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Tuktu and Friends

Television, Book, and Audio Series
Educator's Guide

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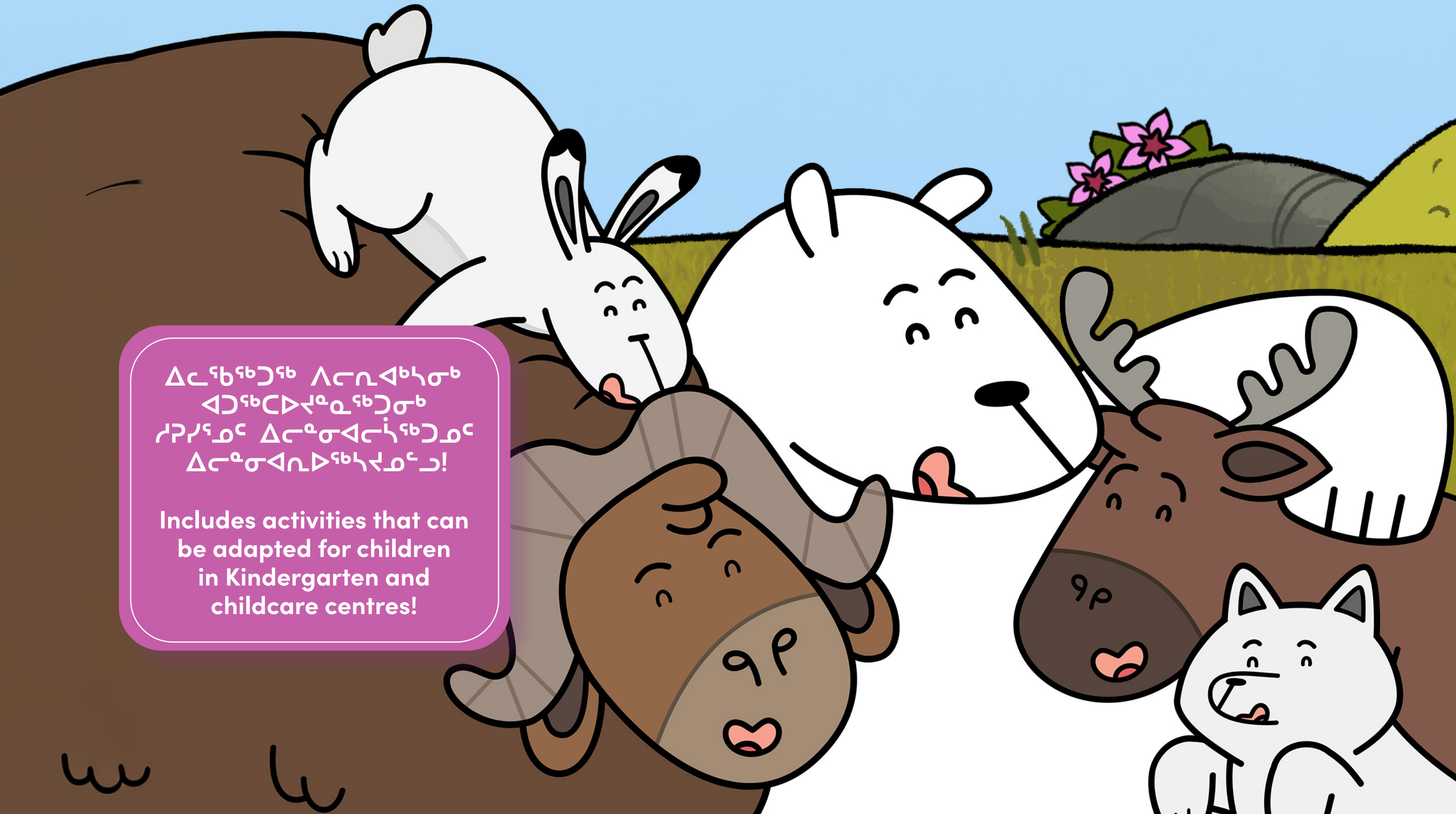
GRADE 1



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Includes activities that can be adapted for children in Kindergarten and childcare centres!

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ABOUT THIS RESOURCE

The *Tuktu and Friends Television, Book, and Audio Series Educator's Guide* supports Grade 1 educators using season 1 of the *Tuktu* television series as well as the storybooks and audio resources based on it. This resource includes 13 lessons that explore the vocabulary, topics, and themes of each season 1 episode, book, and audio resource.

Tuktu is a children's television series that teaches viewers about friendship and Inuit traditional values through the adventures of five lovable Arctic animal characters.
Each episode includes three segments: the main story, an interactive discussion about it, and an interactive song or game.

All lessons align with the Nunavut's *Inuktut Language Arts 1st Language Curriculum* (*IL1*) and the *Physical Education, Health, and Wellness Curriculum* (*PHW*). They support Grade 1 Learning Outcomes in Oral Communication, Reading, Writing, Physical Literacy, Healthy Living, and Social-Emotional Wellness.

INCLUDED IN EACH LESSON

It is recommended that you review all sections of a lesson before teaching it to students.

MAIN IDEAS

This section summarizes the main ideas from each *Tuktu* episode.

CURRICULUM CONNECTIONS

This section identifies the lesson's Learning Outcomes from the *IL1* and the *PHW*.

KEY TERMS

This section identifies important words used in each *Tuktu* episode. You can use the key terms list in the following ways:

- Model the correct pronunciation.
- Discuss and define the terms.
- Model the correct use of the terms in conversation with students.
- Connect terms to cultural practices, values, and everyday life.
- Encourage students to use the terms during classroom activities.

MATERIALS

This section lists everything educators need to prepare to teach an activity, including student handouts. You can find some materials in this manual, while you will need to gather others yourself.

PREPARATION

This section includes instructions to prepare for each activity, including printing student handouts.

VIEWING ACTIVITY

This section provides discussion questions to ask students before, during, and after watching each *Tuktu* episode.

- **Before viewing:** These questions activate students' prior knowledge about the episode's main ideas and encourage engagement.
- **During viewing:** These questions support discussion and clarification. They include time stamps to pause the episode at key moments so you can ask students questions about what they are seeing.
- **After viewing:** These questions allow students to discuss and reflect on the main ideas of the episode before transitioning to the follow-up activity.

RESOURCE ACCESS

Nunavut educators can access the Tuktu and Friends videos, storybooks, and audio resources by contacting **eduresources@gov.nu.ca**. Educators outside of Nunavut can contact **admin@unaaq.ca** for access to the videos only.

FOLLOW-UP ACTIVITY

This section describes the steps for preparing and leading theme-based activities for each *Tuktu* episode. All episodes of the *Tuktu* television series have an accompanying storybook and audio resource, and each lesson includes an activity based on one of these resources. Materials for each activity are listed at the beginning of the lesson. Worksheets for each activity are at the end.

ASSESSMENT OPPORTUNITIES

This section suggests ways educators can assess students' understanding of key concepts and skill development.

There are three types of assessment:

- **Observation:** The educator watches students' behaviours and participation during an activity and makes anecdotal notes. For example, "This student participated in the Tuktu Says game."
- **Conversation:** The educator makes anecdotal notes on what students say during an activity. For example, "This student shared about a time that they felt afraid."
- **Product:** The educator reviews student work, which can include worksheets, classroom presentations, and artwork.

It is important for educators to use different types of assessment. This allows students to demonstrate their understanding in many ways, giving them multiple opportunities for success.

WORKSHEETS

Worksheets can be photocopied or printed out. They are written in Inuktitut and English. If you ask your students to hand in any of their worksheets, make sure to remind them to write their names on them first!

A NOTE FOR EARLY CHILDHOOD AND KINDERGARTEN EDUCATORS

The lessons in this resource align with Grade 1 Nunavut curricula, but they can be adapted to fit the needs of children in childcare centres and Kindergarten settings. The videos are easy to follow, and the lessons were designed to be accessible to children with different abilities. Educators are encouraged to focus on the main ideas at the beginning of each lesson to engage in age-appropriate learning opportunities for younger children.

Below are some suggestions for modifying the lessons in this resource for children in childcare centres and Kindergarten settings.

KEY TERMS

- Reduce the number of key terms children are expected to learn.
- Introduce the terms using gestures, actions, or physical examples instead of written words.
- Reinforce new vocabulary with songs, rhythm, and storytelling activities.
- Motivate children to practise speaking new words by using a **say-and-repeat** approach.

VIEWING ACTIVITIES

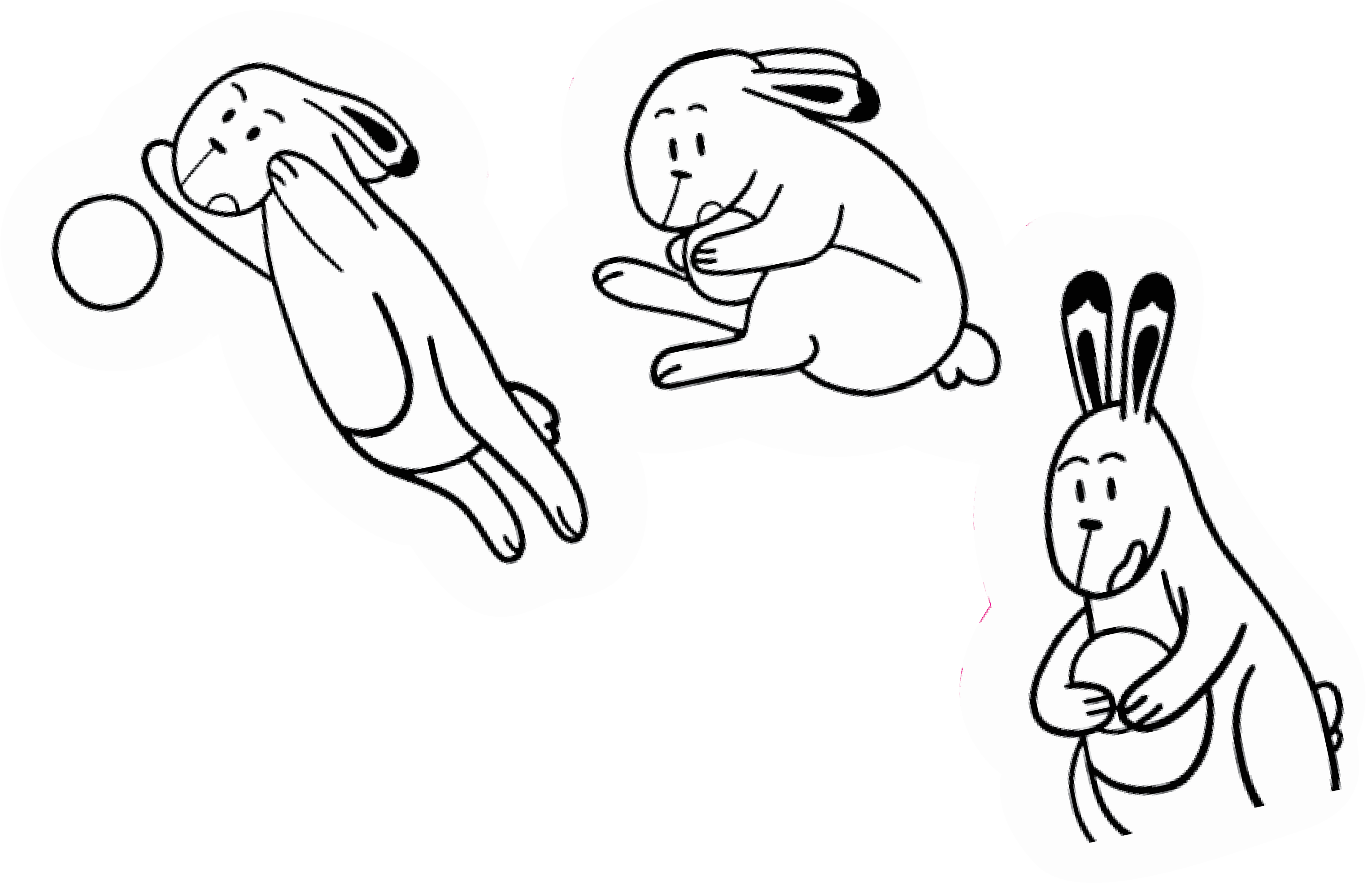
- Ask the discussion questions so they require one-word or yes-or-no answers.
- Incorporate visual aids, such as puppets, Tuktu and Friends character sets, or books featuring Tuktu and his friends.
- Ask children questions during interactive play instead of in a formal group setting. For example, "ᖃᓄᐃᓕᐅᕐᒪᑕ?"/"What are they doing?," "ᑭᓱᒥᒃ ᑎᑎᕋᐅᔭᕋᕕᑦ?"/"What are you drawing?," or "ᑭᓱᒥᒃ ᓴᓇᕕᑦ?"/"What are you building?"

FOLLOW-UP ACTIVITIES

- Plan play-based activities in which children can explore the themes in Tuktu and Friends through arts and crafts, blocks, dramatic play, sensory bins, or manipulatives.
- Limit writing activities to colouring, drawing, labelling, circling, or tracing.
- Replace worksheet-based activities with hands-on activities, such as scavenger hunts, movement games, and sensory activities.

The **say-and-repeat approach** is when an educator says a word, sound, or sentence, and children repeat it out loud to practise pronunciation.

LESSONS



“ᑐᒃᑑᑉ ᐃᖏᕐᕋᓂᖓ” / “TUKTU’S JOURNEY” and ᑐᒃᑐ ᐊᓯᐅᔪᖅ / *TUKTU IS LOST*

MAIN IDEAS

- It is important to learn from others.
- It is easier to solve problems with help.
- It is best to stay calm if you are feeling lost or scared.
- You can use your senses to understand and explore the world around you.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.OC.3.2** Ask and respond to simple questions about personal needs, interests, and daily life topics. Focus on Who?, What?, and Where? **1.W.1.1** Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas. **1.W.1.2** Begin to write short texts using familiar text forms, with support.
PHW	**1.SE.1.2** Express basic emotions in healthy ways. **1.SE.1.3** Use simple strategies to promote a calm mind and body. **1.SE.1.4** Observe and describe the emotions of others. **1.SE.3.3** Demonstrate understanding of personal space and feeling safe/unsafe in any situation.

KEY TERMS

- ᐊᓯᐅᔪᖅ/Lost
- ᐃᓃᑦ/Track
- ᑲᑎᙵᔪᑦ/Herd
- ᑐᒦᑦ/Footprints
- ᓈᓚᒋᑦ/Listen
- ᑎᐱᖓ/Smell
- ᓴᐃᓕᔪᖅ/Calm
- ᐱᖃᓐᓇᕆᔭᖅ/Friend

VIEWING ACTIVITY

MATERIALS

- The ᑐᒃᑐ ᐊᓯᐅᔪᖅ/*Tuktu Is Lost* storybook or audio resource
- An audio player
- “ᑐᒃᑑᑉ ᐃᖏᕐᕋᓂᖓ”/“Tuktu’s Journey” video
- Chart paper and markers

BEFORE VIEWING

1. Ask students the following questions:
   - “ᐊᓯᐅᓚᐅᖅᓯᒪᕖᑦ? ᖃᓄᐃᓕᐅᓚᐅᖅᓯᒪᕕᑦ ᑕᐃᒪᐃᒃᑲᕕᑦ?”/“Have you ever been lost? What did you do when it happened?” (If students need support, share a time when you were lost.)
   - “ᐆᒪᔪᑦ ᑕᐃᒫᔅᓴᐃᓐᓇᖅ ᐱᒐᔭᖅᐸᑦ ᐃᓄᒃᑎᑐᑦ ᐊᓯᐅᓐᓂᖅᐸᑕ? ᐋᒃᑲᐅᒃᐸᑦ, ᖃᓄᐃᓕᐅᖕᒫᕋᔭᖅᑐᕆᕕᒋᑦ?”/“Would animals do the same things as humans if they got lost? If not, what do you think they might do instead?” (If students need support, explain that animals cannot use words to ask for help like humans can. Encourage students to think about how they would have to use their five senses.)

2. Tell students they will listen to a story called *Tuktu Is Lost*, about a caribou who gets lost.

3. Read the book or play the *Tuktu Is Lost* audio resource.

4. Discuss the tracking strategies used by Tuktu and his friends (listening for sounds, and identifying scents). Encourage students to use movements and actions to show how the tracking strategies might look.

DURING VIEWING

5. Tell students they will watch “Tuktu’s Journey,” a version of the story they just heard.

6. Play “Tuktu’s Journey.”

7. Pause at the recommended times, and ask the following questions:
   - **4:20:** “ᑕᐃᒫᒃ ᑐᔾᔭᐃᔪᖅᑲᓲᖕᒍᓱᒋᕋᑖᖅᐱᐅᒃ?”/“What is Tuktu using the footprints for?”
   - **5:45:** “ᑕᐃᒫᒃ ᓈᓚᒐᓱᓲᖕᒍᓱᒋᕋᑖᖅᐱᒋᑦ? ᑐᒃᑐᕐᕙᓗᒍᓐᓇᖅᐱᑦ?”/“What is Tuktu listening for? Can you make the sound of a caribou?”
   - **7:05:** “ᑕᐃᒫᒃ ᑎᐱᓂᒃ ᓇᕆᐅᖅᓴᓲᖕᒍᓱᒋᕋᑖᖅᐱᒋᑦ?”/“What is Tuktu trying to smell?”

AFTER VIEWING

8. Ask students the following questions:
   - “ᑭᓱᒥᒃ ᐅᒥᖕᒪᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᕙ ᑐᒃᑐᒥᑦ?”/“What did Umingmak teach Tuktu?”
   - “ᖃᓄᐃᒻᒪᑦ ᐅᐃᒪᔮᙱᓐᓂᖅ ᐱᒻᒪᕆᐅᕙ ᐊᒃᓱᕈᕐᓇᖅᑐᒃᑰᖅᑎᓪᓗᑕ?”/“Why is keeping calm important during a stressful situation?”
   - “ᖃᓄᐃᓕᐅᖅᑲᑦᑕᖅᐱᑦ ᐅᐃᒪᔮᖅᑕᐃᓕᒪᓪᓗᑎᑦ ᐊᒃᓱᕈᕐᓇᖅᑐᒃᑰᓕᕌᖕᒐᕕᑦ?”/“What do you do to stay calm in stressful situations?”
   - “ᑭᓇ ᐃᓅᓯᕐᓂ ᐃᑲᔪᖅᑲᑦᑕᖅᐸ ᐃᓕᖕᓂᒃ ᐊᑦᑕᕐᓇᖅᑐᒦᑎᑦᑎᖕᒋᑦᑐᖅ ᐅᐃᒪᔮᕐᓇᙱᑦᑐᖅ?”/“Who in your life helps you feel safe and calm?”

9. Explain to students that health is **physical** and **mental**.
   - ᑎᒥᒃᑯᑦ ᖃᓄᐃᙱᑦᑎᐊᕐᓂᖅ ᑐᑭᖃᖅᐳᖅ ᑎᒥᕗᑦ ᑲᒪᒋᑦᑎᐊᕐᓗᒍ/Physical health means taking care of our body.
   - ᐃᓱᒪᒃᑯᑦ ᖃᓄᐃᙱᑦᑎᐊᕐᓂᖅ ᑐᑭᖃᖅᐳᖅ ᑲᒪᒋᔭᖅᑲᑦᑎᐊᕐᓗᑕ ᐃᒃᐱᒋᔭᑦᑎᓐᓂᑦ/Mental health means taking care of our feelings.

10. Identify people who keep us physically and mentally healthy at home, at school, and in the community. Record students’ answers on chart paper.

> **EDUCATOR’S TIP**
>
> Step 10 is a **shared writing** activity. Shared writing is a teaching tool you use with students to work together when coming up with new ideas so you can write them down. This allows you to model the writing process, including thinking out loud and writing. It also helps students connect their ideas to written words.

FOLLOW-UP ACTIVITY MAKING OBSERVATIONS WITH MY SENSES

LEARNING FOCUS

Students will explore their five senses at hands-on learning centres and record their observations on a worksheet. This activity helps them develop an awareness of their senses, and it strengthens their observation skills.

> **EDUCATOR'S TIP**
>
> **Learning centres** are small activity stations around the classroom where students work independently or in small groups. Students work on a simple skill or task while the educator helps other students or works with a small group.

MATERIALS

- Seeing centre materials: magnifying glasses, photos of animals, loose parts (such as feathers, fur, or twigs), and *Tuktu Is Lost*
- Listening centre materials: small sound making items (such as bells, wooden blocks, metal spoons, or plastic containers with different fillings)
- Smelling centre materials: containers with holes in the top and scented items (such as flowers, fruit, or bars of soap) to go inside
- Touching centre materials: boxes or paper bags and loose parts (such as rocks, sand, leaves, or fur) to go inside
- Tasting centre materials: snacks (such as bannock, berries, or cereal; prepare extra so you can refill the centre if needed)
- Pencils and markers
- A timer
- **ᑎᑎᕋᕝᕕᒃᓴᖅ 1: ᖃᐅᔨᓇᓱᒍᓂᖅ ᐃᒃᐱᖕᓂᐊᖅᑎᒃᑯᑦ/Worksheet 1: Making Observations with My Senses**

PREPARATION

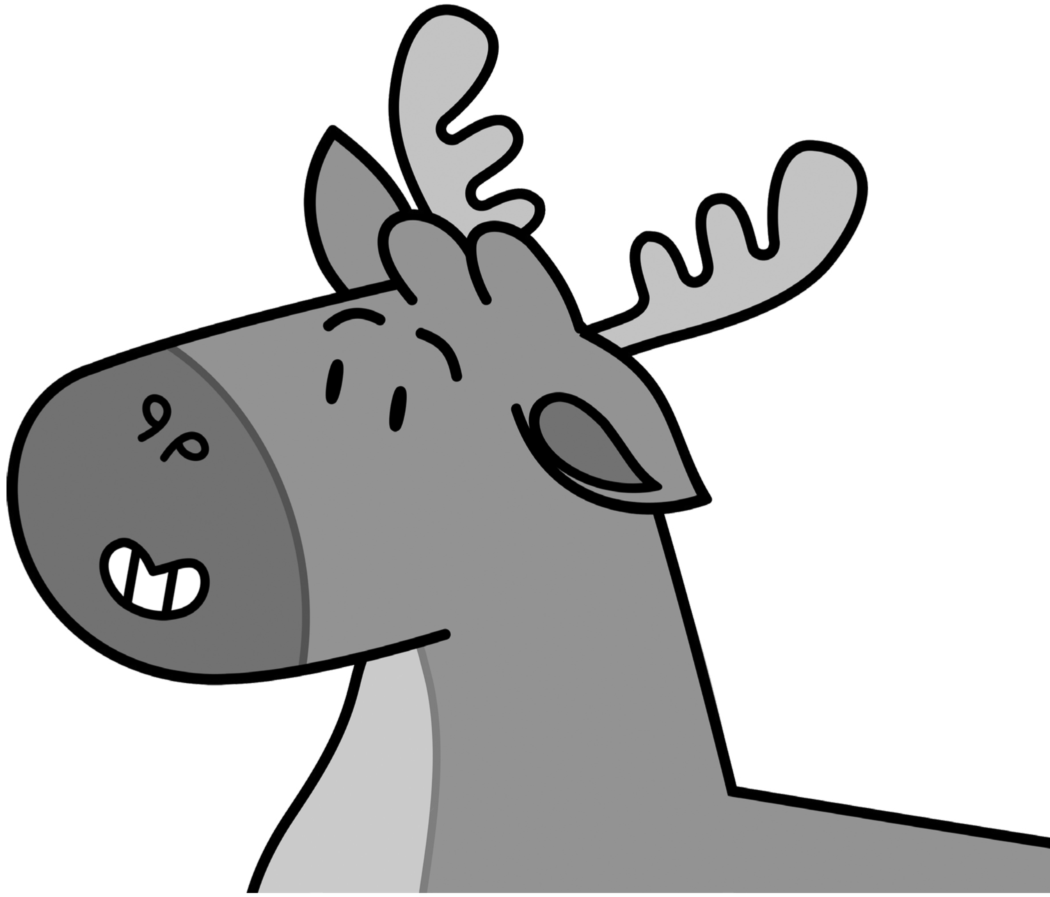
- Set up the centres.
- Photocopy or print a class set of **ᑎᑎᕋᕝᕕᒃᓴᖅ 1: ᖃᐅᔨᓇᓱᒍᓂᖅ ᐃᒃᐱᖕᓂᐊᖅᑎᒃᑯᑦ/Worksheet 1: Making Observations with My Senses**.

