

## 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 is not in your language. Write the new word on a piece of paper at the top. Photocopy the new page.
3. Photocopy the big book patterns. Colour with markers or crayons. Border the text pages with a chisel tip.
4. Assemble as follows:

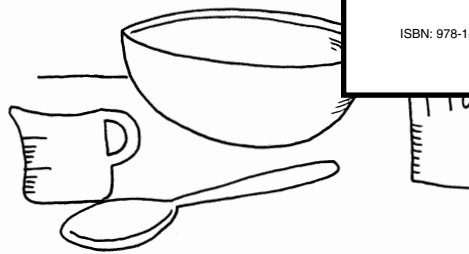
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## Bannock

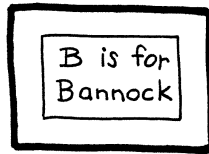
- 10 cups of flour
- 3 Tbsp. baking powder
- 1 Tbsp. salt
- 1 Tbsp. sugar
- 4 Tbsp. lard
- 2 cups whole milk
- 3 cups water.

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 top.

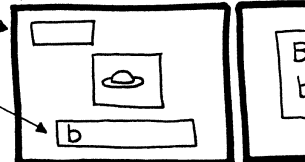


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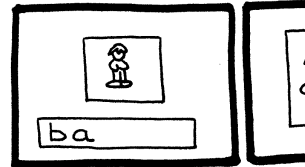
1. Cover



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 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.

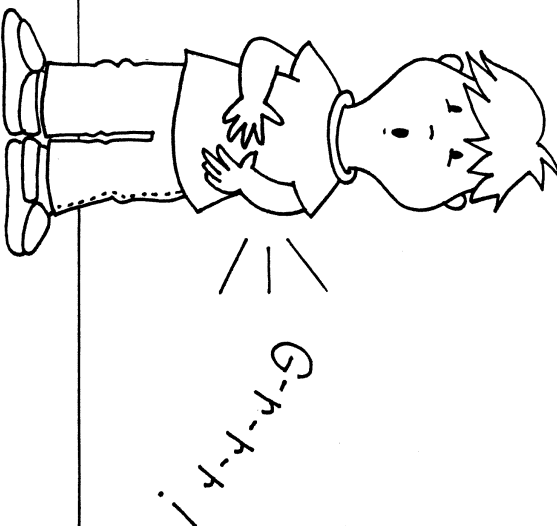
*Bannock can also be made over an open fire. Many people make bannock when they are camping. Long ago, before there were ovens, bannock was made over an open fire.*

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

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Bannock is for ummy for appetite!



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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.

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Big Books For First Nations



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baby



### How to Assemble the Patterns for Storytelling Kokum's Moss bag

1. Colour the patterns.
2. Cut them out.
3. Laminate.
4. Apply a self adhesive flannel backing. (available at tea)
5. If you are using a magnet board for storytelling, use self adhesive metal strips.

### Telling the Story, Kokum's Moss Bag

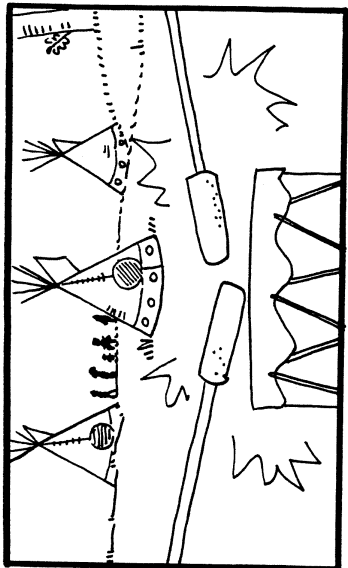
A fun way to tell a story is to use a story bag. The pattern pieces in a large pocket on an apron hold the story pieces out of the pocket as you tell the story.

Read the story from the pages. When you see a word in bold print, there is a story picture to go with it. Point to the story picture on the flannelboard. When you see a word across that word again in the story, point to the story picture already placed on the flannelboard.

