out on a greased cookie sheet.
6. Bake at 375 degrees until brown on both sides.



Asis for appetite.  
 My tummy  
 grows for  
 bannock!



4. Add glitter to the flower pattern to represent beadwork.
5. Laminate and bind.

#### Little Books

Photocopy patterns. Students draw their own beadwork design to the cover and cut out the pages and staple.

#### Reading the Story

Read the story to the class and follow up with a class discussion, which may include the following:

1. Do you have a pair of moccasins? Where did you get them?
2. Who made the little boy's moccasins?
3. What are moccasins made of?
4. Does anyone in your family make moccasins or do beadwork?

#### Making Moccasins

Invite a local craftsperson to come and demonstrate how moccasins are made and how beading is done to make designs.

#### Additional Reading

1. You can make a big book about the art of quilling from *Mittens with Quills* (1994) by Vera Trembach. Assemble the story and read to the class.

*Before beads were brought into Canada by the traders, Natives of the Plains decorated their clothing with porcupine quills. Students can compare the two crafts.*

2. Read the story *Where did you get your moccasins?* (1984) by Bernelda Wheeler. Students will see where moccasins come from.