ACTIVITY

1. Remind students how Tuktu and his friends used their senses to help Tuktu find his herd.
2. Ask students to name the senses they can remember. Support them in identifying *ᑕᑯᒃᓴᐅᔪᖅ/sight*, *ᓂᐱ/sound*, *ᑎᐱᖓ/smell*, *ᐊᒃᑐᖅ/touch*, and *ᑎᐱᖓ/taste*.
3. Divide students into five groups, and distribute a worksheet to each student. Point out each sense on the worksheet.
4. Explain that you will assign each group to a centre where they will have a chance to use one of their senses to explore the items on the table. Then they will write or draw what they observe.
5. Model how to use a sense at a centre and to fill in the worksheet. For example, hold up a jar from the smelling centre and smell it. Model thinking out loud about your observations ("ᑖᓐᓇ ᒪᒪᖅᑐᖅ! ᑭᒍᑕᖕᒋᕐᓇᐅᖅᑰᖅᑐᑦ."/"This smells sweet! I think it's berries."). On chart paper, draw an example of an observation that students could record on their worksheet.
6. Assign each group a senses centre.
7. Set a timer for two to five minutes.
8. Circulate and help groups explore the items at their centre, and record their observations on their worksheets.
9. When the timer goes off, help students rotate to the next senses centre.
10. Repeat steps 7–9 until all students have explored each centre.

ASSESSMENT OPPORTUNITIES

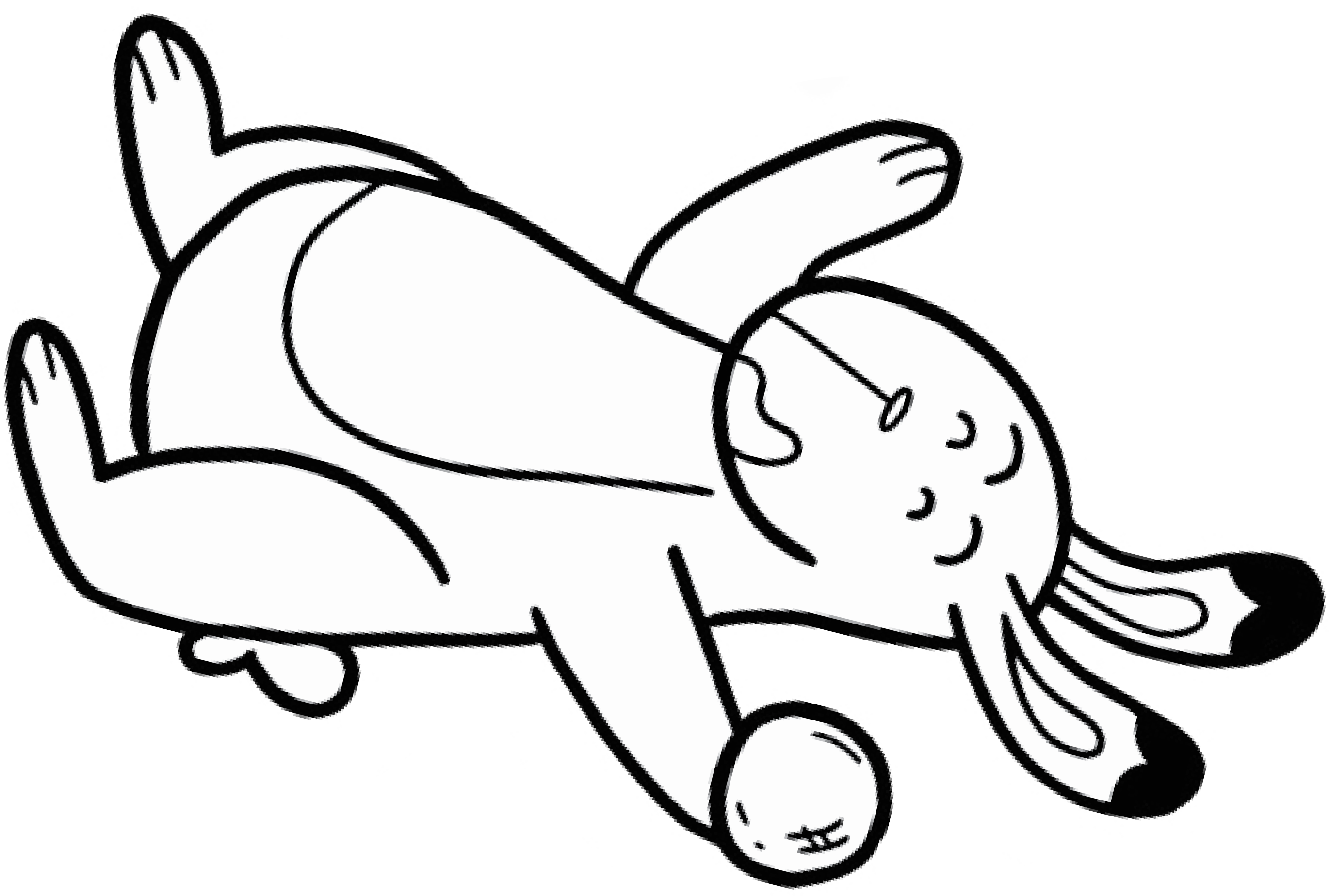
Observation	Observe how students participate during class discussions after viewing the video. Note their understandings of various techniques for calming their minds and bodies. Observe students during centre time, and note their levels of engagement and enthusiasm.
Product	Review students' worksheets. Note if students accurately recorded their observations at the senses centre and if they accurately described how they connected the appropriate sense to each item.



ᑎᑎᕋᕐᕕᒃᓴᖅ 1: ᖃᐅᔨᓇᓱᖕᓂᖅ ᐃᑉᐱᖕᓂᐊᔾᔪᑎᒃᑯᑦ
Worksheet 1: Making Observations with My Senses

ᐊᑎᖅ/Name: ____________________

ᑭᓱᒥᒃ **ᑕᑯᕙ**?	ᑭᓱᒥᒃ **ᑐᓵᕙ**?	ᑭᓱᒥᒃ **ᐊᑦᑐᖅᓯᕙ**?	ᑭᓱᒥᒃ **ᓇᐃᕙ**?	ᑭᓱᒥᒃ **ᑎᐱᖃᖅᐸ**?
ᑭᓲᕙ?	ᑭᓲᕙ?	ᑭᓲᕙ?	ᑭᓲᕙ?	ᑭᓲᕙ?
What do you **see**?	What do you **hear**?	What do you **smell**?	What do you **feel**?	What do you **taste**?
What is it?	What is it?	What is it?	What is it?	What is it?



“ᑐᐊᕙᓚᐅᕆᑦ ᐅᒥᖕᒪᒃ!” / “Hurry Up, Umingmak!” and ᓱᒃᑲᐃᑦᑐᖅ ᐅᒥᖕᒪᒃ / *Umingmak Is Slow*

MAIN IDEAS

- You can build strong friendships by working and learning together.
- You should support your friends with flexibility and understanding.
- It is important to accept differences because they make us unique.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.OC.3.2** Ask and respond to simple questions about personal needs, interests, and daily life topics. Focus on Who?, What?, and Where? **1.W.1.1** Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas.
PHW	**1.PL.1.1** Demonstrate an ability to do age-appropriate locomotor skills through a variety of activities (keeping in mind any accessibility or modality concerns). **1.PL.2.1** Demonstrate a personal understanding of the concept of personal space through active involvement in activities in a safe manner.

KEY TERMS

- ᓱᒃᑲᐃᑦᑐᖅ/Slow
- ᕿᓚᒥᑯᓗᒃ/Quick
- ᑭᖑᕙᖅᑐᖅ/Late
- ᑐᐊᕙᖅ/Rush
- ᐃᓱᒫᓗᒃ/Worried
- ᐅᓚᕙᓴᖅ/Distracted
- ᐊᒃᓱᕉᖅ/Struggle

VIEWING ACTIVITY

MATERIALS

- “ᑐᐊᕙᓚᐅᕆᑦ ᐅᒥᖕᒪᒃ!”/“Hurry Up, Umingmak!” video

BEFORE VIEWING

1. Ask students the following questions:
   - “ᓇᓕᐊᖕᓂᒃ ᐱᙳᐊᕈᓯᕐᓂᒃ ᖁᕕᐊᒋᔭᖃᖅᐱᑦ?”/“What games or sports do you enjoy playing?”
   - “ᖃᓄᐃᑦᑐᓂᑦ ᐊᐅᓚᓂᖃᓲᖑᕙᑦ ᐱᙳᐊᖅᑎᓪᓗᑎᑦ? ᐊᐅᓚᓂᐅᔪᑦ ᓱᒃᑲᐃᑦᑑᕙᑦ, ᓱᒃᑲᓕᕙᑦ, ᐅᕝᕙᓘᓐᓃᑦ ᑕᒪᕐᒥᒃ?”/“What types of movements do you do during these sports and games? Are the movements slow, fast, or both?” (Encourage students to describe actions such as running, jumping, stretching, or balancing. Point out how different activities involve different types of movements.)

DURING VIEWING

2. Tell students they will watch “Hurry Up, Umingmak!,” a video about movement.

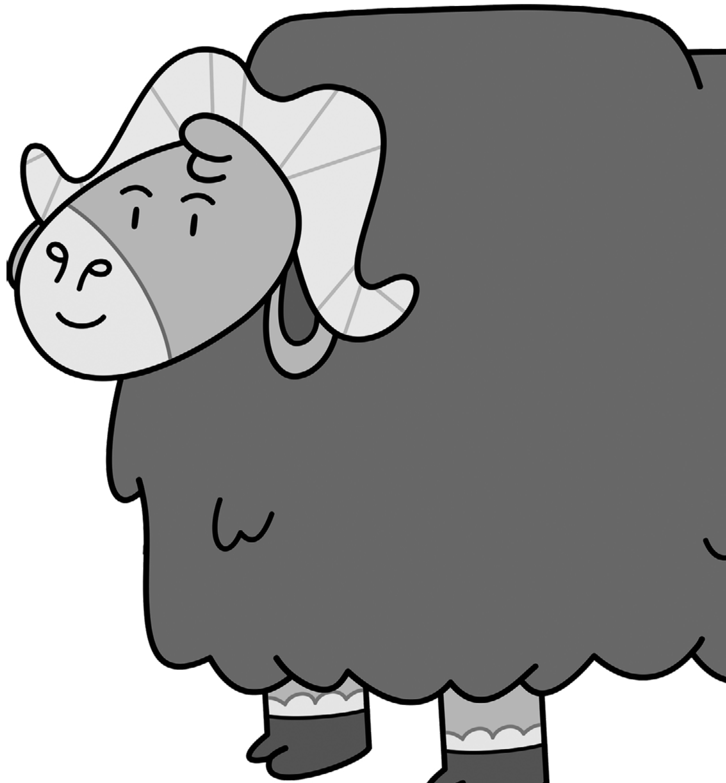
3. Play “Hurry Up, Umingmak!”

4. Pause at the recommended times, and ask the following questions:
   - **6:13:** “ᖃᓄᖅ ᐅᒥᖕᒪᒃ ᐃᒃᐱᒍᓱᑦᑎᓇᕙᐅᒃ ᑭᖑᕙᖅᓂᖓᓂᒃ ᐱᖃᓐᓇᕆᔭᖓᓅᖅᓱᒃᑎᓪᓗᒍ?”/“How do you think Umingmak feels about being late to meet his friends?”
   - **7:05:** “ᖃᓄᖅ ᐅᒥᖕᒪᒃ ᐃᒃᐱᒍᓱᑦᑐᓇᕙᐅᒃ ᑭᖑᕙᐅᔭᐃᓐᓇᖅᓂᖓᓂᒃ ᐱᖃᓐᓇᕆᔭᖓᓅᖅᓱᒃᑎᓪᓗᒍ?”/“How do you think Umingmak’s friends feel about him always being late?”

AFTER VIEWING

5. Ask students the following questions:
   - “ᖃᓄᖅ ᐃᓱᒪᕙᑦ ᑕᒪᕐᒥᒃ ᓱᒃᑲᐃᓐᓂᖅ ᓱᒃᑲᓕᔪᓐᓇᕐᓂᕐᓗ ᐱᐅᔪᓐᓇᕐᓂᖏᓐᓂᒃ?”/“Why do you think being both slow and quick can be good?”
   - “ᐃᖃᐅᒪᔪᓐᓇᖅᐱᑦ ᖃᖓ ᓱᒃᑲᐃᑎᓪᓗᑎᑦ ᐃᑲᔪᕐᓂᖃᕐᓂᕐᒪᖔᑦ ᐱᐅᓂᖅᓴᒥᒃ ᐱᓕᕆᑎᓪᓗᑎᑦ?”/“Can you think of a time when going slowly helped you do something better?”
   - “ᐃᖃᐅᒪᔪᓐᓇᖅᐱᑦ ᖃᖓ ᓴᐅᒃᑲᓕᓂᖅᓴᐅᑎᓪᓗᑎᑦ ᐃᑲᔪᕐᓂᖃᕐᓂᕐᒪᖔᑦ ᐱᐅᓂᖅᓴᒥᒃ ᐱᓕᕆᑎᓪᓗᑎᑦ?”/“Can you think of a time when going quickly helped you do something better?”
   - “ᐃᖃᓇᐅᒪᔪᓐᓇᖅᐱᑦ ᐊᔾᔨᐅᙱᑦᑐᒥᒃ ᐱᓕᕆᑎᓪᓗᑎᑦ? ᐃᓄᐃᑦ ᓈᒻᒪᒃᓴᓚᐅᖅᐸᑦ ᐊᔾᔨᒋᔭᐅᙱᓐᓂᕐᓂᒃ? ᖃᓄᖅ ᐃᒃᐱᒍᓱᓚᐅᖅᐱᑦ?”/“Can you think of a time when you did something differently from other people? Did people accept your differences? How did the experience make you feel?”

6. Encourage students to think about what it means to have empathy for others, or ask them to put themselves in someone else’s shoes and imagine how that person feels. Discuss the importance of treating others with respect and celebrating everyone’s unique qualities.



FOLLOW-UP ACTIVITIES: SORTING MOVEMENTS

LEARNING FOCUS

Students will participate in a sorting activity to explore different types of movements. They will use a T-chart to identify whether each activity requires quick or slow movements.

MATERIALS

- Scissors
- Glue
- **ᑎᑎᕋᕝᕙᒃᓴᖅ2: ᓱᒃᑲᓪᓚᑦ ᓱᒃᑲᐃᑦᑐᓪᓗ ᐊᐅᓚᓂᖅ/Worksheet 2: Quick and Slow Movements**

PREPARATION

- Photocopy or print a class set of **ᑎᑎᕋᕝᕙᒃᓴᖅ2: ᓱᒃᑲᓪᓚᑦ ᓱᒃᑲᐃᑦᑐᓪᓗ ᐊᐅᓚᓂᖅ/Worksheet 2: Quick and Slow Movements**.

ACTIVITY

1. Distribute the worksheet, a pair of scissors, and glue to each student.

2. Show students the pictures of quick and slow movements on **ᑎᑎᕋᕝᕙᒃᓴᖅ2: ᓱᒃᑲᓪᓚᑦ ᓱᒃᑲᐃᑦᑐᓪᓗ ᐊᐅᓚᓂᖅ/Worksheet 2: Quick and Slow Movements**. Explain that they will cut out the pictures, sort them by quick or slow movements, then glue them onto the appropriate side of the **T-chart**.

3. Circulate and support students as needed.

4. When students are finished, review the T-chart as a group.

> A **T-chart** is a visual tool that helps compare, organize, and sort information by dividing it into two columns.

READ-ALOUD AND WHOLE-GROUP ACTIVITY

> A **read-aloud** is when an educator reads a text out loud to their students. It allows them to enjoy a text that might be beyond their independent reading level. It also allows an educator to model good reading habits for students (for example, identifying text features, fluent reading, asking questions about the text, and making and confirming predictions).

LEARNING FOCUS

Students will listen to a **read-aloud** of *Umingmak Is Slow*. They will then practise acting out events from the story at quick and slow speeds and determine which speed best fits each activity. This activity helps students understand that both slow and fast movements can be useful for different activities.

MATERIALS

- The *ᓱᒃᑲᐃᑦᑐᖅ ᐅᒥᖕᒪᒃ/Umingmak Is Slow* storybook

PREPARATION

- Choose a comfortable, distraction-free space for students to listen to the read-aloud.
- Preview the book to identify key movement activities that students will act out. Note that the audio resource may be used in place of the book if preferred.

ACTIVITY

1. Gather students in a comfortable, distraction-free space.

2. Show them the cover of *Umingmak Is Slow* and explain this is the storybook version of the video they watched.

3. Read the storybook out loud. Pause at the two activities in the book (swimming and berry picking).

4. Instruct students to act out each of the activities twice, first slowly, then quickly. As a class, discuss which speed is most appropriate for these activities and why.

Note: The story may be presented as a read-aloud or through the accompanying audio resource.

MOVING OUR BODIES

LEARNING FOCUS

Students will explore fast and slow movements by listening to music and moving their bodies faster or slower depending on the tempo. This activity helps them recognize tempo and develop body awareness and co-ordination.

MATERIALS

- An audio player
- Slow and fast songs

PREPARATION

- Set up a large, open space to allow free and safe movement.
- Choose music at different tempos.

ACTIVITY

1. Tell students you will play music at different tempos for them. Explain that *tempo* means how fast or slow the music is, and explain that when students hear the music, they should move their bodies in time with it.

2. Play the music. Model moving in time to it and invite students to join in.

3. Alternate between music with fast and slow tempos. Encourage students to use slow, gentle motions when the music is slow and quick, energetic motions when the music is fast.

ASSESSMENT OPPORTUNITIES

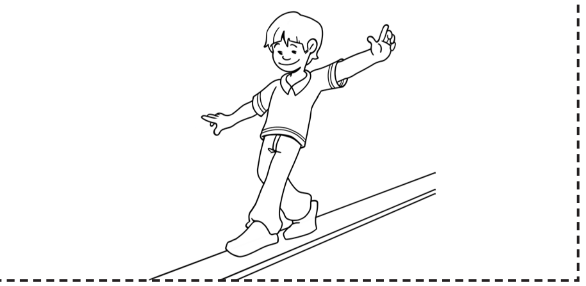
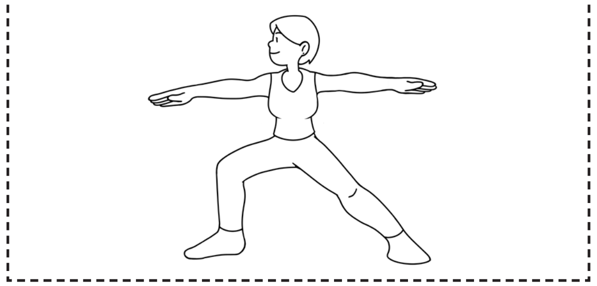
Observation	Use a checklist to assess whether students' slow and quick movements were in time with the music.
Conversation	While students are working on their T-chart activity, ask them questions to assess comprehension. For example: "ᓇᓗᓇᐃᖅᓯᕙᖕᒥ ᐅᓇ ᐱᓕᕆᐊᕆᔭᒃᓴᖅ ᓇᒧᑦ ᐃᓕᒍᔭᖅᐱᐅᒃ? ᖃᓄᖅᓚ ᖃᐅᔨᕙᑦ ᐱᓕᕆᐊᖅ ᓱᒃᑲᓪᓚᒥᒃ ᓱᒃᑲᐃᑦᑐᒥᓪᓗᓐᓃᑦ ᐊᐅᓚᔪᓇᐊᖅᑲᖅᒪᑦ?"/ "Where would you place this activity on the chart? How do you know this activity requires quick or slow movements?"
Product	Check accuracy of sorted activities in **ᑎᑎᕋᕝᕙᒃᓴᖅ2: ᓱᒃᑲᓪᓚᑦ ᓱᒃᑲᐃᑦᑐᓪᓗ ᐊᐅᓚᓂᖅ/ Worksheet 2: Quick and Slow Movements**.

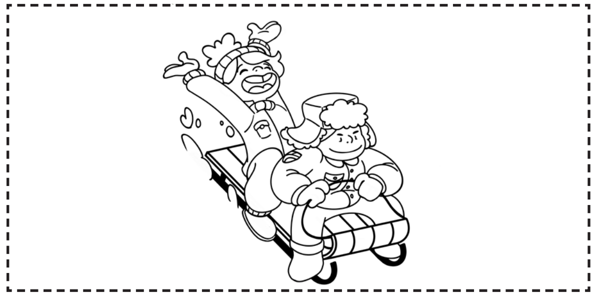
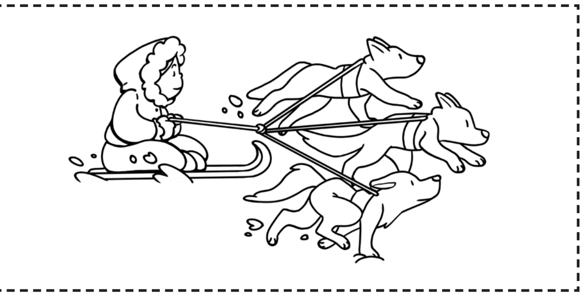
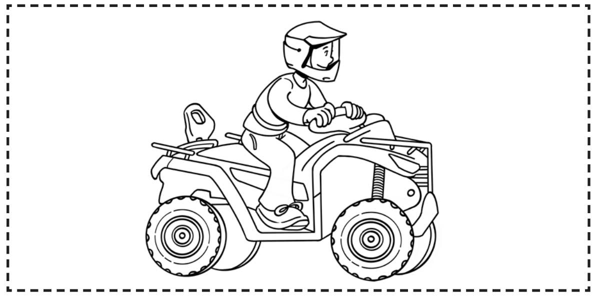
ᐊᑎᖅ/Name: ______________________

ᑎᑎᕋᕕᒃᓴᖅ2: ᓱᒃᑲᓕᔪᑦ ᓱᒃᑲᐃᑦᑐᓪᓗ ᐊᐅᓚᓂᖅ/
Worksheet 2: Quick and Slow Movements

ᐃᓱᒪᓕᐅᕐᓗᑎᑦ ᐊᑐᓂ ᐱᓕᕆᐊᒃᓴᑦ ᓱᒃᑲᓕᔪᒥᒃ ᓱᒃᑲᐃᑦᑐᒥᓪᓘᓐᓃᑦ ᐊᐅᓚᔾᔪᑎᐊᖃᕐᒪᖔᑕ ᐋᖅᑭᒃᓱᕐᓗᒋᓪᓗ ᐊᔾᔨᙳᐊᑦ.
Decide if each activity needs quick or slow movements and sort the pictures.

QUICK	**S L O W**

“ᓇᓄᐅᑉ ᓄᑲᖅᑳᓗᒃᑯᓗᐊ” / “Nanuq’s Baby Brother” and ᓄᑕᕋᖅᑳᖅᑲᐅ / *The New Baby*

MAIN IDEAS

- It is important to learn about our emotions.
- It is important to help others.
- Understanding our emotions helps us feel better when life changes.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.OC.2.1** Communicate needs, feelings, and information using non-verbal communication, gestures, and familiar phrases. **1.W.1.1** Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas. **1.W.1.2** Begin to write short texts using familiar text forms, with support. **1.R.3.1** Recognize some text forms and purposes, such as signs, labels in the classroom, storybooks, recipes, simple notes, and invitations.
PHW	**1.HL.1.2** Demonstrate an understanding of the concept of growth and development by participating in class discussions around the concept of how a body grows and develops. **1.SE.1.2** Express basic emotions in healthy ways. **1.SE.1.4** Observe and describe the emotions of others. **1.SE.2.3** Recognize kinship terms and different types of families.

KEY TERMS

- ᓄᑕᕋᓚᖅ/Baby
- ᐊᓂ/Brother
- ᓇᔭ/Sister
- ᖃᑕᙳᑎ/Sibling
- ᓄᑕᕋᑐᐊᖅ/Only child
- ᓂᕕᙵᑎᑕᒐᖅ/Mobile
- ᑎᓯ/Den

VIEWING ACTIVITY

MATERIALS

- “ᓇᓄᐅᑉ ᓄᑲᖅᑳᑯᓗᐊ”/“Nanuq’s Baby Brother” video
- Chart paper and markers

BEFORE VIEWING

1. Ask students the following questions:
   - “ᑭᓇ ᓄᑲᖅᑲᖅᐸ, ᓇᔭᖅᑲᖅᐸ, ᐃᖢᐊᖕᖅᑲᖅᐸ, ᐅᐃᕝᔫᓐᓃᑦ ᐱᖅᑲᓐᓇᓂᔭᖅᑲᖅᐸ?”/“Who has a baby brother, sister, cousin, or friend?”
   - “ᑭᓱᓂᒃ ᖁᕕᐊᕆᔭᖅᑲᖅᐱᑦ ᐱᓕᕆᖅᑎᒌᖢᒋᑦ?”/“What do you enjoy doing with them?” (Encourage students to share about specific activities, like playing games, reading, or drawing together.)
2. Discuss why students do these activities with their siblings, cousins, or friends and how spending time together makes them feel.