Story Recall Activity for Kokum's Moss Bag  
Students can take turns wearing the story bag and retelling the story.

### Culminating Craft Activity for Kokum's Moss Bag

Idea given by Pauline Runstedler  
Photocopy the moss bag pattern pieces. Photograph the pattern pieces onto blue and the head and laces onto construction paper. Students can draw a face on the head and glue the head and laces onto the pattern pieces. Provide coloured scraps of paper for students to glue flowers onto the moss bag.



pow-wow

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### Moss bag Song

Orange , blue .

Yellow and red.

Sew them on

With a  and .

Sew on the ,

1 by 1.

I'll sew until the job is done!

Orange , blue .

Yellow and red.

Sew them on

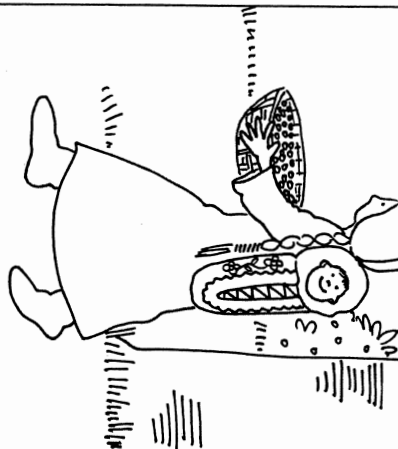
With a  and .

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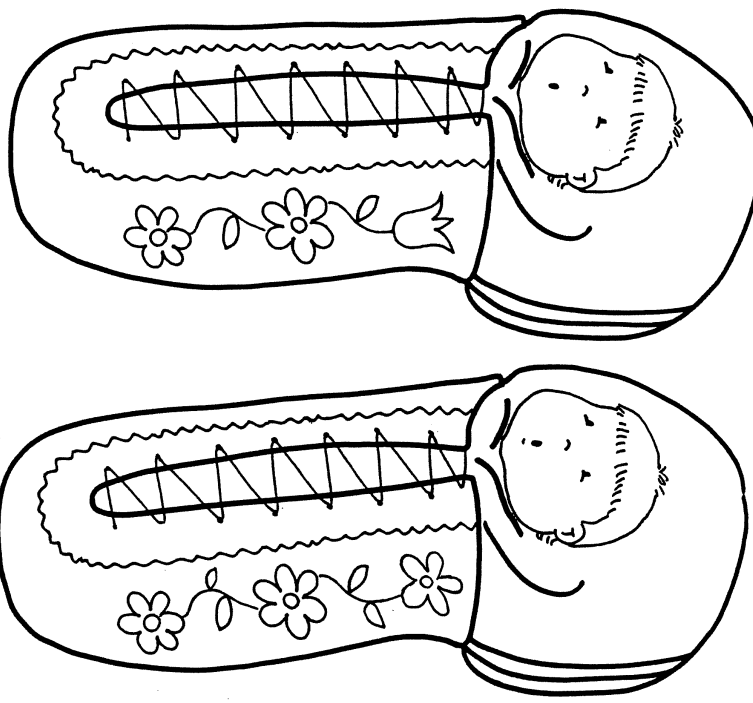
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Waiting  
All alone.  
Then a mother  
Comes along,  
To take him...



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### Telling the Story, Babies in Moss Bags

Introduce your children to the moss bag before reading this story. Kokum's Moss Bag makes a good introduction to the story in story form.

Read the story through for enjoyment.

Read the story again, pointing out spelling conventions such as the plural, babies, the use of are and is. Students can practise counting from five down to one.

### Integrating Language Arts and Art Activity Babies in Moss Bags

Photocopy the pattern on the following page for the cover of the book made by your class about the moss bag.

#### On Activity: Match up the moss bag babies!

Students will match the moss bag babies that are the same.