DURING VIEWING

3. Tell students they will watch “Nanuq’s Baby Brother,” a video about a new baby in a family.
4. Play “Nanuq’s Baby Brother.”
5. Pause at the recommended times, and ask the following questions:
   - **6:43:** “ᖃᓄᖅ ᐃᓱᒪᒋᕙᐅᒃ ᓇᓄᖅ ᐃᒃᐱᒍᓱᙱᓐᖏᒋᑦ ᑕᑯᒐᒥᐅᒃ ᐊᓂᑯᓗᒃᑳᓂᒃ ᓱᕈᓯᖅᐹᑦᑎᐊᒥ?”/“How do you think Nanuq feels when meeting her baby brother for the first time?”
   - **7:23:** “ᖃᓄᐃᒻᒪᑦ ᐋᓈᓇ ᐋᑖᑕ ᐱᔭᒃᓴᓕᒪᓚᐊᕌᖕᒃ ᓄᑕᕋᓚᒥᒃ?”/“Why are Anaana and Ataata so busy with the baby?”

AFTER VIEWING

6. Ask students the following questions:
   - “ᑭᓱᑦ ᐊᓯᔾᔨᖅᐸᑦ ᓄᓇᕐᒧᑦ ᐊᓂᖓ ᐃᓅᓚᐅᖅᑎᓪᓗᒍ?”/“What are some things that changed for Nanuq after her baby brother was born?”
   - “ᖃᓄᐃᓕᐅᕈᓐᓇᖅᐱᑦ ᐃᓚᑎᑦ ᖃᐅᔨᑎᓪᓗᒋᑦ ᑲᒪᒋᔭᐅᔪᓐᓇᐊᖅᑳᕋᖕᒐᕕᑦ ᐃᓂᒃᓴᖃᕆᐊᖅᑳᕋᖕᒐᕕᓪᓘᓐᓃᑦ?”/“What are some ways you can let your family know when you need attention or space?”
   - “ᖃᓄᐃᓕᐅᕈᓐᓇᖅᐱᑦ ᐃᒃᐱᒋᔭᑎᑦ ᑲᒪᒋᑦᑎᐊᕋᓱᓪᓗᒋᑦ?”/“What is something you can do to take care of your feelings?”
7. Discuss how Nanuq discovered new activities to enjoy with her baby brother.
8. Encourage students to suggest activities they can do with a baby sibling, cousin, or friend. Write their ideas on chart paper. Save the chart paper to use during the independent writing activity.

EDUCATOR’S TIP

Step 8 is a **shared writing** activity. Shared writing is a teaching tool you can use where students come up with ideas and you write them down. This allows you to model the writing process, including thinking out loud and writing. It also helps students connect their ideas to written words.

FOLLOW-UP ACTIVITIES: READ-ALOUD

A **read-aloud** is when an educator reads a text out loud to their students. It allows students to enjoy a text that might be beyond their independent reading level. It also allows an educator to model good reading habits (for example, identifying text features, fluent reading, asking questions about the text, and making and confirming predictions).

LEARNING FOCUS

Students will listen to a read-aloud of *The New Baby*. This activity helps them deepen their understanding of the main ideas in the story.

MATERIALS

- The ᓄᑕᕋᖅᑖᖅᑲᐅ/*The New Baby* storybook

PREPARATION

- Choose a comfortable, distraction-free space for students to listen to the read-aloud.
- Preview the book to identify moments when the baby needs something from his *anaana* or *ataata*. Note that the audio resource may be used in place of the book if preferred.

ACTIVITY

1. Gather students in a comfortable, distraction-free space.

2. Show them the cover of *The New Baby* and explain that it is the storybook version of the video they watched.

3. Ask them to listen for parts of the story when the baby needs something from his anaana or ataata. Tell them to raise their hand each time this happens.

4. Read the storybook out loud. Read slowly so students have time to think about when they should raise their hand.

5. After the read-aloud, invite them to share ideas about what babies need (such as food, sleep, and attention). Encourage students to explain why meeting these needs is important.

Note: The story may be presented as a read-aloud or through the accompanying audio resource.

INDEPENDENT WRITING

LEARNING FOCUS

Students will draw and write about a personal experience interacting with a baby sibling, cousin, or friend. This activity helps them reflect on their relationships and practise drawing and writing.

MATERIALS

- Chart paper from the viewing activity
- **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template** or student journals
- Chart paper and markers

PREPARATION

- Photocopy or print a class set of **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template**, or prepare student journals.
- Display the chart paper with students' ideas from the viewing activity.

ACTIVITY

1. Show students the chart paper. Review their ideas about activities they can do with a younger sibling, cousin, or friend.

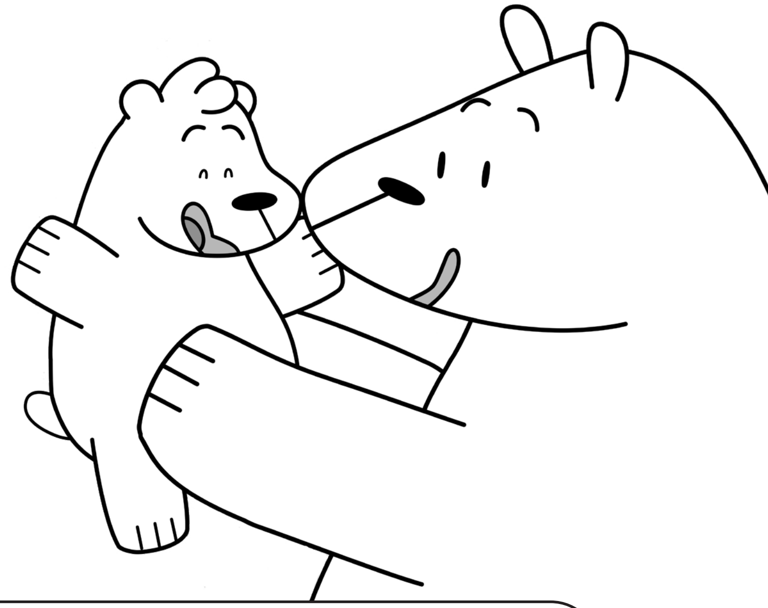
2. Write sentence starters on chart paper to support students in answering questions and expanding their responses, such as: "________-ᒍᒪᓲᖑᕗᖓ."/"I like to ________." or " ᐅᖕᕆᓲᓐᓃ ᖃᑕᙳᑎᒐᓗ ᐱᓕᕆᐊᕆᒡᒍᓯᑯᒃ ________, ᓲᖅᑲᐃᒻᒪ ________-ᖑᕗᒃ."/"My favourite activity to do with my sibling is ________, because ________."

3. Distribute the worksheet or student journals to each student.

4. Tell students to use **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template** or their student journals to draw and write about one activity they can do with a baby sibling, cousin, or friend. Invite them to look at the chart paper if they need help.

EDUCATOR'S TIP

Support early writing skills, and help reduce the stress of spelling and grammar. Allow students to copy text from chart paper after a shared writing activity.

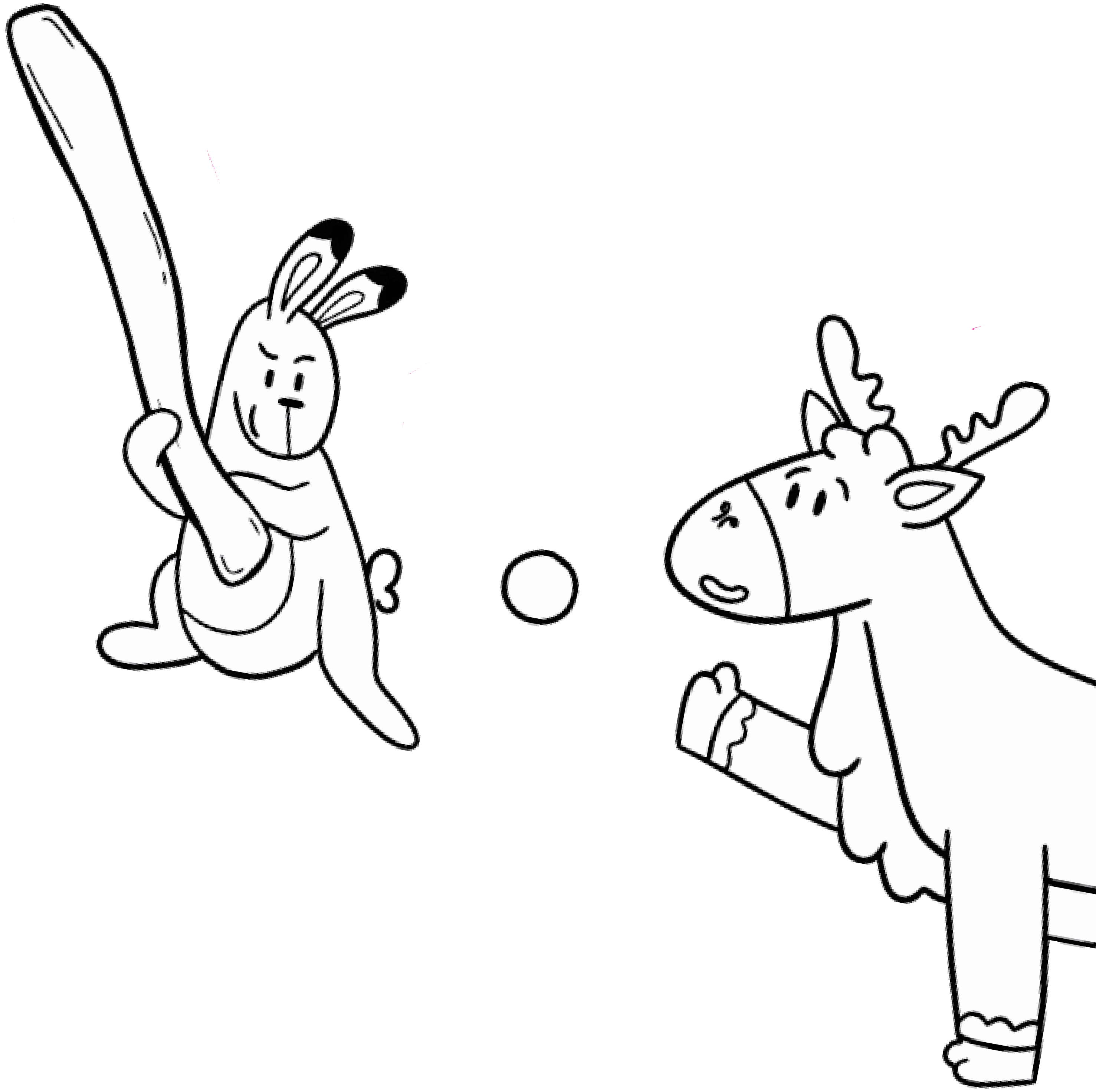


ASSESSMENT OPPORTUNITIES

Observation	Take anecdotal notes of students' suggestions on how to interact with a baby, such as knowing when the baby might need something if they are crying or showing an understanding of how to recognize emotions like jealousy when a new baby arrives.
Conversation	Talk with students as they work on their independent writing activity to assess their level of comprehension. Listen for awareness of care, safety, or comfort when interacting with younger siblings, cousins, or friends.
Product	Assess students' writing and drawings in their journals or worksheets to determine whether they have drawn an activity appropriate for babies. Check to ensure they have accurately copied the sentence starters.

ᐊᑎᖅ/Name: ____________________

ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ
Worksheet 3: Writing Template



“ᐅᑲᓕᖅ ᐊᓇᐅᓕᒫᓂᐅᖅᐳᖅ” / “Ukaliq Learns to Play Inuit Baseball” and ᐊᓇᐅᙵᐊᖅᑕ / *Let’s Play Baseball*

MAIN IDEAS

- We all have strengths and weaknesses that make us unique.
- Mistakes help us learn.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.OC.3.2** Ask and respond to simple questions about personal needs, interests, and daily life topics. Focus on Who?, What?, and Where? **1.W.1.1** Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas. **1.W.1.2** Begin to write short texts using familiar text forms, with support.
PHW	**1.PL.1.2** Demonstrate age-appropriate body control skills during various activities, taking into account any accessibility or modality issues or concerns. **1.SE.2.1** Describe their personal skills and interests.

KEY TERMS

- ᐱᙵᐊᕈᓯᑦ/Sports
- ᐊᓇᐅᙵᐊᖅ/Baseball
- ᖁᓱᔪᖅ/Hesitate
- ᒪᓕᒐᐃᑦ/Rules
- ᖃᐅᔾᒪᑦᑎᐊᖅᑐᖅ/Confident
- ᐊᔪᙱᑕᙱᑦ/Skills
- ᐃᓕᕆᑦ/Team
- ᖁᒃᓴᓱᒃ/Nervous

VIEWING ACTIVITY

MATERIALS

- “ᐅᑲᓕᖅ ᐊᓇᐅᓕᒫᓂᐅᖅᐳᖅ”/“Ukaliq Learns to Play Inuit Baseball” video

BEFORE VIEWING

1. Ask students the following questions:
   - “ᑭᓱᓂᒃ ᐱᙵᐊᕈᓯᕐᓂᒃ ᖁᕝᕙᕆᔭᖅᖃᐱᑦ?”/“What sports or games do you enjoy playing?”
   - “ᐊᔾᔨᕐᓂᒃ ᐱᙵᐊᖃᑦᑕᖅᐱᑦ ᐅᖓᑦᑐᓂᑦ ᐱᙵᐊᕈᓯᕐᓂᒃ, ᖁᕝᕙᐊᕆᔭᖅᖃᐱᑦ, ᐅᖓᑦᑐᓂᑦ ᓄᑖᓂᒃ ᐱᙵᐊᓗᒃᓴᓂᒃ ᐆᒃᑐᕈᒪᔪᙳᕕᑦ? ᖃᓄᐃᒻᒪᑦ?”/“Do you play the same sports or games, or do you enjoy trying new sports or games? Why?” (Encourage students to give examples of sports or games they have tried recently.)

2. Discuss the benefits of practising familiar sports and games and the benefits of playing new ones. For example, playing a familiar sport helps students build confidence and improves skills, while playing a new sports can help them discover new interests and hobbies.

DURING VIEWING

3. Tell students they will watch “Ukaliq Learns to Play Inuit Baseball,” a video about trying a new sport.

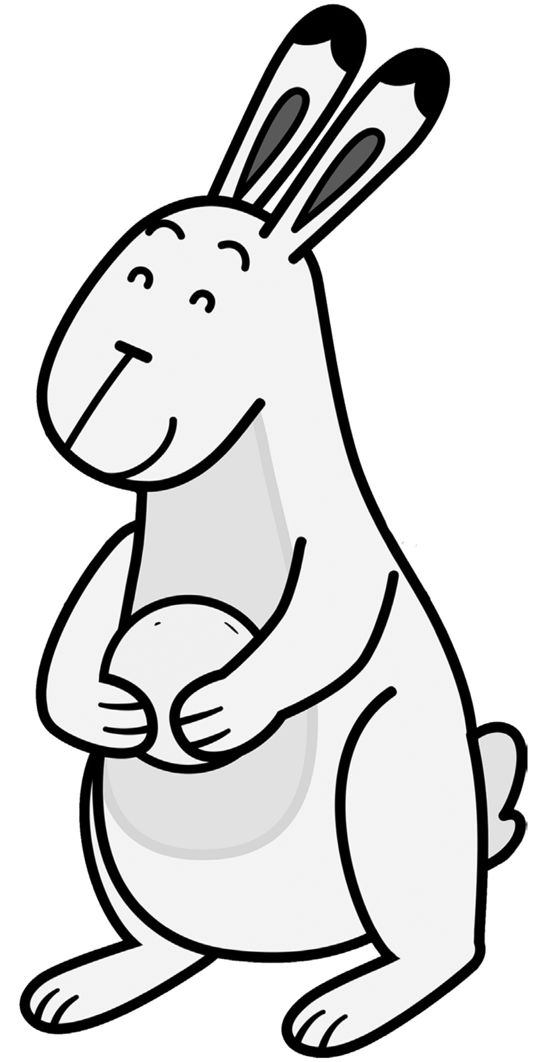
4. Play “Ukaliq Learns to Play Inuit Baseball.”

5. Pause at the recommended times, and ask the following questions:
   - **3:40:** “ᖃᓄᐃᒻᒪᑦ ᐅᑲᓕᖅ ᐱᙵᐊᕈᒪᑦᑎᐊᖅᑯᔾᔪᙳᙱᓚᖅ ᐃᓄᐃᑦ ᐊᓇᐅᙵᐊᕈᓯᙳᓂᑦ? ᓱᓇᐅᕙᑦ ᐃᓚᙱᑦ ᐃᓱᒫᓘᑎᕆᑐᐃᓐᓇᓂᐊᖅᖃᑕᙱᑦ?”/“Why do you think Ukaliq hesitates to play Inuit baseball? What are some things he might be worried about?”
   - **7:38:** “ᐅᑲᓕᐅᑉ ᐊᖅᓴᖅ ᐊᓇᐅᙱᑕᙳ. ᓈᒻᒪᒃᓴᖅᑯᔾᔭᙱᓚᖅ? ᓱᖕᒪᑦ?”/“Ukaliq missed the ball. Does he seem upset about it? Why or why not?”

AFTER VIEWING

6. Ask students the following questions:
   - “ᐃᓕᓚᐅᖅᓯᒪᕕᑦ ᓄᑖᒥᒃ ᐱᙵᐊᕈᑎᒥᒃ ᐱᙵᐅᒐᕐᓂᕐᒥᓪᓘᓐᓃᑦ? ᑭᓲᓚᐅᖅᐸ?”/“Have you ever learned a new game or sport? What was it?”
   - “ᐊᔪᙱᑲᐅᑎᕆᓲᖑᕕᑕ ᑭᓱᑐᐃᓐᓇᕐᒥᒃ ᓯᕗᓪᓕᖅᐹᒥ ᐆᑦᑐᕌᖓᑦᑕ?”/“Are we always good at something on the first try?”
   - “ᖃᓄᐃᒻᒪᑦ ᐱᒻᒪᕆᐅᓱᕆᕕᐅᒃ ᓄᑖᓂᒃ ᐆᒃᑐᖅᑕᑦᑕᕆᐊᒃᓴᖅ?”/“Why do you think it is important to try new things?”

7. Explain that it is normal to feel nervous about trying new things, but giving them a chance is important. Students will never know what they enjoy if they do not try!



FOLLOW-UP ACTIVITIES: INDEPENDENT WRITING

LEARNING FOCUS

Students will draw and write about their favourite sport or game. This activity helps them express ideas with words and pictures.

MATERIALS

- **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/ Worksheet 3: Writing Template** or student journals
- Chart paper and markers

PREPARATION

- Photocopy or print a class set of **Worksheet 3: Writing Template** or prepare student journals.

ACTIVITY

1. In pairs, have students talk about a favourite sport or game.
2. Distribute the worksheet or student journals to each student.
3. Tell students to use **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/ Worksheet 3: Writing Template**, or their student journals to draw and write about their favourite sport or game.
4. Encourage students to add details to their writing, such as a short sentence explaining why the game or sport they listed is their favourite. On chart paper, write simple sentence starters such as "ᕐᑯᕕᐊᕆᓛᕋ ᐱᙱᐊᓇᐊᖓ ______-ᕐᒥ."/"My favourite sport is______." , "ᐱᙱᐊᕈᑦ ᕐᑯᕕᐊᕆᓛᕋ ______." /"My favourite game is ______." and "ᕐᑯᕕᐊᕆᔭᕋ ______."/"I like it because ______."
5. Support early writers by scribing, or writing down, student ideas. Students can then copy the written model. You can write their ideas down on a whiteboard or write with a highlighter for them to trace.

> **EDUCATOR'S TIP**
>
> Step 5 is a **scaffolding** activity. *Scaffolding* means temporary support toward a greater goal. Scaffolding supports early writers who have stronger oral language abilities but are still developing their writing abilities. When educators scribe, students can focus on generating ideas and demonstrating their understanding rather than on spelling and punctuation. This helps them make connections between spoken and written language, and it can be gradually reduced as students gain confidence and independence in their writing.

SPORTS CHARADES

LEARNING FOCUS

Students will play a game of charades and take turns acting out their favourite sport. They will use gestures, body movements, and facial expressions to communicate without using words. This activity helps them develop their skills in teamwork, observation, and non-verbal communication.

MATERIALS

- **Optional:** A list of sports or activities written on small pieces of paper
- A timer

PREPARATION

- Arrange a large open space for students to move in freely.

ACTIVITY

1. Tell students they will play a game of sports charades. Explain that they will either think of a sport or take one from the prepared pieces of paper. Then they will have one minute to act out their chosen sport with their body (not using words or sounds) while other students try to guess the sport.
2. Choose one student at a time to act out their sport. Remind students to use gestures only and no words or sound effects.
3. Set a timer for one minute, and encourage students to watch, raise their hands, and guess the sport being acted out.
4. Repeat steps 2 and 3 until all students have had a chance to act out a sport.

LISTENING CENTRE

> A **listening centre** is an area in the classroom where students can listen to an audio resource. Audio resources allow students to listen to content while doing another activity. The rest of your students not at the listening centre can work on other activities at the same time, like independent work.

LEARNING FOCUS

Students will listen to *Let's Play Baseball* independently or with a small group. They will use popsicle-stick puppets to act out the scenes and bring the story to life. This activity helps students practise their listening and sequencing skills.

MATERIALS

- The *ᐊᓇᐅᙱᐊᖅᑕ/ Let's Play Baseball* audio resource
- An audio player
- Scissors
- Popsicle sticks (six for each student)
- Tape
- Crayons or markers
- **ᑎᑎᕋᕐᕕᒃᓴᖅ 4: ᐊᓇᐅᙱᐊᓚᐅᖅᑕ: ᐊᒃᑲᖕᒧᑦ ᐊᐅᓚᑕᒃᑦ / Worksheet 4: Let's Play Baseball: Puppets**

PREPARATION

- Photocopy or print a class set of **ᑎᑎᕋᕐᕕᒃᓴᖅ 4: ᐊᓇᐅᙱᐊᓚᐅᖅᑕ: ᐊᒃᑲᖕᒧᑦ ᐊᐅᓚᑕᒃᑦ / Worksheet 4: Let's Play Baseball: Puppets**.
- Decide whether the listening centre will be an activity for one student at a time or a small group.

ACTIVITY

1. With students, review the rules and expectations for the listening centre.
2. Explain that when each student has a turn at the listening centre, they will listen to *Let's Play Baseball*, a story based on the video they watched as a class. Tell them they will make puppets.
3. Have the students listen to the audio again, and tell them they must listen carefully to the story to know which puppet belongs to which part. They should use the puppets to act out the story as they listen.
4. Distribute the worksheet to each student.
5. Ask students to colour the pictures of Ukaliq and then cut them out and tape them to popsicle sticks to make puppets.
6. Assign groups of students to the listening centre. Support them as needed.
7. Students can continue their independent writing or any other unfinished work when they are not at the listening centre.

ASSESSMENT OPPORTUNITIES

Observation	Use a checklist to assess students' gross motor skills during the charades game.
Conversation	After watching the video, ask students questions about their feelings, self-awareness, and willingness to try new activities.
Product	Assess **Worksheet 3: Writing Template** or student journals by identifying their chosen favourite sport, and evaluate their ability to write a short sentence using the provided sentence starters, including if their idea is clear and complete.

ᐊᑎᖅ/Name: ______________________________

ᑎᑎᕋᕐᕕᒃᓴᖅ 4: ᐊᓇᐅᖕᒍᐊᓚᐅᖅᑕ: ᐊᒡᒐᖓᑦ ᐊᐅᓚᑕᒐᑦ
Worksheet 4: Let's Play Baseball: Puppets

“ᑎᕆ ᑖᕐᒥᒃ ᑲᑉᐱᐊᓱᒃᑐᖅ” / “Tiri Is Scared of the Dark” and ᑎᕆ ᑲᑉᐱᐊᓱᒃᑐᖅ / *Tiri Feels Scared*

MAIN IDEAS

- Fear is a normal emotion that everyone experiences.
- Different people have different fears.
- Sharing our feelings with others helps build strong relationships.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.OC.2.1** Communicate needs, feelings, and information using non-verbal communication, gestures, and familiar phrases. **1.W.1.1** Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas. **1.W.1.2** Begin to write short texts using familiar text forms, with support. **1.R.3.1** Recognize some text forms and purposes, such as signs, labels in the classroom, storybooks, recipes, simple notes, and invitations.
PHW	**1.SE.1.2** Express basic emotions in healthy ways. **1.SE.1.3** Use simple strategies to promote a calm mind and body. **1.SE.1.4** Observe and describe the emotions of others. **1.SE.3.1** Develop Inuuqatigiitsiarniq between themselves and others during activities.

KEY TERMS

- ᑲᑉᐱᐊᓱᒃ/Scared
- ᑖᖅᑐᖅ/Dark
- ᐋᓯᕙᒃ/Spider
- ᐳᖅᑐᔪᖅ/Height
- ᓱᒃᑲᔪᖅ/Fast
- ᐃᒥᖅ/Water
- ᑲᖖᒍᓇᖅᑐᖅ/Secret

VIEWING ACTIVITY

MATERIALS

- “ᑎᕆ ᑖᕐᒥᒃ ᑲᑉᐱᐊᓱᒃᑐᖅ”/“Tiri Is Scared of the Dark” video

BEFORE VIEWING

1. Ask students the following questions:
   - “ᖃᓄᖅ ᑐᑭᖃᖅᐸ ᑲᑉᐱᐊᓱᖕᓂᖅ?”/“What does it mean to be scared?”
   - “ᑭᓱᑦ ᑲᑉᐱᐊᓱᓕᕐᓇᓂᕕᑎᑦ?”/“What are some things that make you feel scared?”
   - “ᖃᓄᐃᓕᐅᕋᓱᒃᐱᑦ ᑲᑉᐱᐊᓱᓕᕌᖕᒐᕕᑦ?”/“What do you usually do when you feel scared?” (Discuss different ways people can respond to feeling scared, such as taking deep breaths, asking for help, or finding a safe space.)

2. Explain to students that facing our fears or getting help can make us feel less scared.

DURING VIEWING

3. Tell students they will watch “Tiri Is Scared of the Dark,” a video about feeling scared.

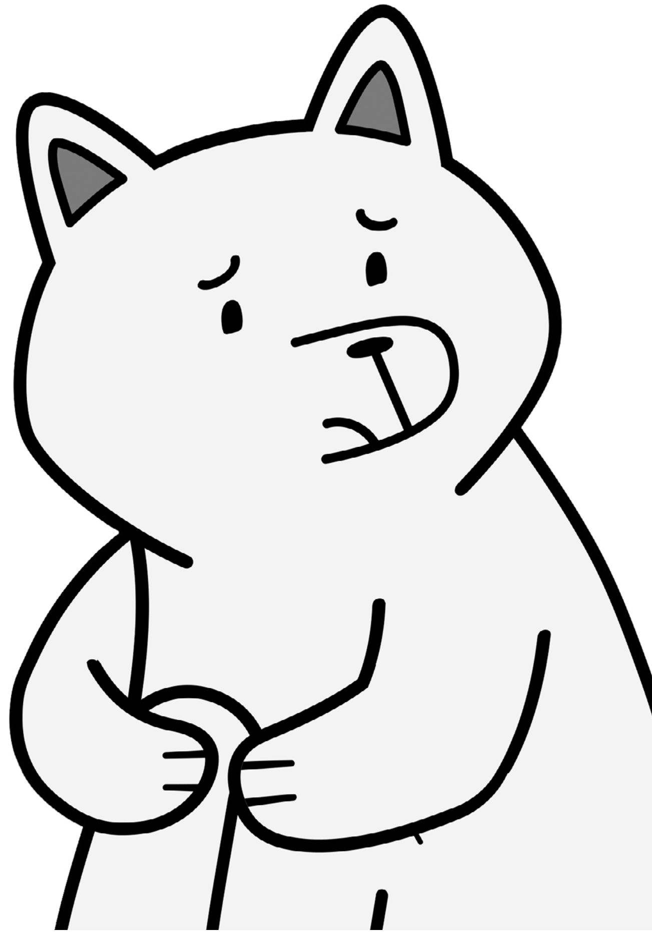
4. Play “Tiri Is Scared of the Dark.”

5. Pause at the recommended times, and ask the following questions:
   - **6:16:** “ᖃᓄᐃᒻᒪᑦ ᐃᓚᖏᑦ ᐃᓄᐃᑦ ᑲᑉᐱᐊᓱᒃᐸᑦ ᐋᓯᕙᓂᒃ?”/“Why might some people be afraid of spiders?”
   - **7:09:** “ᖃᓄᐃᒻᒪᑦ ᐃᓚᖏᑦ ᐃᓄᐃᑦ ᑲᑉᐱᐊᓱᒃᐸᑦ ᐳᖅᑐᓱᓂᒃ?”/“Why might some people be afraid of heights?”
   - **7:27:** “ᖃᓄᐃᒻᒪᑦ ᐃᓚᖏᑦ ᐃᓄᐃᑦ ᑲᑉᐱᐊᓱᒃᐸᑦ ᖃᖅᑲᒃᑯᑦ ᐊᒻᒧᐊᓂᐊᒃᓴᖅ?”/“Why might some people be afraid of going down a hill?”
   - **7:45:** “ᑭᓱᒥᒃ ᑲᑉᐱᐊᒋᔭᖃᑐᐃᓐᓇᓂᐊᖃᖅᐸ ᐅᑲᓕᖅ?”/“What might Ukaliq be afraid of?”

AFTER VIEWING

6. Ask students the following questions:
   - “ᐊᔾᔨᒌᓂᒃ ᑲᑉᐱᐊᓱᖕᓂᖃᖅᐱᑦ ᐃᓄᖖᒍᐊᖏᑕ? ᑭᓲᕙᑦ ᑲᑉᐱᐊᓇᖅᑐᑦ ᐃᓕᖕᓄ?” /“Do you share any of the same fears as the characters? What makes them scary to you?”
   - “ᑎᕆ ᐊᑲᐅᓂᖅᓴᐅᓕᖅᑐᖅ ᑖᖅᑐᒥ ᐱᖃᓐᓇᕆᔭᓂ ᐅᖃᐅᑎᓚᐅᖅᑐᓂᖏᑦ ᑲᑉᐱᐊᓱᕐᓂᕐᒥᓂᒃ. ᖃᓄᖅ ᐅᖃᓪᓚᐅᓯᓂᑦᑐᒋᑦ ᑲᑉᐱᐊᒋᔭᕗᑦ ᐃᑲᔫᑎᔪᓐᓇᖅᐸᑦ?” /“Tiri became more comfortable with the dark after telling his friends about his fear. How can talking about our fears help us?”
   - “ᖃᓄᖅ ᐃᑲᔪᕈᓐᓇᖅᐱᑕ ᐱᖃᓐᓇᕆᔭᑦᑎᓐᓂᒃ ᐅᕙᑦᑎᓐᓂᓪᓘᓐᓃᑦ ᑲᑉᐱᐊᓱᓕᕌᖕᒐᑦᑕ?”/“What are some ways we can help a friend or ourselves when we’re feeling scared?”

7. Tell students that feeling scared is normal. There is nothing to be ashamed of, and sometimes, sharing our fears with others can help.



FOLLOW-UP ACTIVITIES: FEARS IN A HAT

LEARNING FOCUS

Students will anonymously write their fears on pieces of paper and put them in a hat or container to be randomly selected. They will participate in a group discussion to share strategies of addressing each fear pulled from the hat. This activity helps students practise empathy and problem-solving.

MATERIALS

- A small piece of paper for each student
- A hat or small container

PREPARATION

- N/A

ACTIVITY

1. Talk to students about how to participate in an open and supportive discussion. Remind them of the following:
   - Everyone's feelings are important.
   - Everyone has different experiences.
   - We must listen without interrupting.
   - We must use kind and respectful words.
   - We do not laugh at or tease others.
   - It is okay if someone does not want to share.

2. Give a small piece of paper to each student. Ask them to write or draw one of their fears on the paper and fold it in half. Tell them you will be reading the fears to the class but not sharing who wrote them.

3. Collect the folded papers, and put them into the hat or container.

4. Pull one piece of paper out at a time, and read it out loud to the class.

5. As a group, brainstorm ideas for how to help people with these fears.

READ-ALOUD

A **read-aloud** is when an educator reads a text out loud to their students. It allows students to enjoy a text that might be beyond their independent reading level. It also allows an educator to model good reading habits for students (for example, identifying text features, fluent reading, asking questions about the text, and making and confirming predictions).

LEARNING FOCUS

Students will listen to a read-aloud of *Tiri Feels Scared*. The story will help them recognize fear and similar emotions in themselves and in the characters.

MATERIALS

- The *ᑎᕆ ᑲᑉᐱᐊᓱᒃᑐᖅ/Tiri Feels Scared* storybook
- Chart paper and markers

PREPARATION

- Choose a comfortable, distraction-free space for students to listen to the read-aloud.
- Preview the book to identify moments when Tiri feels scared.

ACTIVITY

1. Gather students in a comfortable, distraction-free space.

2. Show them the cover of *Tiri Feels Scared*, and explain that it is the storybook version of the video they watched.

3. Ask students to listen for parts of the story when Tiri is scared and to raise their hands each time Tiri shows fear.

4. Read the storybook out loud. Read slowly so students have time to think about when they should raise their hands.

5. After the read-aloud, talk about Tiri's experiences and feelings. Ask students to share times when they have felt scared, and compare their reactions to Tiri's. Reinforce empathy by discussing how noticing and responding to someone else's fear can help students feel safe and supported. Record students' fears on chart paper. Save this chart paper to use during the independent writing activity.

INDEPENDENT WRITING

LEARNING FOCUS

Students will draw and write about a fear they have overcome. This activity helps them reflect on their personal growth and build their confidence.

MATERIALS

- Chart paper from the read-aloud activity
- **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template** or student journals

PREPARATION

- Photocopy or print a class set of **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template**.
- Display the chart paper with students' ideas from the read-aloud activity.

ACTIVITY

1. Distribute the worksheet or student journals to each student.

2. Show students the chart paper. Together, review the list of fears that they created in the Fears in a Hat and read-aloud activities.

3. Tell students to use **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template** or their student journals to draw and label a fear they have learned to overcome.

4. When they have finished, ask them to get into pairs. Have them talk about their fears and how they overcame them.

EDUCATOR'S TIP

Allowing students to copy text from chart paper supports their early writing skills and eliminates the stress of sounding out and spelling words on their own.

ASSESSMENT OPPORTUNITIES

Observation	Observe when students share advice during the Fears in a Hat activity. Observe when students raise their hands at appropriate times during the read-aloud to show their understanding of when Tiri is afraid.
Conversation	Talk with students during independent writing to assess whether they understand the concept of fear, that fears can be managed or overcome, and that fears can change or diminish over time.
Product	Assess students' labelled drawing of a fear they have overcome in **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template** or student journals.

“ᑐᒃᑑᑉ ᓇᓪᓕᐅᑎᓂᖓ” / "Tuktu’s Birthday" and ᑐᒃᑐ ᓂᕆᐅᙱᓈᖅᑕᖅ / *Tuktu’s Surprise*

MAIN IDEAS

- Patience and trust are important.
- Kindness helps make friendships stronger.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.OC.3.1** Demonstrate Tunnganarniq and Inuuqatigiitsiarniq with familiar greetings and phrases in supported daily social interactions. **1.W.1.1** Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas. **1.W.1.2** Begin to write short texts using familiar text forms, with support.
PHW	**1.SE.1.2** Express basic emotions in healthy ways. **1.SE.1.4** Observe and describe the emotions of others. **1.SE.3.1** Develop Inuuqatigiitsiarniq between themselves and others during activities.

KEY TERMS

- ᓇᓪᓕᐅᓐᓂᖅᓯᐅᕐᓂᖅ/Birthday
- ᖁᕕᐊᑦᑕᒃᓯᒪᒃ/Excited
- ᐊᐅᐱᓚᕐᑐᙳᐊᖅ/Saxifrage
- ᓂᕆᐅᓇᙱᕐᑐᖅ/Surprise
- ᓂᕐᓇᐃᑦ/Lichen
- ᒍᒥᖅ/Dance
- ᓂᐊᖁᑏ/Crown
- ᐃᙱᐅᓯᖅ/Song

VIEWING ACTIVITY

MATERIALS

- “ᑐᒃᑑᑉ ᓇᓪᓕᐅᑎᓂᖓ”/“Tuktu’s Birthday” video

BEFORE VIEWING

1. Ask students the questions below. Remind them to listen respectfully to one another.
   - “ᑭᓇ ᓇᓪᓕᐅᓐᓂᖅᓯᐅᕈᒪᔫᖑᕙ?”/“Who likes to celebrate birthdays?”
   - “ᖃᓄᖅ ᓇᓪᓕᐅᓐᓂᖅᓯᐅᔫᖑᕚᑦ?”/“How do you normally celebrate birthdays?” (Encourage students to talk about traditions such as parties, special meals, gifts, or spending time with family.)
2. Tell students that everyone celebrates differently and that all ways of celebrating are important and special.

DURING VIEWING

3. Tell students they will watch “Tuktu’s Birthday,” a video about celebrating a birthday.
4. Play “Tuktu’s Birthday.”
5. Pause at the recommended times, and ask the following questions:
   - **7:11:** “ᖃᓄᐃᒻᒪᑦ ᐱᖃᓐᓇᕆᔭᑎᑦ ᐃᔾᔪᖅᑐᑲᑕᖅᑰᔾᔪᕙᑦ?”/“Why do you think the friends are acting sneaky?”
   - **7:30:** “ᑐᒃᑑᑉ ᐱᖃᓐᓇᕆᔭᖏᑦ ᐳᐃᒍᖅᓯᒪᓪᓚᕆᑦᑐᕆᕙᕆᑦ ᓇᓪᓕᐅᑎᕙᖓᓂᒃ? ᖃᓄᐃᒻᒪᑦ?”/“Do you think Tuktu’s friends really forgot his birthday? Why or why not?”

AFTER VIEWING

6. Ask students the following questions:
   - “ᐃᒃᐱᒋᔭᖃᓚᐅᖅᓯᒪᕚᑦ ᑭᑭᑕᐅᓂᖅᒥᒃ ᐅᖢᕐᔫᓐᓃᑦ ᐳᐃᒍᖅᑕᐅᓪᓗᓂ ᐱᒻᒪᕆᐅᔪᖅ ᐃᓕᖕᓄᑦ?”/“Have you ever felt left out or that someone forgot something important to you?”
   - “ᖃᓄᖅ ᑖᓐᓇ ᑕᖅᑭᔫᒃᓴᖅ ᐃᓕᓐᓂᐊᖅᕕᓕᖅᐳᑦ ᐃᓅᖅᑲᑎᒌᑎᓯᖅᓂᐅᑉ ᒥᒃᓵᓄᑦ?”/“What does this video teach us about *inuuqatigiitsiarniq* (respecting others, relationships, and caring for people)?”
   - “ᖃᓄᐃᓕᐅᕈᓐᓇᖅᐱᑕ ᐊᓯᐅᑦ ᐱᖃᓯᐅᔾᔭᐅᖁᔨᖁᓪᓗᒋᑦ?”/“What can we do to make others feel included?” (Encourage students to identify specific actions, such as including others in games, sharing toys, giving words of encouragement or praise, or standing up for a friend if someone is being unkind.)

FOLLOW-UP ACTIVITIES: KINDNESS MAILBOX

LEARNING FOCUS

Students will create mailboxes and write secret kindness notes to their classmates. This activity helps them practise inuuqatigiitsiarniq by recognizing that everyone is important and making them feel included.

MATERIALS

- A small cardboard box for each student (for example, shoeboxes, tissue boxes, or cereal boxes)
- Construction paper
- Scissors
- Glue
- Tape
- Markers, crayons, or pencil crayons
- Decorative materials, such as stickers or glitter
- Small pieces of paper for kindness notes
- Chart paper and markers

PREPARATION

- Set up workspaces for students to create and decorate their mailboxes.
- Make a list of students' names, and decide who will write notes to whom.

ACTIVITY

1. Remind students of the ways they can show kindness and make others feel included. Tell them that they will be making kindness mailboxes to spread kindness and practise inuuqatigiitsiarniq in the classroom.

2. Show students the decorative materials and distribute one cardboard box to each student. Show them where to leave an opening at the top of their box for notes to go inside. Remind them to write their names clearly on their mailboxes as they decorate.

3. Circulate as students decorate their mailboxes. Support them as needed.

4. When the mailboxes are ready, have a whole-class discussion about kind messages they could write to their classmates. Record students' ideas on chart paper.

> **EDUCATOR'S TIP**
>
> Step 4 is a **shared writing** activity. Shared writing is a teaching tool you use with students to work together when coming up with new ideas so you can write them down. This allows you to model the writing process, including thinking out loud and writing. It also helps students connect their ideas to written words.

5. Give each student the name(s) of the classmate(s) they will write to, and give them the small pieces of paper.

6. Ask students to write or draw kindness notes to their classmates on the paper. Tell them that they can use the examples on the chart paper as models to copy or they can think of their own unique messages.

7. When students are finished writing their notes, invite them to quietly place their notes into their friends' mailboxes.

8. Once all the notes have been delivered, invite students to open their mailboxes and read their surprise kindness messages.

9. Have a whole-class discussion about the notes students received and how it feels to give and receive kindness notes.

LISTENING CENTRE

> A **listening centre** is an area in the classroom where students can listen to an audio resource. Audio resources allow students to listen to content while doing another activity. The rest of your students not at the listening centre can work on other activities at the same time, like independent work.

LEARNING FOCUS

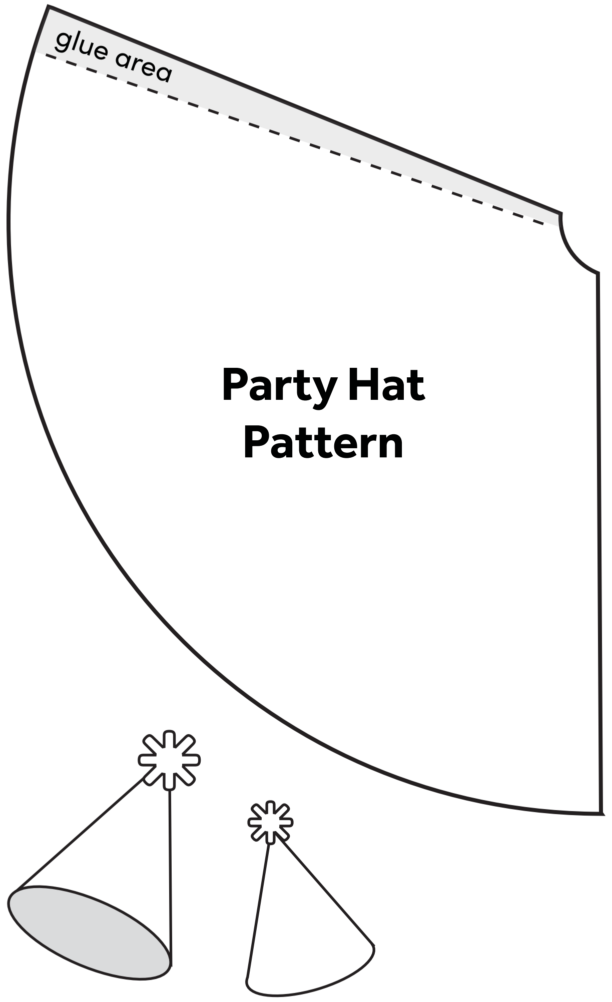
Students will listen to *Tuktu's Surprise* independently or with a group. After, they will create their own party hat. This activity helps them learn about the importance of celebrating and special occasions.

MATERIALS

- The ᑐᒃᑐ ᓂᓇᐅᖖᒋᓈᖅᑕᖅ / *Tuktu's Surprise* audio resource
- An audio player
- A large piece of construction paper for each student (large enough to go around the head of a student)
- Glue
- Scissors
- Crayons, pencil crayons, or markers
- Decorative materials, such as stickers and glitter

PREPARATION

- Use the template to draw a party hat onto a large piece of construction paper. Cut it out and repeat until there is one hat per student. Trace a glue line as shown.



- Decide whether the listening centre will be an activity for one student at a time or a small group.

ACTIVITY

1. Explain that when it is a student's turn at the listening centre, they will listen to *Tuktu's Surprise*, a story based on the video they watched as a class.

2. Tell students to begin the listening activity, and support them as needed.

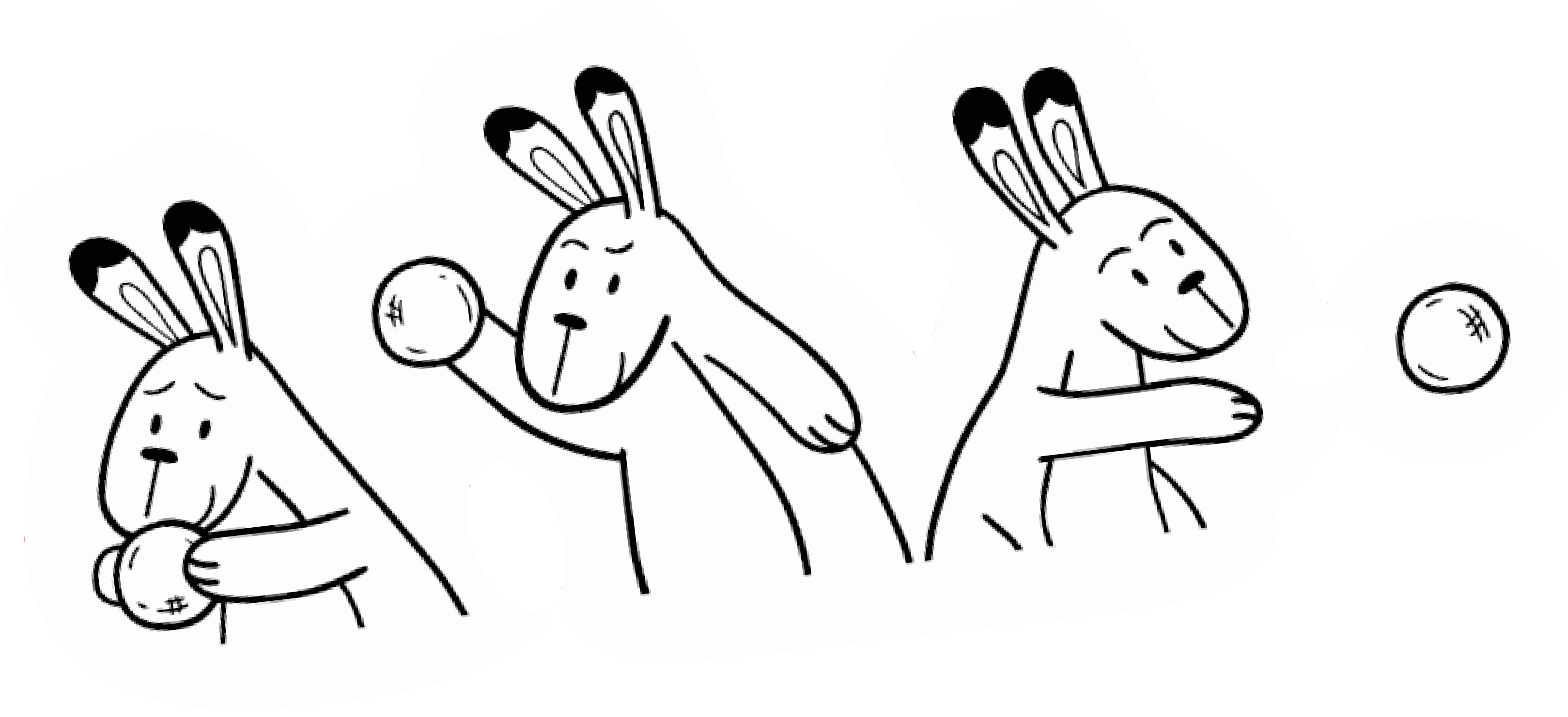
3. After students have listened to the story, give them each a party-hat template. Instruct them to cut out the hat template, decorate it, and glue it together to make a party hat. Show them how the hat folds together, and instruct them not to decorate over the glue line.

4. Invite students to begin decorating their hats.

5. Circulate and offer support to students as needed.

ASSESSMENT OPPORTUNITIES

Observation	Observe how students share their experiences with celebrations and how they listen to others during the viewing activity. Notice if they contribute to a collaborative, inclusive, and kind classroom. Notice if they suggest kind messages they can write to their classmates during group discussion.
Conversation	During the class discussion about the kindness notes, note how students communicate their feelings and respond to how others make them feel.



“ᐅᒥᖕᒪᐅᑉ ᓂᐅᖕᒐᑕ ᐋᓐᓂᐊᕐᓂᖕᒐ”/ “Umingmak’s Hurt Leg” and ᐱᖃᓐᓇᕆᔭᑦ ᐃᑲᔪᖅᑐᑦ/ *The Friends Help*

MAIN IDEAS

- It is important to treat one another with kindness and to be a good friend.
- Solving problems is easy when you work together.
- It is important to keep trying and not to give up on your goals.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.OC.3.1** Demonstrate Tunnganarniq and Inuuqatigiitsiarniq with familiar greetings and phrases in supported daily social interactions. **1.W.1.1** Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas. **1.W.1.2** Begin to write short texts using familiar text forms, with support.
PHW	**1.HL.2.3** Practise basic first aid skills through guided and modelled activities (recognizing emergency situations, seeking help, basic wound care, ice pack application, safety rules, knowing emergency contract information, etc.) **1.SE.1.2** Express basic emotions in healthy ways. **1.SE.1.3** Use simple strategies to promote a calm mind and body. **1.SE.1.4** Observe and describe the emotions of others. **1.SE.3.1** Develop Inuuqatigiitsiarniq between themselves and others during activities.