Photocopy two sets of the babies in moss bags, each set on a different colour of coloured bond paper. Cut out all the pieces on a bristol backing. Colour and cut out the pattern pieces on a bristol backing. Laminate the pieces and store all the pieces in a zip close bag at your Learning Centre.

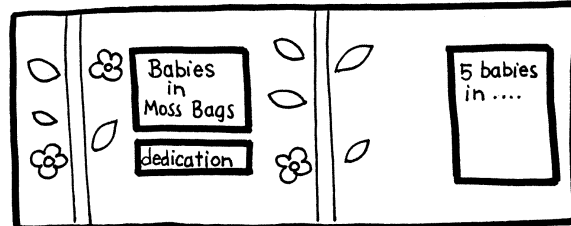
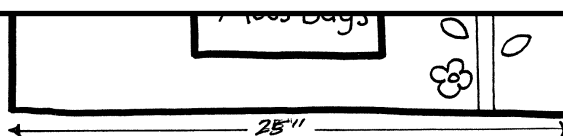
To make this activity more challenging, include more moss bag babies. Make a photocopy of the babies and white out the flowers. Use the pattern to add to the number of babies in the activity.

#### On Activity: Take away the moss bag babies!

Students will use the moss bag babies to find the missing number in the subtraction equations. 2. Students will write the missing number in the subtraction equations.

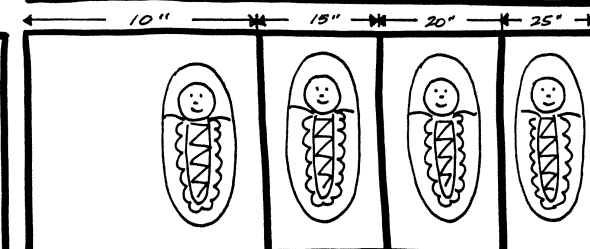
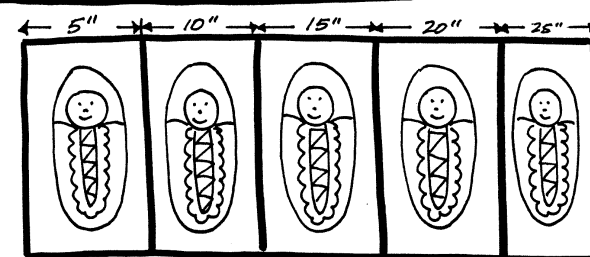
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inside cover and first page for text

stack up pages for babies

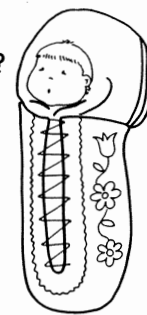


My name is \_\_\_\_\_

### Moss bag Word Search

Can you find the words that tell about a moss bag? Circle the words when you find them.

The words to find are:  
diaper, moss bag, sew, beads, cattail, warm, dry, mother, cloth.



C I O T H D A M  
C A T T A I L O  
M O S S B A G T  
D K C U E P B H  
R S W C A E V E  
Y T H W A R M R  
B E A D S K T U  
V Q R A U S E W

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# Moss Bag Stories





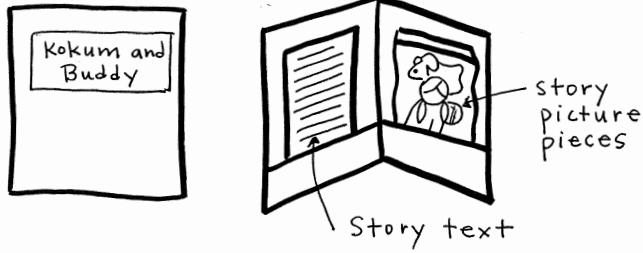
**♥ The story text**

Trim the pages of the story text. Use a chisel tip marker to outline the page with some colour. Number the pages. Mount the story text onto 8 1/2" x 11" bristle pages or cardstock. Laminate. st

**♥ Story folders**

Make a story folder to hold the text and story pictures.