KEY TERMS

- ᐃᓄᐃᑦ ᐱᙳᐊᕈᓯᖏᑦ/Inuit games
- ᓯᕘᖁ/Anxious
- ᐋᓐᓂᖅ/Hurt
- ᐊᐅᓪᓚᕐᓂᖅ/Trip
- ᓂᕐᓇᖅ/Moss
- ᐋᓐᓂᐊ/Pain
- ᐋᓐᓂᖅ/Injury
- ᒪᒥᒃ/Heal
- ᐃᑲᔪᖅ/Help

VIEWING ACTIVITY

MATERIALS

- “ᐅᒥᖕᒪᐅᑉ ᓂᐅᖕᒐᑕ ᐋᓐᓂᐊᕐᓂᖕᒐ”/ “Umingmak’s Hurt Leg” video

BEFORE VIEWING

1. Ask students the following questions:
   - “ᖃᓄᐃᓲᖑᕙ ᑐᐊᕝᕙᓗᐊᕌᖕᒐᑦᑕ ᐅᕝᕙ ᓘᓐᓃᑦ ᓱᒃᑲᓪᓗᐊᕌᖕᒐᑦᑕ?”/“What happens when we rush or run too fast?”
   - “ᖃᓄᖅ ᐃᑉᐱᒍᓱᓲᖑᕕᑦ ᐋᓐᓂᕌᖕᒐᕕᑦ?”/“How do you feel when you get hurt?”
   - “ᖃᓄᐃᓕᐅᕈᓐᓇᖅᐱᑕ ᐃᑲᔪᖃᑦᑕᐅᑎᓗᑕ ᑭᓇᑐᐃᓐᓇᖅ ᐋᓐᓂᕐᓂᖅᐸᑦ?”/“What are some ways we can help one another when someone gets hurt?” (Encourage students to think about actions like saying comforting words, helping their friend stand up, and asking an adult for help. Emphasize the importance of taking care of ourselves and others.)

DURING VIEWING

2. Tell students they will watch “Umingmak’s Hurt Leg,” a video about helping someone.

3. Play “Umingmak’s Hurt Leg.”

4. Pause at the recommended times, and ask the following questions:
   - **3:15:** “ᖃᓄᖅ ᐅᒥᖕᒪᒃ ᐃᔪᒃᑲᕐᓂᖅᐸ?”/“How did Umingmak fall?”
   - **8:30:** “ᐅᒥᖕᒪᐅᑉ ᐱᖃᓐᓇᕆᔭᖏᑦ ᖃᓄᐃᓕᐅᓚᐅᖅᐸᑦ ᑕᑯᒐᒥᒃ ᐋᓐᓂᖅᓯᒪᔪᖅ?”/ “How did Umingmak’s friends react when they saw she was hurt?”

AFTER VIEWING

5. Ask students the following questions:
   - “ᖃᓄᖅ ᐅᒥᕐᒪᐅᑉ ᐱᖃᓐᓇᕆᔭᖏᑦ ᑕᑯᒃᓴᐅᑎᑦᑎᓚᐅᖅᐸᑦ ᐱᑦᑎᐊᕐᓂᖏᓐᓂᒃ ᐃᑲᔪᕐᓂᖏᓐᓂᓪᓗ?”/“How did Umingmak’s friends show kindness and support?”
   - “ᐋᓐᓂᓚᐅᖅᓯᒪᕖᑦ ᐱᙳᐊᖃᑕᐅᕆᐊᖃᕈᓐᓃᖅᑐᑎᓪᓗ? ᑭᓱᑦ ᐊᑲᐅᓯᕚᓪᓕᕈᑎᒋᓐᓂᖅᐱᒋᑦ?”/“Have you ever been hurt and had to sit out a game? What helped you feel better?”
   - “ᖃᓄᐃᓕᐅᕈᓐᓇᖅᐱᑕ ᐱᖁᓗᐊᖅᑭᑦᑕᐃᓕᒪᓗᑕ ᐱᙳᐊᖅᑎᓪᓗᑕ ᐅᕝᕙ ᓘᓐᓃᑦ ᓅᑲᑕᒃᑎᓪᓗᑕ?”/ “What are some ways we can prevent accidents while playing or moving around?” (Encourage students to list strategies such as paying attention to our surroundings, wearing proper safety equipment, and following the rules.)

FOLLOW-UP ACTIVITIES: GROUP DISCUSSION AND INDEPENDENT WRITING

LEARNING FOCUS

Students will draw and write about a time they helped a friend. This activity helps them reflect on kindness, empathy, and positive social behaviours.

MATERIALS

- **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template** or student journals
- **ᑐᓐᓂᖅᓴᒐᖅ 5: ᐅᓂᒃᑲᐅᓯᓕᖅᐸᓪᓕᐊᓂᖅ: ᐊᓯᒥ ᐃᑲᔪᕐᓂᖅ/Worksheet 5: Sentence Building: Helping Others**

PREPARATION

- Photocopy or print a class set of **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template**.
- Print and cut all sentence strips from the sheet from **ᑐᓐᓂᖅᓴᒐᖅ 5: ᐅᓂᒃᑲᐅᓯᓕᖅᐸᓪᓕᐊᓂᖅ: ᐊᓯᒥ ᐃᑲᔪᕐᓂᖅ/ Worksheet 5: Sentence Building: Helping Others**.

ACTIVITY

1. Distribute sentence strips and **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template** or student journals to each student.

2. Ask students to share about a time they helped a friend, a family member, a neighbour, or an Elder in the community. Remind students to listen respectfully to one another.

3. Show students the sentence strips, and explain that there are beginning strips and ending strips.

4. Model the activity by reading one beginning strip and one ending strip out loud. Then place them together to form a complete sentence.

5. Tell students to match different strips to create their own sentences. Make sure they understand there are no right or wrong answers (so long as a beginning strip is matched with an ending strip).

6. After students have matched their strips, ask them to use their worksheet or student journal to copy down the sentences they have created.

7. Circulate and support students as needed.

ROLE-PLAYING

LEARNING FOCUS

Students will listen to *The Friends Help*. Then, they will act out scenes from the story. This activity helps them understand empathy and positive social interactions.

MATERIALS

- The ᐱᖅᑲᓐᓇᕆᔭᑦ ᐃᑲᔪᖅᑐᑦ/*The Friends Help* audio resource
- An audio player

PREPARATION

- Divide students into groups of five so they each have a role. Roles include:
  - Umingmak (hurt)
  - Nanuq (lifting Umingmak's leg)
  - Uqaliq (applying moss to Umingmak's leg)
  - Tiri (helping rest Umingmak's leg)

ACTIVITY

1. Explain that students will listen to *The Friends Help*, a story based on the video they watched as a class.

2. Begin the listening activity and support students as needed.

3. Discuss the role and responsibilities of each character, then model how each role can be acted out through words and actions.

4. Divide students into their groups. Assign a role to each student.

5. Remind students to think about how each character feels, what actions they can take to help, and how they can show these emotions through their gestures, expressions, and voices.

6. Give students time to practise their scenarios.

> **Role-playing** activities allow students to act out a character or scenario. They encourage students to think about the perspectives and experiences of others and can help them develop a sense of empathy while deepening their understanding of a story and its characters.

ASSESSMENT OPPORTUNITIES

Observation	Observe students during the role-playing activity to determine whether they understand how to help or respond when someone is hurt.
Conversation	While students are practising their scenarios, ask them questions to assess their understanding of the characters' feelings.
Product	Assess **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template** or student journals to check that students correctly pair beginning and ending strips to form meaningful sentences.

ᑐᓐᓂᖅᓴᒐᖅ 5: ᐅᓂᒃᑲᐅᓯᓕᖅᐸᓪᓕᐊᓂᖅ: ᐊᓯᒥ ᐃᑲᔪᕐᓂᖅ
Worksheet 5: Sentence Building: Helping Others

ᐱᒋᐊᕐᓂᖓᓂ/Beginning

ᐱᕐᑲᓐᓇᕆᔭᕋ ᐃᑲᔪᕈᓐᓇᖅᑕᕋ ᐃᒫᒃ
I can help my friend by

ᐃᓚᒌᒃᑲ ᐃᑲᔪᕈᓐᓇᖅᑕᒃᑲ ᐃᒫᒃ
I can help my family by

ᓯᓂᓪᓕᕗᑦ ᐃᑲᔪᕈᓐᓇᖅᑕᕋ ᐃᒫᒃ
I can help my neighbour by

ᐃᓐᓇᕐᒥᒃ ᐃᑲᔪᕈᓐᓇᖅᑐᖓ ᐃᒫᒃ
I can help an Elder by

ᐱᑦᑎᐊᕐᓂᕋ ᓴᖅᑭᑎᑦᑐᓐᓇᖅᑕᕋ ᐃᒫᒃ
I can show kindness by

ᖁᕕᐊᓯᓕᖅᑎᑦᑎᔪᓐᓇᖅᑐᖓ ᐃᒫᒃ
I can make someone happy by

ᑐᓐᓂᖅᓴᒐᖅ 5: ᐅᓂᒃᑲᐅᓯᓕᖅᐸᓪᓕᐊᓂᖅ: ᐊᓯᒥ ᐃᑲᔪᕐᓂᖅ
Worksheet 5: Sentence Building: Helping Others

ᐃᓱᐊ/Ending

ᐱᙳᐊᒃᑲ ᐊᑐᖅᑕᐅᑎᓪᓗᒋᑦ.
sharing my toys.

ᓴᓗᒻᒪᖅᓴᐃᓗᖓ ᐅᕙᑦᑎᓐᓂ.
cleaning up at home.

ᖃᓗᕋᕐᓗᖓ ᐊᐳᒻᒥ ᐅᕝᕙᓘᓐᓃᑦ
ᓂᐅᕕᐊᓂᒃ ᐊᔾᔭᖅᓯᓗᖓ.
shovelling snow or carrying groceries.

ᒪᑐᐃᖓᑎᓪᓗᒍ.
holding the door open.

ᐅᖃᐅᓯᑦᑎᐊᕙᖕᓂᒃ ᐅᖃᓪᓚᓪᓗᖓ.
using kind words.

ᐃᕿᑦᑎᓗᖓ.
giving a hug.

“ᓇᓄᖅ ᐃᖃᓗᖃᖕᒋᓈᖅᓯᕗᖅ”/ “No Fish for Nanuq” and ᓇᓄᖅ ᐃᖃᓗᖕᒋᑦᑐᖅ/ *No Fish for Nanuq*

MAIN IDEAS

- Sharing and kindness help build strong friendships.
- Success means having fun with your friends, not just getting what you want.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.OC.3.1** Demonstrate Tunnganarniq and Inuuqatigiitsiarniq with familiar greetings and phrases in supported daily social interactions. **1.W.1.1** Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas. **1.W.1.2** Begin to write short texts using familiar text forms, with support. **1.R.3.1** Recognize some text forms and purposes, such as signs, labels in the classroom, storybooks, recipes, simples notes, and invitiations.
PHW	**1.SE.1.2** Express basic emotions in healthy ways. **1.SE.3.1** Develop Inuuqatigiitsiarniq between themselves and others during activities.

KEY TERMS

- ᐃᖃᓗᒐᓱᖕᓂᖅ/Fishing
- ᐊᑲᐅᒃᓴᙱᑦᑐᖅ/Frustrated
- ᕿᓄᐃᓵᖅ/Patient
- ᑭᐱᙳᔪᖅ/Bored
- ᓂᙵᒃ/Upset
- ᐅᖃᓪᓚᐅᓯᖃᖅᑐᖅ/Share
- ᖁᔭᓕᔪᖅ/Grateful

VIEWING ACTIVITY

MATERIALS

- “ᓇᓄᖅ ᐃᖃᓗᖃᖕᒋᓈᖅᓯᕗᖅ”/“No Fish for Nanuq” video

BEFORE VIEWING

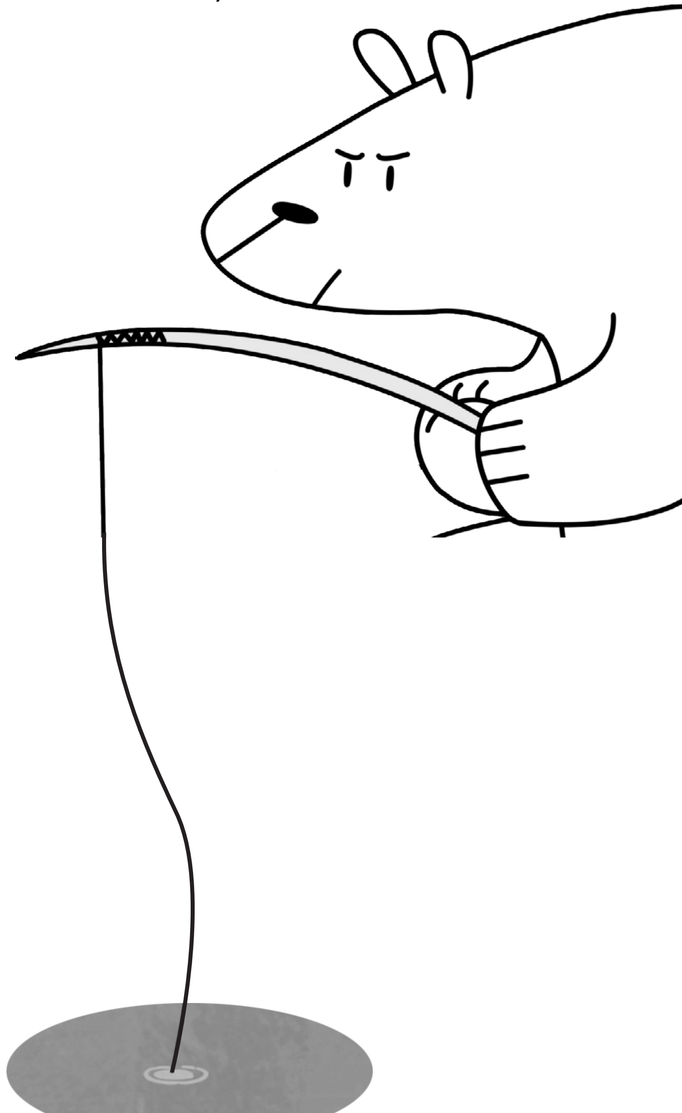
1. Ask students the following questions:
   - “ᐱᙳᐊᓚᐅᖅᓯᒪᕖᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐱᓕᕆᓚᐅᖅᓯᒪᕖᑦ ᐃᓕᖕᓂᒃ ᐊᔪᙱᓐᓂᖅᓴᒥᒃ? ᖃᓄᖅ ᐃᒃᐱᒋᓐᓂᖅᐱᐅᒃ?”/“Have you ever played a game or done an activity that someone else was better at than you? How did that make you feel?”
   - “ᖃᓄᐃᓕᐅᕈᓐᓇᖅᐱᑦ ᓄᑖᒥᒃ ᐆᒃᑐᕌᖕᒐᕕᑦ ᐊᔪᕈᕕᐅᒃ?”/“What can you do when you’re trying something new and you’re not good at it right away?” (Encourage them to think about strategies like practising, asking for help, taking a break, speaking kindly to oneself, or trying a different approach.)
2. Discuss *pilimmaksarniq,* which means developing skills through observation, mentoring, practice, and effort. Tell students that learning takes time and that mistakes are a normal and important part of growing and improving.

DURING VIEWING

3. Tell students they will watch “No Fish for Nanuq,” a video about learning how to fish.
4. Play “No Fish for Nanuq.”
5. Pause at the recommended times, and ask the following questions:
   - **3:40:** “ᖃᓄᖅ ᖃᐅᔨᕕᑦ ᓇᓄᖅ ᓂᙵᐅᒪᔪᖅ ᐊᑲᐅᒃᓴᙱᑦᑐᖅᓘᓐᓃᑦ?”/“How do we know that Nanuq is feeling upset or frustrated?”
   - **7:28:** “ᖃᓄᐃᒻᒪᑦ ᓇᓅᑉ ᐱᖃᓐᓇᕆᔭᖏᑦ ᐅᖃᓪᓚᐅᓯᖃᓚᐅᖅᐸᑦ ᕿᓄᐃᓵᕈᓇᖅᓂᖅᒥᒃ? ᖃᓄᐃᒻᒪᑦ ᐱᒻᒪᕆᐅᓯᕆᕕᐅᒃ ᕿᓄᐃᓵᕈᓇᖅᓂᖅ ᐃᖃᓪᓕᐊᖅᓯᒪᓗᓂ?”/“Why do you think Nanuq’s friends talked to her about patience? Why do you think it’s important to be patient when you’re fishing?”

AFTER VIEWING

6. Ask students the following questions:
   - “ᖃᓄᖅ ᓇᓅᑉ ᐱᖃᓐᓇᕆᔭᖏᑦ ᐊᑲᐅᓯᕚᓪᓚᖅᑎᑦᑎᕙ ᐃᖃᓗᓚᐅᙱᓐᓂᖕᒐᓂᒃ?”/“How did Nanuq’s friends help her feel better when she couldn’t catch any fish?”
   - “ᖃᓄᖅ ᐅᖃᐅᔾᔨᔪᓐᓇᖅᐱᑦ ᐱᖃᓐᓇᕆᔭᖅᓂᒃ ᓂᙵᐅᒪᔪᒧᑦ ᐱᓕᕆᑦᑎᐊᙱᓐᓂᖕᒋᓐᓄᑦ ᓯᕗᓪᓕᖅᐹᖕᒐᓂ?”/“What could you say to a friend who feels upset because they are not doing well at an activity they’re trying for the first time?” (Encourage students to think about actions that show empathy and support, such as listening, saying comforting words, or helping their friend practise the activity.)



FOLLOW-UP ACTIVITIES: CATCHING KINDNESS

LEARNING FOCUS

Students will decorate a fish and write about how they can show kindness to someone in their community. This activity helps them reflect on positive social interactions and how their actions affect others.

MATERIALS

- Crayons or pencil crayons
- **ᑐᓐᓂᖅᓴᒐᖅ 6: ᐱᑦᑎᐊᕈᑦ ᐃᖅᑲᓗᒃ/ Worksheet 6: Kindness Fish**

PREPARATION

- Photocopy or print a class set of **ᑐᓐᓂᖅᓴᒐᖅ 6: ᐱᑦᑎᐊᕈᑦ ᐃᖅᑲᓗᒃ/ Worksheet 6: Kindness Fish**.

ACTIVITY

1. Distribute the worksheet to each student.
2. Remind students how Nanuq had trouble learning to fish and how her friends were kind and supportive to her. Tell students they will use the worksheet to write about one act of kindness they can show to a friend, family member, neighbour, or Elder.
3. Tell students to use the lines in the middle of the fish to write. Let them know they can colour in the rest of the fish when they are finished writing. Ask them to write their name on the back of their fish.
4. Circulate and support students as needed.
5. Encourage students to read their kindness fish to a partner. Display students' completed work around the classroom.

> **Displaying students' work** builds self-esteem, confidence, and a sense of identity. Sharing work in this way shows students that their efforts matter, creates a positive atmosphere for learning, makes their progress visible, and encourages them to learn from one another.

READ-ALOUD

> A **read-aloud** is when an educator reads a text out loud to their students. It allows students to enjoy a text that might be beyond their independent reading level. It also allows an educator to model good reading habits for students (for example, identifying text features, fluent reading, asking questions about the text, and making and confirming predictions).

LEARNING FOCUS

Students will listen to a read-aloud of *No Fish for Nanuq*. Then they will share about a time they felt excitement, disappointment, or frustration. This activity helps them develop self-awareness and practise expressing their feelings.

MATERIALS

- The *ᓇᓄᖅ ᐃᖅᑲᓗᖕᖏᑦᑐᖅ/No Fish for Nanuq* audio resource

PREPARATION

- Choose a comfortable, distraction-free space where students can listen to the read-aloud.
- Preview the book, and plan discussion questions about feelings, frustration, and helping others. Note that the audio resource may be used in place of the book if preferred.

ACTIVITY

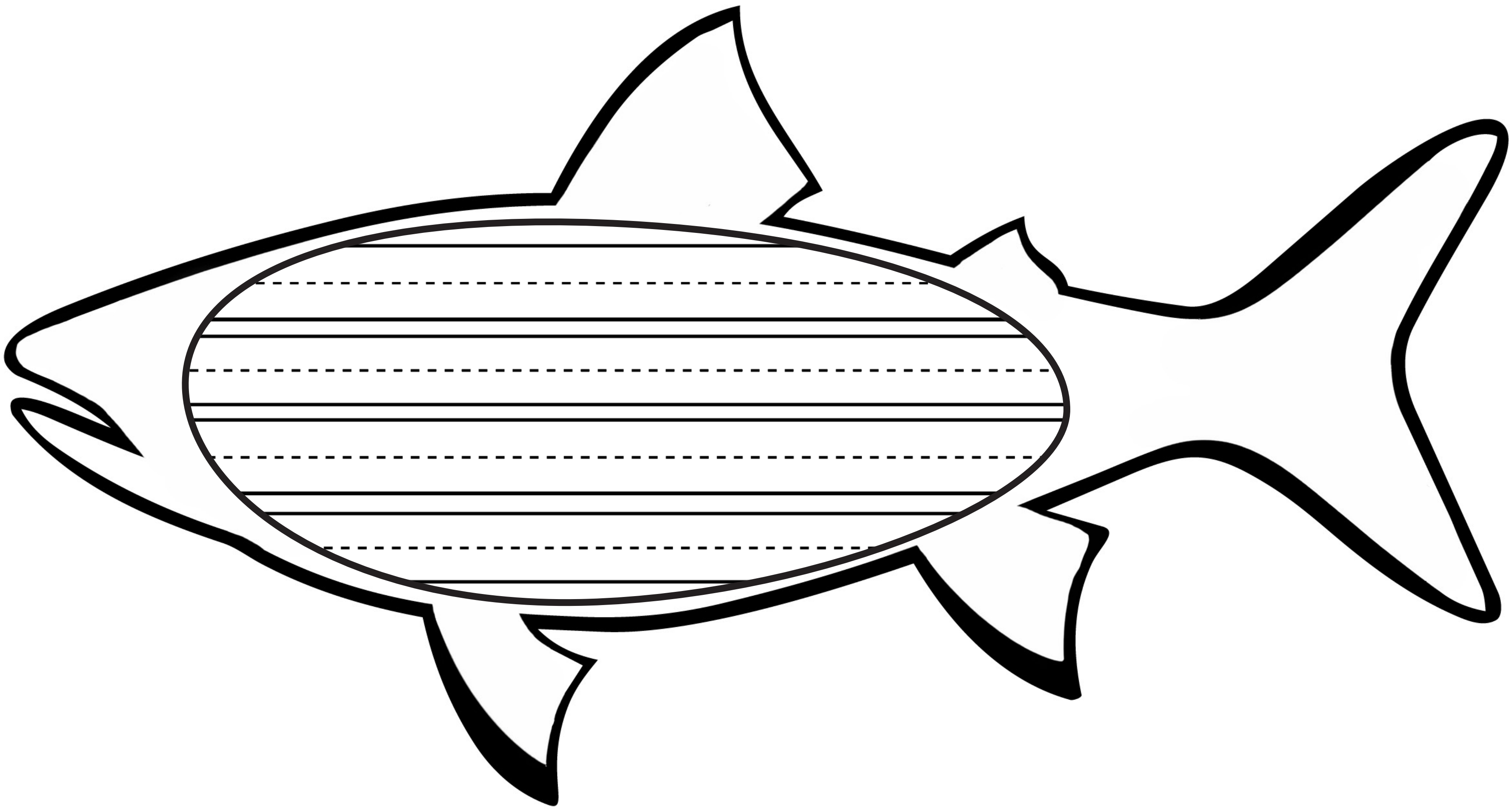
1. Gather students in a comfortable, distraction-free space.
2. Show students the cover of *No Fish for Nanuq*, and explain that it is the storybook version of the video they watched.
3. Begin reading the storybook out loud. Pause each time a character catches a fish. Ask students to talk about how each character might be feeling and what emotions someone experiences when they catch a fish.
4. Pause when Nanuq does not catch any fish. Discuss how Nanuq might be feeling when she is unable to catch fish.
5. After reading, connect the story to students' own experiences by discussing fishing or other similar activities. Ask questions such as the following:
   - "ᐃᖅᑲᑦᑕᐊᓚᐅᖅᓯᒪᕕᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐆᒪᔪᕋᓯᓚᐅᖅᓯᒪᕕᑦ?"/"Have you ever gone fishing or tried to catch another animal?"
   - "ᖃᓄᖅ ᐃᒃᐱᒍᓱᓚᐅᖅᐱᑦ ᐆᒪᔪᕋᕕᑦ?"/"How did you feel when you caught it?"
   - "ᖃᓄᖅ ᐃᒃᐱᒍᓱᓚᐅᖅᐱᑦ ᐊᖑᔪᓐᓇᖏᓐᓇᕕᑦ?"/"How did you feel when you weren't able to catch it?" (Encourage students to share their emotions, such as excitement, disappointment, or frustration.)
6. Encourage students to recognize that successes and challenges are both part of the learning process.