Label a presentation folder. Write the title of the story on a label placed on the outside of the folder. Store the story picture pieces in a zip close bag, to be placed in one of the pockets.



**How to use**

Become familiar with the story before telling it to the class. This is an oral story and the text is provided for a reference. You can tell the story your way. Add the story pictures to the storyboard when the text is **bolded**.

Provide the story folder for students to retell the story.

Because the stories in this unit are told orally with pictures, it is easy to substitute names and places. kinship word Kokum with a term more familiar in your area for example, Baba. Add familiar places. Perhaps the name of a nearby town that you can include in the story.

Allow the children to retell the story using the storyboard.

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Daniel and Kokum's house



"Because your house is so close to the moon and the stars..."

"Because..."

Buddy pe...

"There are..."

There are animals with wings, like the eagles that fly over your house. There are animals with two legs, like you and me. Best of all there are animals like Buddy with four legs."

"There are **four things that everyone needs to live**. Kokum, you and Buddy have them all. The air smells clean and fresh. I love all the lakes around us, I love your house that keeps me warm at night. I love all the good food we cook in your kitchen."

"And that's what I think about the number four."

Kokum said, "Daniel, you are a very smart boy."

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**Kokum Goes to Town and Buddy is Home Alone**

This is **Kokum**. This is **Buddy**. Kokum is grandmother in the Cree language and a buddy is a buddy in any language.

Buddy is Kokum's best friend. Kokum is Buddy's best friend. They live together in a little house just outside of town of Lac La Ronge, Saskatchewan.

One day Kokum said to Buddy, "I am going to town. You must stay at home alone for four hours. It is **one o'clock** now and I will return at five o'clock. Now Buddy, be a good dog."

Kokum left for town.  
(take Kokum off the storyboard)

Buddy went in Kokum's bedroom to wait, and wait, and wait.

At **two o'clock**, Buddy was bored and Buddy is a dog who needs to chew, chew, chew. So, Buddy chewed up Kokum's **moccasins** and stuffed them under the bed.  
(place the moccasins under the bed)

At **three o'clock** Buddy was even more bored. Buddy chewed up a big ball of **yarn** from Kokum's knitting basket. Buddy put the chewed up yarn on top of the bed.  
(place the yarn on top of the bed)

At **four o'clock**, Buddy was even more bored. Buddy chewed up a **rag rug** and stuffed it at the end of the bed.  
(place the rug at one end of the bed)

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**Kokum and Buddy Go For a Walk with Daniel**

Daniel likes to visit Kokum and Buddy. He lives in the city so he likes to go for walks when he and his family go to the country. When they go for their walk, Buddy sniffs out something interesting to take home. Kokum knows just what to do.

**Student objectives**

- Students will listen to an oral story.
- Students will retell the story in their own words.
- Students will learn that nature provides for us.
- Students will learn uses of plants by the Cree.

**How to use**

Explain to students that Kokum is Cree for grandmother.

There are several spellings depending on the dialect. Explain orally so change the word for grandmother if you know how to spell it.

Does someone in the class have a Kokum?

**Follow up discussion**

- What do you like to do with a Grandparent?
- What do you think Kokum and Buddy should do next time they go for a walk?
- Never eat anything in the wild unless you know what it is.

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Plants

**Bibliography and Resources**

Trembach, V. et al. 1003. *The Circle of Life - Grade One Teacher Resource for Science*. Saskatoon, SK. Saskatoon Tribal Council.

*An excellent supplement to the Grade One science curriculum; focus is on the Sacred Number Four.*

Leighton, A. (1986). *A Guide to 20 Plants and Their Uses by the Cree*. Lac La Ronge, SK. Lac La Ronge Indian Band, Education Branch.

*Useful black and white illustrations of plants and their uses by the Cree. Suggested activities are included.*



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**Kokum & Buddy**



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