ASSESSMENT OPPORTUNITIES

Conversation	Talk with individual students about times they felt frustrated or happy while working toward a goal or helping someone else succeed, such as in catching a fish, to assess their understanding of emotions.
Product	Assess **Worksheet 6: Kindness Fish** for understandings of acts of kindness. Check students' understanding of text form by reviewing their writing. Ask follow-up questions about how their acts of kindness may make others feel.

ᐊᑎᖅ/Name: ______________________

ᑐᓐᓂᖅᓴᒐᖅ 6: ᐱᑦᑎᐊᕈᑦ ᐃᖃᓗᒃ
Worksheet 6: Kindness Fish



1/1 ᑐᓐᓂᖅᓴᒐᖅ 6: ᐱᑦᑎᐊᕈᑦ ᐃᖃᓗᒃ
WORKSHEET 6: KINDNESS FISH

“ᐅᑲᓕᐅᑉ ᐅᓪᓗᖃᑦᑎᐊᙱᓐᓂᖓ” / “Ukaliq’s Bad Day”

and

ᐅᑲᓕᖅ ᐅᐃᖕᒐᖅᑐᖅ / Ukaliq Is Tired

MAIN IDEAS

- Talking about our feelings helps make us feel better.
- It is important to listen to others without judgment.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.W.1.1** Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas.
PHW	**1.HL.1.3** Investigate how factors such as sleep, hydration, and nutrition affect growth and development. **1.HL.3.2** Demonstrate a personal understanding of the difference between needs and wants and why that matters through a class discussion. **1.SE.1.2** Express basic emotions in healthy ways.

KEY TERMS

- ᐅᐃᖕᒐᖅ/Tired
- ᓯᓂᒃ/Sleep
- ᓂᒫᓂᖅ/Toss and turn
- ᒪᒥᐊᒃ/Apologize
- ᐸᕝᕕᓇᖅ/Annoying
- ᕿᓄᖕᒐᔪᖅ/Grumpy
- ᖁᕕᐊᓱᙱᑦᑐᖅ/Bad mood

VIEWING ACTIVITY

MATERIALS

- Chart paper and markers
- “ᐅᑲᓕᐅᑉ ᐅᓪᓗᖃᑦᑎᐊᙱᓐᓂᖓ”/“Ukaliq’s Bad Day” video

BEFORE VIEWING

1. Ask students the following questions:
   - “ᖃᓄᖅ ᑎᒦᑦ ᐃᒃᐱᓱᓲᖑᕙ ᓯᓂᒃᑎᐊᙱᑐᐊᕌᖕᒐᕖᑦ?”/“How does your body feel when you don’t get enough sleep?”
   - “ᖃᓄᖅ ᐃᓱᒪᐃᑦ ᐃᒃᐱᒋᓱᓲᖑᕙ ᓯᓂᒃᑎᐊᙱᑦᓴᐊᕌᖕᒐᕖᑦ?”/“How does your mind feel when you don’t get enough sleep?” (Encourage students to describe physical states and emotions, such as having low energy or feeling tired, grumpy, unfocused, or groggy.)
   - “ᑭᓱᑦ ᐊᑲᐅᓯᕚᓪᓚᖅᓇᖅᐸ ᐅᐃᖕᒐᓗᐊᖅᑎᓪᓗᑎᑦ?”/“What helps you feel better when you’re tired?”
2. Remind students that sleep is important for our bodies and minds. Sleep helps us learn and play.

DURING VIEWING

3. Tell students they will watch “Ukaliq’s Bad Day,” a video about someone who did not get enough sleep.
4. Play “Ukaliq’s Bad Day.”
5. Pause at the recommended times, and ask the following questions:
   - **2:48:** “ᖃᓄᖅ ᖃᐅᔨᔪᓐᓇᖅᐱᑦ ᐅᑲᓕᒃ ᐅᐃᖕᒐᖅᑐᖅ?”/“How can you tell Ukaliq is tired?”
   - **3:54:** “ᐅᑲᓕᖅ ᐱᖃᓐᓇᕆᔭᒥ ᓅᕆᒪᖅᑰᔨᕙ?”/“Does Ukaliq seem like he wants to meet his friends?”
   - **9:07:** “ᖃᓄᖅ ᐅᖃᓪᓚᖃᑎᖃᖅᑐᓂ ᐱᖃᓐᓇᕆᒥᓂᒃ ᐃᑲᔫᑎᖃᖅᑲᐅᕙ ᐅᑲᓕᖑᑦ?”/“How did talking to his friends help Ukaliq feel better?”

AFTER VIEWING

6. Ask students the following questions:
   - “ᖃᓄᐃᒻᒪᑦ ᐱᒻᒪᕆᐅᑎᒋᕙ ᓯᓂᒃᑎᐊᕐᓂᖅ?”/“Why is it important to get a good night’s sleep?”
   - “ᖃᓄᖅ ᓯᓂᖕᓂᒃ ᐊᒃᑐᐃᕙᒃᐸ ᑎᒥᑦᑎᓐᓂᒃ?”/“How does sleep affect our bodies?”
7. Create a T-chart on chart paper. Label one side “ᖃᓄᖅ ᐃᒃᐱᒍᓱᓲᖑᕗᑖ ᓯᓂᒃᑎᐊᕐᖕᒐᑦᑖ?”/“How we feel with enough sleep” and the other side “ᖃᓄᖅ ᐃᒃᐱᒍᓱᓲᖑᕗᑖ ᓯᓂᒃᑎᐊᖅᓯᒪᓇᑖ.”/“How we feel without enough sleep.” Discuss what happens to our bodies when we get enough sleep and when we do not. Record student answers on the T-chart.

EDUCATOR’S TIP

Step 7 is a **shared writing** activity. Shared writing is a teaching tool you use with students to work together when coming up with new ideas so you can write them down. This allows you to model the writing process, including thinking out loud and writing. It also helps students connect their ideas to written words.

A **T-chart** is a visual tool that helps compare, organize, and sort information by dividing it into two columns.

FOLLOW-UP ACTIVITIES: WHOLE-GROUP ACTIVITY

LEARNING FOCUS

Students will play a game to show their understanding of the effects of sleep. This activity helps them understand the benefits of healthy sleep habits.

MATERIALS

- Masking tape
- Paper
- Markers

PREPARATION

- Clear a large area in the classroom for children to safely jump around in. Use tape to make a line down the middle of the area.
- Prepare two signs labelled *ᓯᓂᒃᑎᐊᖅ/Good sleep* and *ᓯᓂᒃᑎᐊᙱᑦᑐᖅ/Poor sleep*.

ACTIVITY

1. Have students stand on the tape line facing you.

2. Point to the right side and read the sign that says “ᓯᓂᒃᑎᐊᖅ”/“Good sleep.” Then point to the left side, and read the sign that says “ᓯᓂᒃᑎᐊᙱᑦᑐᖅ”/“Poor sleep.”

3. Tell students you will read short scenarios out loud. Tell them that when you have finished reading each scenario, they will decide to jump either left or right to show whether they think the scenario is describing someone who had a “good sleep” or a “poor sleep.”

4. Begin the game and read the scenarios out loud, out of order, and one at a time. Pause between each scenario to observe where students have jumped. Discuss their ideas and allow them to switch sides if needed.

ᓯᓂᒃᑎᐊᖅ/Good sleep:

- “ᑳᓪᓚᒃ ᓯᓂᕆᐊᖅᑐᓚᐅᖅᑐᖅ ᓯᓂᕆᐊᖅᑐᕐᕕᕆᒐᔪᒃᑕᖓᓂᒃ. ᐃᓕᓐᓂᐊᕐᕕᖕᒥ, ᓈᓚᑦᑎᐊᓲᖅ, ᐊᐱᖅᑯᑎᓂᒃ ᑭᐅᓲᖅ, ᐱᔭᕇᖅᓴᕋᐃᓲᖅ ᐱᓕᕆᐊᒥᓂᒃ. ᖃᕋᓴᖓ ᐃᖅᑯᒪᑦᑎᐊᓲᖅ ᐱᓕᕆᑦᑎᐊᕈᓐᓇᖅᑐᓂᓗ.”/“Kallik went to sleep at his usual bedtime last night. At school, he listens carefully, answers questions, and finishes his work quickly. His brain feels awake and focused.”
- “ᔪᑲ ᐃᖅᑯᒪᖅᑐᖅ ᖁᖓᓯᒪᓪᓗᓂ ᖁᕕᐊᓱᒃᑐᓂ. ᓂᕆᐅᑦᑎᐊᖅᐳᖅ ᐱᖃᓐᓇᕆᔭᒥᓂᒃ ᑲᑎᖅᑲᑎᖅᑲᕐᓂᐊᕐᓂᕐᒥᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᖕᒥ ᐱᙳᐊᖃᑎᒋᔪᒪᓪᓗᑎᒋᓪᓗ ᐆᒪᓇᒃᑎᐊᕐᓗᓂ.”/“Yuka wakes up smiling and happy. She’s looking forward to meeting her friends at school and can’t wait to play with them because she has lots of energy.”
- “ᐅᓪᓚᖅᑯᕐᒥᑦᑕᕐᓇᐅᑎᓪᓗᒍ, ᐋᓕ ᖁᕕᐊᓱᑦᑎᐊᖅᑐᖅ. ᐃᖏᖅᐸᒃᑐᖅ ᐃᑲᔪᖅᐸᒃᑐᓂᓗ ᐊᖓᔪᖅᑳᒥᓂᒃ ᐋᖅᑭᒃᓱᐃᑎᓪᓗᒋᑦ ᓵᒥᒃ. ᓂᕆᔭᕌᕐᒥᒃ, ᐃᑲᔪᖅᑕᑦᑕᖅᑐᖅ ᓴᓗᒪᖅᓴᐃᓪᓗᓂ.”/“During breakfast time, Allie’s very happy. He sings and helps his parents set the table. After eating, he volunteers to help clean up as well.”

ᓯᓂᒃᑎᐊᙱᑦᑐᖅ/Poor sleep:

- “ᓇᔮᒃ ᐊᐃᑦᑕᐅᕐᓴᐃᓐᓇᖅᑐᖅ ᐃᓕᓐᓂᐊᕐᕕᐊᕈᓯᕐᒥ. ᓈᓚᒍᓐᓇᑦᑎᐊᙱᑦᑐᖅ ᐳᐃᒍᖅᐸᑦᑐᓂᓗ ᐱᓕᕆᐊᓇᕆᐊᖃᖅᑕᖏᓐᓂᒃ.”/“Najak keeps yawning in class. She has a hard time paying attention and forgets what she’s supposed to be doing.”
- “ᐃᖅᑲᐃᓕᔅᓇᐅᑎᓪᓗᒍ, ᐋᔅᓕ ᐃᒃᓯᕚᖅᑐᖅ ᓴᓂᕐᓂ ᑕᑯᖃᓈᖅᑎᓂ ᐱᖃᓐᓇᕆᔭᒥᓂᒃ. ᐱᖃᑕᐅᔪᒪᙱᑦᑐᖅ ᐆᒪᓇᑦᑎᐊᙱᓐᓇᒥᒃ ᐅᓪᓚᕆᐊᒃᓴᖅ ᐱᙳᐊᓇᐊᒃᓴᖅᓘᓐᓃᑦ.”/“During gym class, Ashley sits on the sidelines watching her friends. She doesn’t want to join them because she has no energy to run and play.”
- “ᓇᐅᓪᓚᖅ ᐊᓈᓇᖓᑕ ᒪᑭᖁᓚᖅᑕᖓ ᐅᖃᖅᑐᓂᓗ ᒪᑭᒍᒪᙱᑦᑐᖓ ᐅᐃᖓᓗᐊᕐᒪᑦ.”/“Naullaq’s mom asked him to get up, and he says he doesn’t want to because he is too tired.”

GUIDED READING

LEARNING FOCUS

Students will participate in guided reading of the storybook *Ukaliq Is Tired*. They will focus on reading fluency and comprehension. This activity helps them gain reading confidence and develop their independent reading skills.

MATERIALS

- The *ᐅᑲᓕᖅ ᐅᐃᖓᖅᑐᖅ/Ukaliq Is Tired* storybooks (one for each student in the guided reading group)
- **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/ Worksheet 3: Writing Template** or students’ journals

PREPARATION

- Decide on reading groups based on students’ strengths, needs, and instructional goals.
- Choose a comfortable, distraction-free space for guided reading away from other students in the class.
- Preview the book to identify key ideas to discuss during guided reading.
- Photocopy or print a class set of **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ Worksheet 3: Writing Template**, or prepare student journals.

ACTIVITY

1. Bring a reading group to a comfortable, distraction-free space in the classroom.

2. Give each student in the group a copy of *Ukaliq Is Tired*, and explain that it is the storybook version of the video they watched.

3. Begin a guided reading of *Ukaliq Is Tired*.
   - **For beginning readers:** Read the text out loud, and invite students to follow along by tracking each word with their finger. Pause to model strategies such as sounding out words, rereading for clarity, or using pictures as context clues.
   - **For advanced readers:** Ask students to read the story quietly to themselves or to take turns reading pages out loud as a group. Monitor students’ reading for accuracy and fluency. Ask them questions after each page to check their understanding.

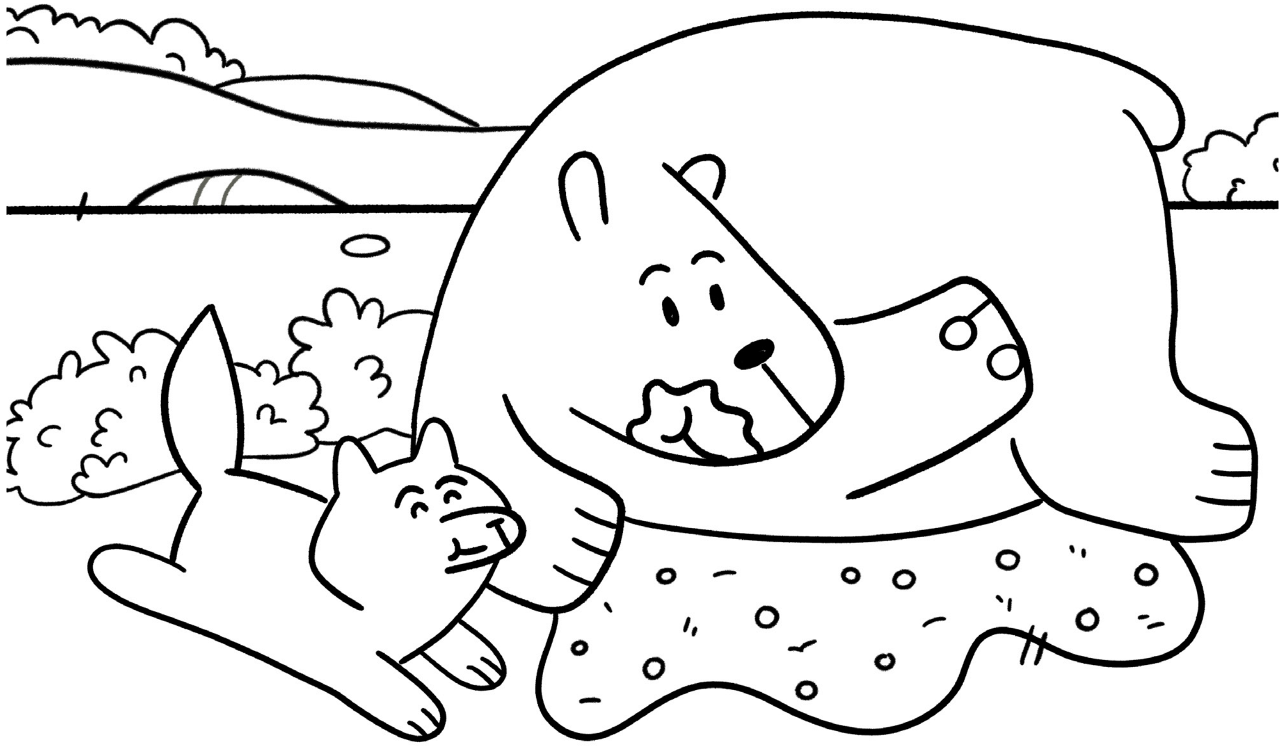
4. Discuss students’ bedtime routines. Ask questions such as the following:
   - “ᖃᔅᓯᒨᖅᑎᓪᓗᒍ ᓯᓂᕆᐊᖅᑐᒐᔪᒃᐱᑦ?”/“What time do you usually go to bed?”
   - “ᖃᐅᔨᒪᕕᑦ ᐃᑲᕋᓂᒃ ᖃᔅᓯᓂᒃ ᓯᓂᖅᑲᑦᑕᕐᒪᖔᖅᐱᑦ ᐅᓐᓄᑕᒫᑦ?”/“Do you know how many hours of sleep you get each night?”
   - “ᖃᓄᖅ ᐅᖃᐅᔾᔨᐊᕈᓐᓇᖅᐱᑦ ᓯᓂᒃᑎᐊᖅᑲᑦᑕᖅᑯᓯᓗᑎᑦ?”/“What advice do you have for getting a good night’s rest?”
   - “ᖃᔅᓯᒥᒃ ᓯᓂᕆᐊᖅᑐᖅᑲᑦᑕᖅᐱᑦ? “/“Do you have a bedtime routine?”
   - “ᑭᓱᑦ ᐃᑲᔫᑎᒋᔫᖕᒍᑦ ᓯᓂᒃᑎᐊᕐᓂᕐᒧᑦ?”/“What helps you sleep well at night?”

   Discuss why sleep is a basic need and how it helps our bodies grow, learn, and stay healthy. Explore why meeting our need for sleep is important for our overall well-being.

5. After the discussion, distribute **ᑎᑎᕋᕐᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ Worksheet 3: Writing Template** to each student. Ask them to draw and write about one way they can get a better sleep.

ASSESSMENT OPPORTUNITIES

Observation	After watching the video, listen to students' ideas about why sleep matters.
Conversation	During guided reading, ask students follow-up questions to check for understanding and encourage reflection. Ask them about a time when they had a good sleep and how it felt the next day. Assess whether they can explain why sleep is a basic need and describe how it supports healthy growth, learning, physical health, and overall well-being.



“ᑎᕆᐅᑉ ᐱᕐᑲᓇᖅᑖᕆᒐ”/ “Tiri’s New Friend” and ᑎᕆ ᓇᑦᑎᕐᔪ / *Tiri and Natsiq*

MAIN IDEAS

- It is important to be open, welcoming, and inclusive to new people.
- It is important to keep an open mind.
- Making your friends feel included strengthens your relationship.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.OC.3.1** Demonstrate Tunnganarniq and Inuuqatigiitsiarniq with familiar greetings and phrases in supported daily social interactions. **1.OC.1.2** Demonstrate active listening and observational skills in familiar situations through repeated experiences. **1.OC.2.1** Communicate needs, feelings, and information using non-verbal communication, gestures, and familiar phrases.
PHW	**1.SE.1.2** Express basic emotions in healthy ways. **1.SE.3.1** Develop Inuuqatigiitsiarniq between themselves and others during activities.

KEY TERMS

- ᐃᓚᕖᑦ/Relatives
- ᐱᕐᑲᓇᓐᖏᖅ/Friendship
- ᑭᓇᐅᓂᖓ/Personality
- ᓂᐱᒃᑭᖅ/Loud
- ᐃᑲᔫᑎ/Helpful
- ᑎᔅᓯᓇᖅᑐᖅ/Funny
- ᐱᑦᑎᐊᖅᑐᖅ/Kind
- ᑐᓐᖓᓱᑦᑎᑦ/Welcome
- ᐃᓚᓕᐅᑎᓗᒋᑦ/Include

VIEWING ACTIVITY

MATERIALS

- “ᑎᕆᐅᑉ ᐱᕐᑲᓇᖅᑖᕆᒐ”/“Tiri’s New Friend” video

BEFORE VIEWING

1. Ask students the following questions:
   - “ᖃᓄᖅ ᑐᑭᖃᖅᐸ ᐱᕐᑲᓇᕆᔭᐅᓗᓂ?”/“What does it mean to be a friend?”
   - “ᖃᓄᖅ ᐃᒃᐱᒍᓱᓲᖑᕕᑦ ᖃᐅᔨᔭᕆᐅᖅᑕᕐᓂᒃ?”/“How do you feel when you meet someone new?” (Emphasize that everyone may feel differently when meeting new people. Some might feel excited, nervous, or curious, which are all acceptable feelings when meeting someone new.)
   - “ᖃᓄᐃᓕᐅᕈᓐᓇᖅᐱᑕ ᓄᑖᓂᒃ ᐱᕐᑲᓇᔭᖅᑖᕋᓱᑦᑐᑕ?”/“What are some ways we can make new friends?” (Encourage students to share ideas, such as being kind, helping others, listening to others, or playing together.)

DURING VIEWING

2. Tell students they will watch “Tiri’s New Friend,” a video about making a friend.

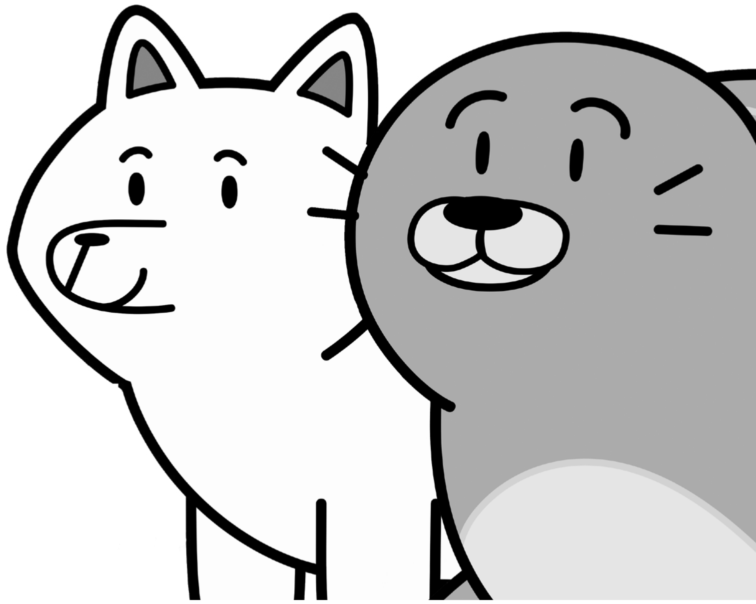
3. Play “Tiri’s New Friend.”

4. Pause at the recommended times, and ask the following questions:
   - **4:27:** “ᖃᓄᖅ ᑎᕆ ᐃᒃᐱᒍᓱᒃᑐᕆᕕᐅᒃ? ᖃᓄᐃᒻᒪᑦ ᑕᐃᒫᒃ ᐃᒃᐱᒍᓱᒃᐸ?”/“How do you think Tiri is feeling? Why do you think he feels this way?”
   - **5:48:** “ᖃᓄᐃᒻᒪᒃᑭᐊᖅ ᑎᕆ ᐱᐅᒃᓴᙱᓚᖅ ᓇᑦᓯᕐᒥᒃ? ᓈᒻᒪᒃᐸ ᐱᐅᒃᓴᙱᑦᑐᓂ ᑕᑯᔭᕆᐅᖅᑕᕐᓂᒃ ᑕᐃᒫᒃ?”/“Why do you think Tiri doesn’t like Natsiq? Is it fair to judge someone you’ve just met like this?”

AFTER VIEWING

5. Ask students the following questions:
   - “ᖃᓄᖅ ᑖᓐᓇ ᑕᑦᕆᔫᒃᓴᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᕙ ᐱᕐᑲᓇᔭᖅᑖᕈᓐᓇᕐᓂᕐᒥᒃ?”/“What did this video teach you about making friends?”
   - “ᖃᓄᐃᓕᐅᕈᓐᓇᖅᐱᑦ ᐃᑲᔪᕐᓗᑎᑦ ᑭᓇᒥᒃᑭᐊᖅ ᐱᕐᑕᐅᑎᑦᑎᓗᑎᑦ?”/“What are some ways you can help someone feel included?”
   - “ᖃᓄᐃᓕᐅᕈᓐᓇᖅᐱᑕ ᑐᓐᖓᓱᒃᑎᑦᑎᓗᑕ ᐱᕐᑲᓇᔭᖅᑖᖅᑲᐅᒥᒃ ᐃᓕᓐᓂᐊᕐᕕᖕᒥ?”/“What are some ways to welcome a new friend at school?”

6. After the discussion, encourage students to practise the following welcoming statements:
   - “Hᐊᐃ! ᐊᑎᕐ ____. ᐱᙳᐊᕐᑲᑎᒋᔪᒪᕕᙵ?”/“Hi! My name is ____. Do you want to play with me?”
   - “ᑐᙵᓱᒋᑦᑎ ᐃᓕᓐᓂᐊᕐᕕᐊᕈᓯᑦᑎᓐᓄᑦ!”/“Welcome to our class!”
   - “ᐱᕐᑲᓇᓐᖑᓐᓇᐱᑖ?”/“Can we be friends?”
   - “ᑭᓱ ᖁᕕᐊᒋᓛᕆᕙᕋᑦ?”/“What’s your favourite thing to do?”



FOLLOW-UP ACTIVITIES: FRIENDSHIP WEB

LEARNING FOCUS

Students will use a ball of yarn as a visual representation of friendship. This activity helps them reflect on positive friendship traits.

MATERIALS

- A ball of yarn

PREPARATION

- Find a large space in the classroom where students can sit in a big circle.

ACTIVITY

1. Ask students to sit in a circle.
2. Tell them they will be making a friendship web.
3. Show students the ball of yarn. Explain that each student will take a turn sharing what makes a classmate a good friend. After they share, they will hold onto a piece of yarn and roll the ball across the circle to another classmate. Then that classmate shares what makes someone a good friend, holds on to a piece of yarn, and rolls the ball to another classmate. This repeats until everyone has shared and everyone is holding a piece of yarn, creating a web. Tell students that after a classmate has gotten the ball of yarn that after, they cannot receive it again.
4. Begin the game by handing the ball of yarn to a student. Encourage them to give a specific example of what makes them a good classmate. For example, a student might say, "Papatsi is a good classmate because she plays with me at recess" or "Logan is a good classmate because he shares his toys." Then encourage the student to roll the yarn to that classmate.
5. Continue the activity until all students are holding the yarn.
6. Point out that students have created a friendship web. Emphasize that the web is big and strong because they are all participating and holding the web. Each student's act of friendship and kindness contributes to the web and to their caring and supportive classroom environment.

LISTENING CENTRE

> A **listening centre** is an area in the classroom where students can listen to an audio resource. Audio resources allow students to listen to content while doing another activity. The rest of your students not at the listening centre can work on other activities at the same time, like independent work.

LEARNING FOCUS

Students will listen to *Tiri and Natsiq* independently or with a group. They will draw and write about themselves, their friend(s), and what they enjoy doing together. This activity helps them reflect on positive friendships.

MATERIALS

- The *ᑎᕆ ᓇᑦᑎᖅᓗ/Tiri and Natsiq* audio resource
- An audio player
- **ᑎᑎᕋᖅᕕᒃᓯᖅ3: ᑎᑎᕋᖅᓂᖅᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template** or student journals

PREPARATION

- Photocopy or print a class set of **ᑎᑎᕋᖅᕕᒃᓯᖅ3: ᑎᑎᕋᖅᓂᖅᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template**, or prepare student journals.
- Decide whether the listening centre will be an activity for one student at a time or a small group.

ACTIVITY

1. Explain that students will listen to *Tiri and Natsiq*, an audiobook based on the video they watched as a class.
2. Tell students to begin the listening activity, and support them as needed.
3. Once students have listened to the story, distribute **ᑎᑎᕋᖅᕕᒃᓯᖅ3: ᑎᑎᕋᖅᓂᖅᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/Worksheet 3: Writing Template** or student journals.
4. Have students draw a picture of themselves and their friend(s) doing an activity they enjoy together. Encourage them to include a brief sentence describing what is happening in their illustration.
5. Circulate and support students as needed.

ASSESSMENT OPPORTUNITIES

Observation	In the group discussion after watching the video, listen to how students express their ideas about friendship, inclusion, and acceptance.
Conversation	Ask students about the qualities of a good friend. Encourage them to name specific qualities they see in themselves or their friends.
Product	Review students' worksheets. Look for details that show relationships, interactions, and understanding of friendships. Notice how students represent themselves and others.

“ᓇᓅᑉ ᐃᓱᒪᑕᐅᓇᓱᖕᓂᐊᓗᐊ” / “Nanuq Is Bossy” and ᓇᓄᖅ ᓲᖑᔭᒃᑐᖅ / *Nanuq Is Bossy*

MAIN IDEAS

- Good leaders care for others.
- It is important to think of other people’s feelings.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.OC.2.1** Communicate needs, feelings, and information using non-verbal communication, gestures, and familiar phrases. **1.OC.3.2** Ask and respond to simple questions about personal needs, interests, and daily life topics. Focus on Who?, What?, and Where?
PHW	**1.SE.1.2** Express basic emotions in healthy ways. **1.SE.1.4** Observe and describe the emotions of others. **1.SE.3.1** Develop Inuuqatigiitsiarniq between themselves and others during activities.

KEY TERMS

- ᖁᕕᐊᒃᑕᒃ/Excited
- ᐊᖏᔪᖅᑲᐅᓯᖅ/Bossy
- ᑐᐊᕕᖅ/Hurry
- ᐃᒃᐱᖕᓂᐊᓃᑦ/Feelings
- ᐱᑦᑎᐊᖅᑐᖅ/Kind
- ᐱᑦᑎᐊᙱᑦᑐᖅ/Unkind
- ᐊᑲᐅᒃᓴᙱᑦᑐᖅ/Frustrated
- ᐅᓚᕕᓴᖃᐃᒃᑐᖅ/Distracted

VIEWING ACTIVITY

MATERIALS

- “ᓇᓅᑉ ᐃᓱᒪᑕᐅᓇᓱᖕᓂᐊᓗᐊ”/“Nanuq Is Bossy” video

BEFORE VIEWING

1. Ask students the questions below. Remind them to listen respectfully to one another.
   - “ᖃᓄᐃᓕᐅᕆᐊᖃᖅᐸᑦ ᐱᖃᓐᓃᑦᑐᑦ ᐱᙳᐊᖃᑎᒌᒃᑎᓪᓗᒋᑦ?”/“How should friends treat one another when playing together?”
   - “ᖃᓄᖅ ᐃᒃᐱᖕᓇᖅᐸ ᐊᖓᔪᖅᑲᐅᓯᖅᑐᖅᑲᖅᑎᓪᓗᒍ ᐅᕝᕙᓘᓐᓃᑦ ᑐᐊᕕᖅᓰᖅᑕᐅᑎᓪᓗᑎᑦ?”/“How does it feel when someone bosses you around or tries to rush you?” (Allow students to describe their feelings, such as sad, frustrated, anxious, or angry.)

2. Emphasize respect and patience as important parts of friendship.

DURING VIEWING

3. Tell students they will watch “Nanuq Is Bossy,” a video about someone who is not being a good friend.

4. Play “Nanuq Is Bossy.”

5. Pause at the recommended times, and ask the following questions:
   - **4:28:** “ᖃᓄᖅᑕ ᐃᓱᒪᕙᑦ ᐱᖃᓐᓃᑦ ᓇᓄᖅ ᑐᐊᕕᖅᓰᓂᑎᓪᓗᒍ? ᖃᓄᖅ ᖃᐅᔨᒪᕙᑦ?”/“How do you think the friends feel when Nanuq hurries them along? How do you know?”
   - **7:14:** “ᖃᓄᐃᑦᑑᖃᑦᑕᖅᐸ ᓇᓄᖅ ᐱᖃᓐᓇᓯᒥᓄᑦ ᒫᓐᓇ? ᐱᖃᓐᓃᑦᑎᐊᖅᑐᑦ ᑕᐃᒪᐃᓕᐅᓲᖑᕙ?”/“How has Nanuq been treating her friends so far? Is this what good friends do?”

AFTER VIEWING

6. Ask students the following questions:
   - “ᖃᓄᖅ ᑐᑭᖃᖅᐸ ᐊᖏᔪᖅᑲᐅᓯᕐᓗᓂ?”/“What does it mean to be bossy?”
   - “ᓇᓄᖅ ᐊᖓᔪᖅᑲᐅᓯᕐᓂᖅᐸ ᑕᕐᕆᔭᐅᓯᐅᖅᑎᓪᓗᒋᑦ?”/ “Was Nanuq being bossy during the video?”

7. Read the statements below out of order to your students one at a time. Ask them to decide whether each statement is an example of being ᐊᖏᔪᖅᑲᐅᓯᖅ/*bossy* or ᐱᑦᑎᐊᖅᑐᖅ/*kind*.
   - For each bossy statement that students identify, discuss how it might make someone feel. Then ask them to suggest a way to rephrase the statement to be kind.
   - For each kind statement that students identify, ask them to practise saying it out loud to one another.

ᐊᖏᖅᑲᐅᓯᓲᑦ ᐅᖃᐅᓯᖏᑦ/Bossy statements:
- “ᑐᐊᕕ ᐊᓐᓄᕌᖃᐅᖅᑐᓇᑦ!”/“Hurry up and get dressed quickly!”
- “ᐅᑕᖅᑭᔪᒪᙱᒃᑭᒃᑭᑦ.”/“I don’t want to wait for you.”
- “ᐊᓃᕋᔭᓐᓇᐅᒻᒪᑦ ᐊᓂᔪᒪᓕᖅᑐᖓ ᒫᓐᓇ!”/“I want to go outside for recess now!”
- “ᑖᓐᓇ ᐱᙳᐊᕋ! ᐱᙳᐊᕆᔪᓐᓇᙱᑕᐃᑦ.”/“That’s my toy. You can’t play with it.”
- “ᐱᙳᐊᖃᑎᒋᔪᒪᒍᕕᙵ, ᒪᓕᒋᐊᖃᖅᑕᑎᑦ ᒪᓕᒐᒃᑲ. ᒪᓕᙱᒃᑯᕕᑦ, ᐱᙳᐊᖃᑎᒋᓐᓇᙱᒃᑭᙵ.”/“If you want to play with me, you have to follow my rules. If you don’t, you can’t play with me.”

ᐱᑦᑎᐊᖅᑑᑉ ᐅᖃᐅᓯᖏᑦ/Kind statements:
- “ᐃᑲᔪᖅᓚᕿᑦ ᐳᐊᓘᖕᓄᑦ?”/“Can I help you with your mittens?”
- “ᖃᓄᐃᒃᓴᙱᑦᑐᖓ ᐅᑕᖅᑭᔭᓂᐊᒃᓴᖅ.”/“I don’t mind waiting a few extra minutes.”
- “ᐱᓕᕆᖃᑎᒌᓚᐅᖅᑕ. ᑕᐃᒫᒃ ᓴᓗᒻᒪᖅᓴᐃᑲᐅᖅᑐᕈᓐᓇᖅᑐᒍᑦ.”/“Let’s work together. That way we can finish tidying faster.”
- “ᐊᑐᕈᓐᓇᖅᑕᐃᑦ ᐊᒥᐊᕈᑎᒐ, ᓱᕋᒃᑕᐃᓕᑐᐃᓐᓇᖅᓗᒍ.”/“You can borrow my crayon, but please be gentle with it.”
- “ᓂᑭᑦᑖᖅᓗᑕ ᐱᙳᐊᓚᐅᖅᑕ.”/“Let’s take turns playing with this toy.”
- “ᐱᙳᐊᓐᓂᒃ ᐱᙳᐊᖅᑲᐅᒐᑦᑕ ᐅᓪᓛᖅ. ᖃᓄᖅ ᐱᙳᐊᕈᒪᕙᑦ ᐊᓃᕋᔭᖅᓯᒃᐸᑦ ᐅᓐᓄᒃᓴ?”/“We played my game this morning. What do you feel like playing at recess this afternoon?”

FOLLOW-UP ACTIVITY: LISTENING CENTRE

A **listening centre** is an area in the classroom where students can listen to an audio resource. Audio resources allow students to listen to content while doing another activity. The rest of your students not at the listening centre can work on other activities at the same time, like independent work.

LEARNING FOCUS

Students will listen to *Nanuq Is Bossy* on their own or with a group. Then they will arrange scene cards in the order they happened. This activity helps students develop skills in sequencing and listening comprehension.

MATERIALS

- The *ᓇᓄᖅ ᓲᖕᒍᓴᒃᑐᖅ/Nanuq Is Bossy* audio resource
- An audio player
- Scissors
- **ᑎᑎᕋᕐᕕᒃᓴᖅ 7: ᓇᓄᖅ ᐊᖏᔪᖅᑲᐅᓯᖅᑐᖅ/ Worksheet 7: Nanuq Is Bossy**

PREPARATION

- Decide whether the listening centre and sequencing activities will be completed by individual students or small groups.
- Photocopy or print a class set of **ᑎᑎᕋᕐᕕᒃᓴᖅ 7: ᓇᓄᖅ ᐊᖏᔪᖅᑲᐅᓯᖅᑐᖅ/ Worksheet 7: Nanuq Is Bossy**.

ACTIVITY

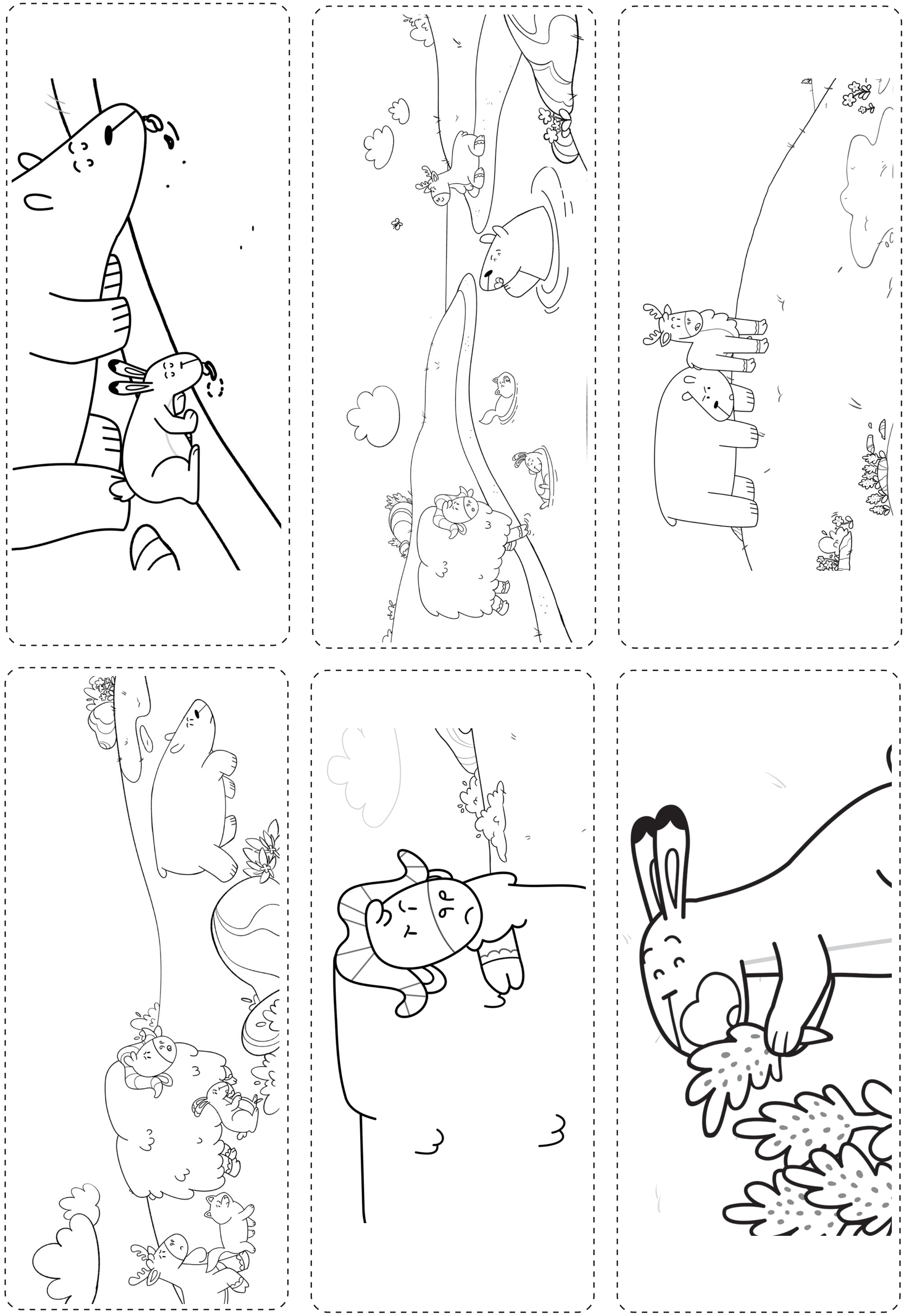
1. Explain that students will listen to *Nanuq Is Bossy*, an audiobook based on the video they watched as a class. Ask students to play close attention to the order of events in the story.
2. Tell them tell them to listen to the story once, and support them as needed.
3. Distribute scissors and **ᑎᑎᕋᕐᕕᒃᓴᖅ 7: ᓇᓄᖅ ᐊᖏᔪᖅᑲᐅᓯᖅᑐᖅ/Worksheet 7: Nanuq is Bossy**.
4. Explain that students will cut out the cards and arrange them in the order they happened in the audiobook. They can work in pairs or independently.
5. Encourage students to listen to the story again as needed to help them sequence the events accurately.
6. Have a class discussion about the worksheet once students have finished. Encourage students to share the order they put the cards in and their reasons why.
7. If a sequence is out of order, encourage students to listen to the audio again, compare their sequence with a partner to discuss differences, or move the cards around to correct their sequence.

ASSESSMENT OPPORTUNITIES

Observation	Observe whether students place their worksheet cards in the correct order.
Conversation	Explore why words can make people feel different emotions, such as happy, sad, frustrated, or included. Use students' ideas to assess their understandings of the difference between bossy and kind.

ᑎᑎᕋᕐᕕᒃᓴᖅ 7: ᓇᓄᖅ ᐊᖏᔪᖅᑲᐃᓯᖅᑐᖅ
Worksheet 7: Nanuq Is Bossy

ᐊᑎᖅ/Name: ____________



“ᑎᕆ ᐃᑲᔪᖅᐳᖅ”/ “Tiri Helps Out” and *ᑎᕆ ᐃᑲᔪᖅᑐᖅ / Tiri Helps Out*

MAIN IDEAS

- Good friends should help one another.
- It is important to try to understand how others feel.
- It is easiest to solve problems by working together.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.W.1.1** Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas. **1.W.1.2** Begin to write short texts using familiar text forms, with support. **1.R.3.1** Recognize some text forms and purposes, such as signs, labels in the classroom, storybooks, recipes, simple notes, and invitations.
PHW	**1.SE.1.2** Express basic emotions in healthy ways. **1.SE.1.3** Use simple strategies to promote a calm mind and body. **1.SE.1.4** Observe and describe the emotions of others. **1.SE.3.1** Develop Inuuqatigiitsiarniq between themselves and others during activities.

KEY TERMS

- ᑎᓱᕋᖅ/Sliding
- ᓯᓚᒥ/Outdoors
- ᖃᖅᑲᔫᖅ/Hill
- ᖁᕕᐊᒃᑕᒃ/Excited
- ᐃᑲᔪᖅ/Help
- ᖃᑕᙳᑎᑏᑦ/Siblings
- ᐃᓱᒪᒋᔭᐅᔪᖅ/Idea
- ᖁᕕᐊᓇᖅᑐᖅ/Fun
- ᐊᑲᐅᙱᑦᑐᕈᑕᐅᔪᓂᒃ ᐋᖅᑭᒃᓯᓂᖅ/ Problem-solving

VIEWING ACTIVITY

MATERIALS

- “ᑎᕆ ᐃᑲᔪᖅᐳᖅ”/“Tiri Helps Out” video

BEFORE VIEWING

1. Ask students the following questions:
   - “ᑭᓱᑦ ᖁᕕᐊᒋᑖᕆᕕᒋᑦ ᐱᓕᕆᖃᑎᒋᓪᓗᒋᑦ ᐱᖃᓐᓇᕆᔭᑎᑦ?”/“What are your favourite activities to do with your friends?”
   - “ᐸᕐᓇᓚᐅᖅᓯᒪᕕᑦ ᖁᕕᐊᓇᖅᑐᒥᒃ ᐃᖅᑲᓇᐃᑦᑕᖅᑯᑎᑦ ᐊᓯᖏᓐᓂᒃ ᑲᒪᒋᔭᒃᓴᖃᕐᓂᕐᓂᒃ?”/“Have you ever made plans to do something fun and then remembered you had other responsibilities?” (Encourage students to share how they felt—like sad, disappointed, or frustrated—and what they did after.)

DURING VIEWING

2. Tell students they will watch “Tiri Helps Out,” a video about someone who wants to play but has other responsibilities.

3. Play “Tiri Helps Out.” Pause at the recommended times, and ask the following questions:
   - **5:21:** “ᖃᓄᖅ ᓂᕈᐊᕆᔭᖃᕈᓐᓇᖅᐸ ᒫᓐᓇ? ᖃᓄᖅ ᓂᕈᐊᕐᓂᐊᖅᑐᕆᕕᐅᒃ?”/“What choices does Tiri have in this moment? What choice do you think he will make?”
   - **6:13:** “ᐃᓱᒪᒋᕕᐅᒃ ᖃᓄᐃᒻᒪᑦ ᐃᑲᔪᕐᓂᖅ ᑎᕆᐅᑉ ᐊᓈᓇᖓᓂᒃ ᐱᒻᒪᕆᐅᒻᒪᖔᑦ?”/“Why do you think helping Tiri’s mom is important?”

AFTER VIEWING

4. Ask students the following questions:
   - “ᖃᓄᖅ ᑖᓐᓇ ᑕᕐᕆᔫᒃᓴᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᕙ ᑲᒪᒋᔭᖃᕐᓂᕐᒥᒃ ᐱᖃᓐᓇᕇᓐᓂᕐᒥᓪᓗ?”/“What does this video teach us about responsibility and friendship?”
   - “ᐃᖅᑲᐅᒪᒋᔭᖃᖅᐱᑦ ᐃᑲᔪᓚᐅᖅᓯᒪᓂᕐᓂᒃ ᐱᐅᔪᒥᒃ ᑐᕌᖅᑐᓂ?”/“Can you think of a time when you helped someone and it led to something good?”
   - “ᖃᓄᐃᒻᒪᑦ ᐱᒻᒪᕆᐅᕗᖅ ᐱᓂᐊᕐᓂᕋᖅᓯᒪᔾᔪᑎᓐᓂᒃ ᑲᔪᓯᑎᑦᑎᕆᐊᒃᓴᖅ, ᐊᔪᕐᓇᕋᓗᐊᖅᑎᓪᓗᒍ?”/“Why is it important to keep promises, even when they’re hard?”

FOLLOW-UP ACTIVITIES: PROBLEMS AND SOLUTIONS

LEARNING FOCUS

Students will work in small groups to practise problem-solving. This helps them develop problem-solving, communication, and critical-thinking skills.

MATERIALS

- **ᑎᑎᕋᕝᕕᒃᓴᖅ 8: ᖃᓄᖅ ᐋᖅᑭᒍᑎᒃᓴᖅᑕᖃᖅᐸ?/ Worksheet 8: What’s the Solution?**
- Stapler

PREPARATION

- Print enough copies of **ᑎᑎᕋᕝᕕᒃᓴᖅ 8: ᖃᓄᖅ ᐋᖅᑭᒍᑎᒃᓴᖅᑕᖃᖅᐸ?/Worksheet 8: What’s the Solution?** for each group of three or four students to get one problem scenario.

ACTIVITY

1. Put students in groups of three or four.

2. Distribute the worksheet to each group. Explain that each group will have to work together to solve the problem on their sheet. Tell them their solutions will go into a shared problem-solving book for the class.

3. Visit each group and read their problem with them. Help them brainstorm possible solutions. Encourage students to discuss their reasoning, and make sure everyone contributes.

4. Circulate and support students as they solve their problem. Scribe for groups who need help writing.

5. Share and discuss the identified problems and solutions as a class, allowing groups to explain their thinking.

6. Collect and compile all student-generated solutions into a class booklet that can be used as an ongoing reference thought the year.

7. Encourage the class to revisit the booklet regularly to practise their independence in problem-solving strategies.

READ-ALOUD

A **read-aloud** is when an educator reads a text out loud to their students. It allows students to enjoy a text that might be beyond their independent reading level. It also allows an educator to model good reading habits for students (for example, identifying text features, fluent reading, asking questions about the text, and making and confirming predictions).

LEARNING FOCUS

Students will listen to you read *Tiri Helps Out*. They will discuss how they can help their family members at home. This activity helps them understand responsibility and the benefits of contributing to the household.

MATERIALS

- The *ᑎᕆ ᐃᑲᔪᖅᑐᖅ/Tiri Helps Out* storybook or audio resource
- Chart paper and markers

PREPARATION

- Choose a comfortable, distraction-free space where students can listen to the read-aloud.
- Preview the book to identify key points where Tiri expresses contrasting feelings about wanting to help his mom. Note that the audio resource may be used in place of the book if preferred.

ACTIVITY

1. Gather students in a comfortable, distraction-free space.

2. Show them the cover of *Tiri Helps Out*. Explain it is the storybook version of the video they watched.

3. Read the story out loud to students. Emphasize the conflict Tiri experiences when he wants to play with his friends but knows he needs to help his mom watch over his siblings.

4. Ask students, "ᖃᓄᖅ ᐃᑲᔪᕈᓐᓇᖅᐱᑕ ᐃᓚᑦᑎᓐᓂᑦ ᐊᖏᕐᕋᒥ?"/"How can we can help our families at home?" Encourage students to share ideas such as helping set the table, feeding a pet, or tidying their room.

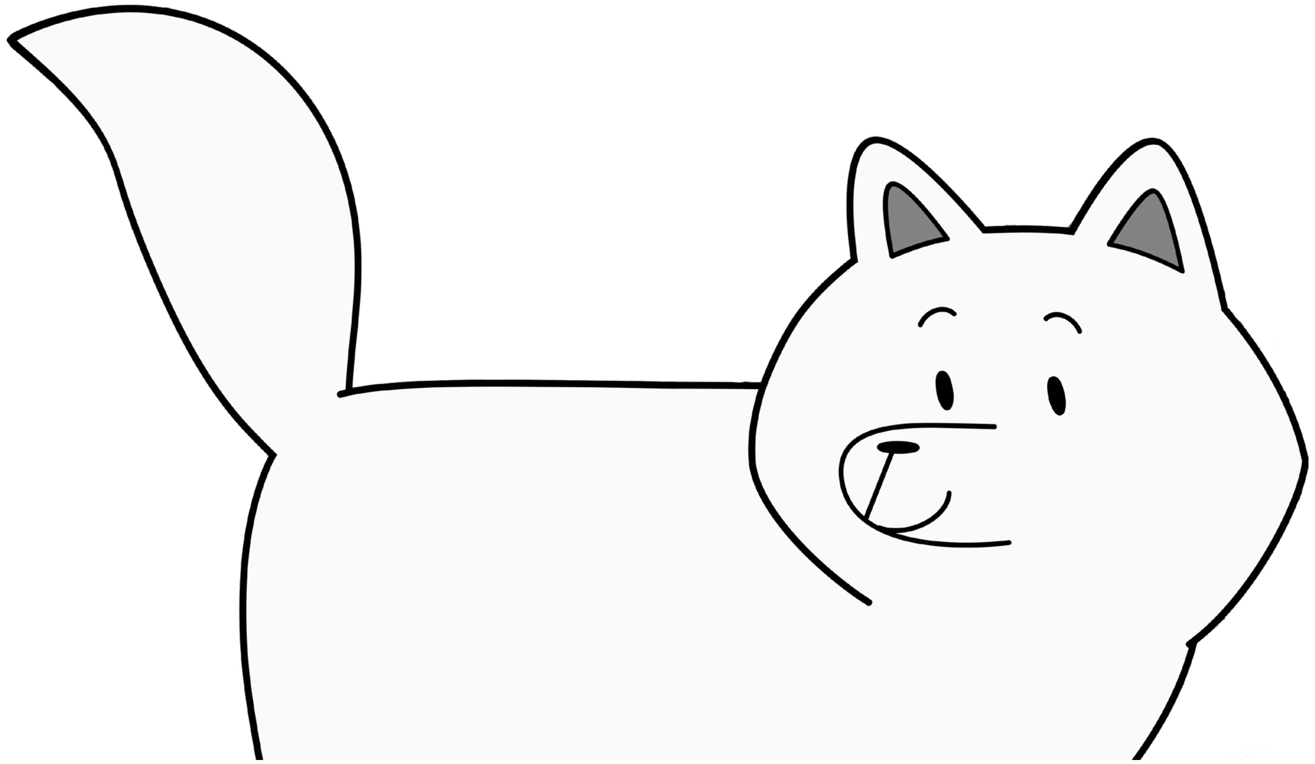
5. Record students' ideas on chart paper. Ask students to explain why each action is helpful.

6. Explain that completing small tasks at home can show responsibility and care for their family.

7. **Optional:** Encourage students to choose one idea from the chart paper to try at home later in the day.

ASSESSMENT OPPORTUNITIES

Observation	Note if students use problem-solving strategies during the activity. Observe how they listen to others, share ideas, explain their thinking, respond to peers, and work together to solve the problem.
Conversation	Ask small groups to explain their learning as they work together. Pay attention to their reasoning and whether they can explain why their solution makes sense.
Product	Evaluate students' responses and solutions to a problem. Consider how well they identify the problem, describe their thinking, and justify their solution.



ᐊᑎᖅ/Name: ____________________

ᑎᑎᕋᕐᕕᒃᓴᖅ 8: ᖃᓄᖅ ᐋᖅᑭᒍᑎᒃᓴᖅᑕᖃᖅᐸ?
Worksheet 8: What's the Solution?

ᐊᑲᐅᙱᓕᐅᕈᑎ / Problem

ᐊᓃᕋᔭᕐᓇᖅᓯᕗᖅ. ᐃᓚᖏᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᓱᓕ ᓴᓗᒻᒪᖅᓴᐃᔭᕆᐊᓖᑦ. ᐃᓕᓐᓂᐊᖅᑎᓕᒫᑦ ᐅᑕᖅᑭᔭᕆᐊᖃᖅᑐᑦ ᐱᔪᓃᕋᓯᐊᕐᓂᖏᓐᓂ. ᐃᓕᓐᓂᐊᖅᑎᒌᑦ ᖃᓄᐃᓕᐅᕈᓐᓇᖅᐸᑦ ᐃᑲᔪᕐᓗᑎᕐ?

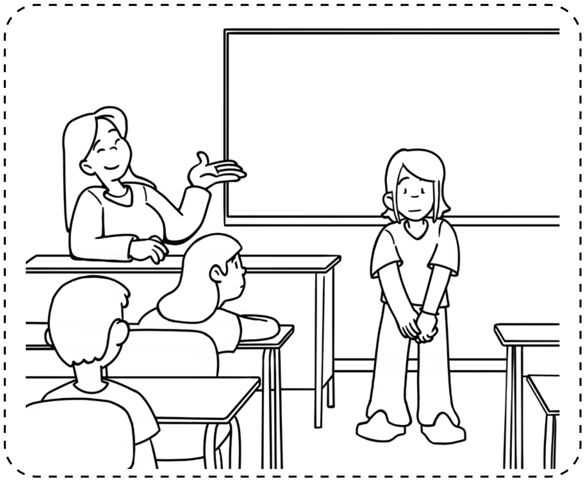
It is time for recess. One group of students still has a lot to clean up. The whole class must wait for them to finish. What can the class do to help?

ᐋᖅᑭᒋᐊᕈᑎᒃᓴᖅ / Solution

ᐊᑎᖅ/Name: ____________________

ᑎᑎᕋᕐᕕᒃᓴᖅ 8: ᖃᓄᖅ ᐋᖅᑭᒍᑎᒃᓴᖅᑕᖃᖅᐸ?
Worksheet 8: What's the Solution?

ᐊᑲᐅᙱᓕᐅᕈᑎ / Problem



ᓄᑖᖅ ᐃᓕᓐᓂᐊᖅᑎ ᓅᑦᑐᖅ ᓄᓇᓕᖕᒧᑦ. ᖁᒃᓴᓱᒃᑐᖅ ᓄᑖᒧᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒧᑦ ᐃᓕᓐᓂᐊᓇᐊᓇᐊᒃᓴᖅ. ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑎᖏᓐᓄᑦ ᐃᑲᔪᖅᑕᐅᔪᓐᓇᖅᐸ ᐊᑲᐅᓂᖅᓴᐅᖁᓪᓗᒍ?

A new student moves to the community. She is nervous about joining a new school. How can her classmates help her feel more comfortable?

ᐋᖅᑭᒋᐊᕈᑎᒃᓴᖅ / Solution

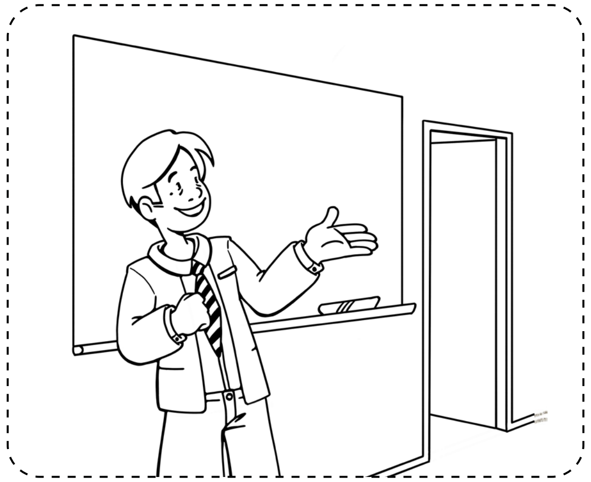
ᐊᑎᖅ/Name: ____________________

ᑎᑎᕋᕐᕕᒃᓴᖅ 8: ᖃᓄᖅ ᐋᖅᑭᒍᑎᒃᓴᖅᑕᖃᖅᐸ?
Worksheet 8: What's the Solution?

ᐊᑲᐅᙱᓕᐅᕈᑎ / Problem

ᑭᖑᕝᕕᖅᑎᒥᒃ ᐃᓕᓴᐃᔨᓖᑦ ᐅᑉᓗᒥ. ᐃᓕᓐᓂᐊᕐᕕᐊᕈᓯᕐᒥ ᐃᓕᖅᑯᓯᕆᓂᖃᒃᑕᖏᓐᓂᒃ ᖃᐅᔨᒪᑦᑎᐊᙱᑦᑐᖅ. ᖃᓄᐃᓕᐅᕈᓐᓇᖅᐸᑦ ᐃᓕᓐᓂᐊᕐᕕᐊᕈᓯᕐᒥ ᐃᑲᔪᕐᓂᐊᕐᓗᑎᒃ ᐃᓕᓴᐃᔨᒥᒃ?

A substitute teacher is teaching today. He doesn't know the classroom routines well. What can the class do to help the supply teacher?



ᐋᖅᑭᐊᕈᑎᒃᓴᖅ / Solution

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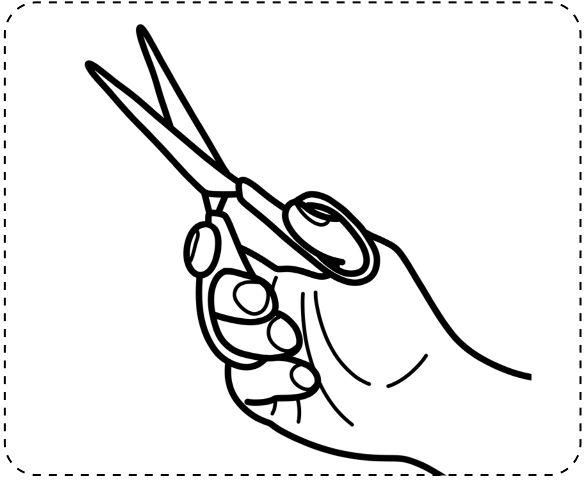
ᑎᑎᕋᕐᕕᒃᓴᖅ 8: ᖃᓄᖅ ᐋᖅᑭᒍᑎᒃᓴᖅᑕᖃᖅᐸ?
Worksheet 8: What's the Solution?



ᐊᑲᐅᙱᓕᐅᕈᑎ / Problem

ᒪᕐᕌᒃ ᐃᓕᓐᓂᐊᖅᑏᒃ ᐊᑐᕈᒪᔫᒃ ᑖᓱᒥᖓᑦᑕᐃᓐᓇᖅ ᐊᓪᓕᕈᓵᙱᓐᓂᒃ. ᖃᓄᖅ ᐊᒥᖅᑳᕈᓐᓇᖅᑲᒃ ᐊᓪᓕᕉᓵᙱᓐᓂᒃ?

Two students want to use the same pair of scissors. How can they share the scissors?

ᐋᖅᑭᐊᕈᑎᒃᓴᖅ / Solution

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ᐊᑎᖅ/Name: ________________________

ᑎᑎᕋᖅᕕᒃᓴᖅ 8: ᖃᓄᖅ ᐋᖅᑭᒍᑎᒃᓴᖅᑕᖃᖅᐸ?
Worksheet 8: What's the Solution?

ᐊᑲᐅᙱᓕᐅᕈᑎ / Problem

ᐃᓕᓐᓂᐊᖃᑎᕕᑦ ᓄᖅᑲᖅᑎᑲᑕᒃᑐᓂᑎᒃ ᐅᖃᓪᓚᒍᓱᒃᑎᓪᓗᑎᑦ ᐃᓕᓐᓂᐊᕐᓇᐅᑎᓪᓗᒍ. ᖃᓄᕐᓕ ᐅᖃᐅᑎᑦᑎᐊᕈᓐᓇᖅᐱᐅᒃ?

A classmate is interrupting you when you are trying to share your ideas during a class discussion. How can you handle this politely?

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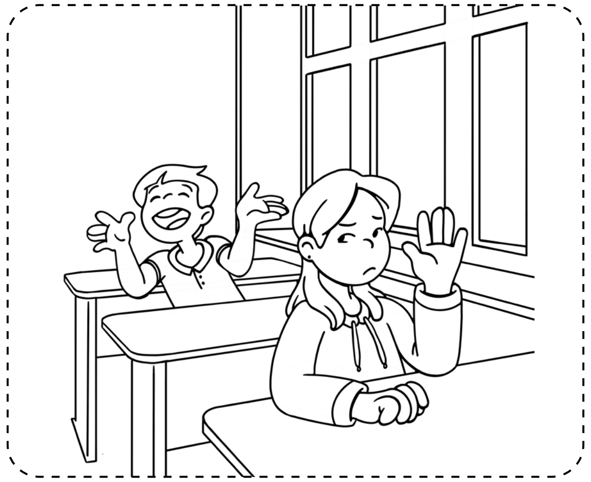

ᐋᖅᑭᐊᕈᑎᒃᓴᖅ / Solution

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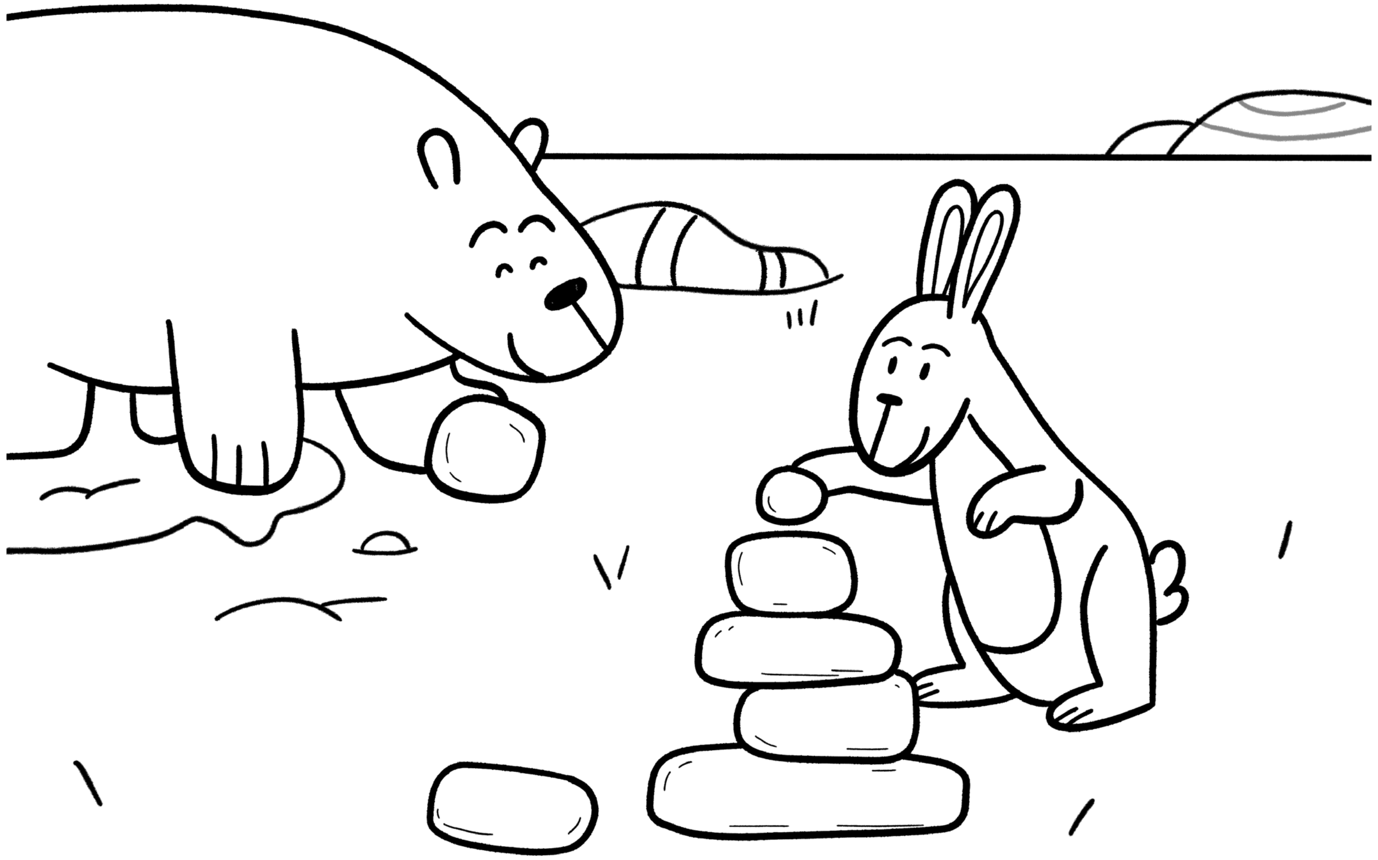


“ᑕᑰᑎᓂᐊᕆᕗᒍᒃ, ᑐᒃᑐ!” / “See You Soon, Tuktu!” and ᑕᕝᕙᐅᕗᑎᑦ, ᑐᒃᑐ / *Goodbye, Tuktu*

MAIN IDEAS

- Try different ways to manage your feelings.
- It is important make memories with people.

LEARNING OUTCOMES

Curriculum	Learning Outcomes
IL1	**1.OC.2.1** Communicate needs, feelings, and information using non-verbal communication, gestures, and familiar phrases. **1.OC.3.2** Ask and respond to simple questions about personal needs, interests, and daily life topics. Focus on Who?, What?, and Where? **1.W.1.1** Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas.
PHW	**1.SE.1.2** Express basic emotions in healthy ways. **1.SE.2.1** Describe their personal skills and interests. **1.SE.3.1** Develop Inuuqatigiitsiarniq between themselves and others during activities.

KEY TERMS

- ᐊᐅᓪᓚᖅᑐᖅ/Travel
- ᐅᑭᐊᒃᓵᖅ/Fall
- ᐅᑭᐅᖅ/Winter
- ᐅᐱᖅᖕᒑᖅ/Spring
- ᐱᐅᒋᓛᖅ/Favourite
- ᐃᓄᒃᓱᒃ/Inuksuk
- ᐃᖅᑲᐅᒪᓂᖅᑐᑦ/Memories
- ᑕᕝᕙᐅᕗᑎᑦ/Goodbye

VIEWING ACTIVITY

MATERIALS

- “ᑕᑰᑎᓂᐊᕆᕗᒍᒃ, ᑐᒃᑐ!”/“See You Soon, Tuktu!” video

BEFORE VIEWING

1. Ask students, “ᑕᕝᕙᐅᕗᑏᕆᐊᖅᑲᓚᐅᖅᓯᒪᕖᑦ ᑭᓇᒧᒃᑭᐊᖅ? ᖅᑲᓄᖅ ᐃᒃᐱᒋᔭᖅᑲᖅᓂᖅᐱᑦ?”/ “Have you ever had to say goodbye to someone for a long time? How did it make you feel?” (Encourage students to share many kinds of emotions, like sadness, happiness, nervousness, or hopefulness.)

2. Remind students that saying goodbye can feel different for everyone and that experiencing mixed feelings is normal.

DURING VIEWING

3. Tell students they will watch “See You Soon, Tuktu!,” a video about saying goodbye.

4. Play “See You Soon, Tuktu!”

5. Pause at the recommended times, and ask the following questions:
   - **2:25:** “ᖅᑲᓄᐃᒻᒪᑦ ᑐᒃᑐ ᓅᑦᑕᕆᐊᖅᑲᖅᐸ ᑐᒃᑑᖅᑲᑎᖕᒋᓐᓄᑦ?”/“Why does Tuktu need to move with his herd?”
   - **6:00:** “ᖅᑲᓄᐃᒻᒪᑦ ᐱᖅᑲᑎᖅᑲᖅᓂᖅ ᐃᑲᔫᑎᓯᓇᕙᐅᒃ ᓄᒫᓱᒃᑐᖅᑲᖅᑎᓪᓗᒍ?”/“Why do you think spending time together helps when someone feels sad?”

AFTER VIEWING

6. Ask students the following questions:
   - “ᖅᑲᓄᖅ ᐃᖅᑲᐅᒪᔭᒃᓴᓕᐅᖅᓂᖅ ᐱᖅᑲᓐᓇᕆᔭᒥᒃ ᐃᑲᔫᑎᖅᑲᖅᐸ ᑕᕝᕙᐅᕗᑏᖅᑐᓂ?”/“How did making memories together help the friends say goodbye?”
   - “ᖅᑲᓄᒃᑲᓐᓂᖅ ᐃᑲᔪᕈᓐᓇᖅᐱᑦ ᐱᖅᑲᓐᓇᕆᔭᖅᓂᒃ ᓄᒫᓱᒃᑐᒥᒃ ᑕᕝᕙᐅᑐᑏᕋᓱᒃᑎᓪᓗᒍ?”/“What are some other ways you could help a friend who feels sad about saying goodbye?”
   - “ᖅᑲᓄᐃᓕᐅᕈᓐᓇᖅᐱᑕ ᑐᓴᐅᒪᖅᑲᑦᑕᐅᑏᓐᓇᖅᓗᑕ ᐱᖅᑲᓐᓇᕆᔭᑦᑎᓐᓂᒃ ᐅᖓᓯᒃᑲᓗᐊᖅᑎᓪᓗᒍ?”/ “What are some ways we can stay connected to friends when we are apart?” (Encourage students to think of ideas like writing letters, sending emails or messages, or video calling.)

FOLLOW-UP ACTIVITY INDEPENDENT WRITING

LEARNING FOCUS

Students will draw and write about a happy memory. This activity helps them reflect on positive experiences and identify emotions.

MATERIALS

- **ᑎᑎᕋᕝᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/ Worksheet 3: Writing Template** or student journals

PREPARATION

- Photocopy or print a class set of **ᑎᑎᕋᕝᕕᒃᓴᖅ3: ᑎᑎᕋᕐᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ/ Worksheet 3: Writing Template**, or prepare journals.

ACTIVITY

1. Ask students to think about a time when they were really happy.
2. Distribute the worksheet to students.
3. Ask them to draw a picture of their happy memory. Challenge them to write a word or short sentence about the memory.
4. Circulate to support students as needed.
5. Once everyone has finished, invite students to share their memories with the class. Encourage them to describe what happened, who was there, how it made them feel, and what made the moment so special.
6. After students have shared, display their work on a classroom memory wall, where everyone can see them.
7. Encourage students to look at the wall throughout the year to remember happy moments and to inspire positive reflection.

> EDUCATOR'S TIP
>
> **Displaying students' work** builds self-esteem, confidence, and a sense of identity. It shows that their efforts matter, creates a positive atmosphere for learning, makes their progress visible, and encourages them to learn from one another.

LISTENING CENTRE

> A **listening centre** is an area in the classroom where students can listen to an audio resource. Audio resources allow students to listen to content while doing another activity. The rest of your students not at the listening centre can work on other activities at the same time, like independent work.

LEARNING FOCUS

Students will listen to *Goodbye, Tuktu* independently or with a group. As they listen, they will match sentence cards to picture cards from the story. This activity helps them build their vocabulary and comprehension skills.

MATERIALS

- The *ᑕᕝᕙᐅᕙᑎᑦ, ᑐᒃᑐ/ Goodbye, Tuktu* audio resource
- An audio player
- **ᑎᑎᕋᕝᕕᒃᓴᖅ 9: ᑕᕝᕙᐅᕙᑎ, ᑐᒃᑐ/ Worksheet 9: Goodbye, Tuktu**
- Scissors

PREPARATION

- Decide whether the listening centre and sequencing activities will be completed by individual students or small groups.
- Photocopy or print a class set of **ᑎᑎᕋᕝᕕᒃᓴᖅ 9: ᑕᕝᕙᐅᕙᑎ, ᑐᒃᑐ/ Worksheet 9: Goodbye, Tuktu**.

ACTIVITY

1. Distribute the worksheet to each student or group.
2. Show students the two sets of cards. Explain that one set has words and that one set has pictures. Ask students to cut out both sets of cards.
3. Read the four sentence cards out loud to the students.
4. Explain that students will listen to *Goodbye, Tuktu*, an audiobook based on the video they watched as a class. Ask students to play close attention to the order of events in the story. Encourage them to look at the word and picture cards as they listen and to match the word cards to the picture cards.
5. Tell students to begin the listening activity, and support them as needed.

ASSESSMENT OPPORTUNITIES

Observation	Observe how students express their feelings and share details about their happy memory, such as special places and people.
Product	Review students' drawings and writing about their happy memory. Look for details that show what happened and how they felt during the experience.

ᐊᑎᖅ/Name: ____________________

ᑎᑎᕋᕐᕕᒃᓴᖅ 9: ᑕᕝᕙᐅᕗᑎ, ᑐᒃᑐ
Worksheet 9: Goodbye, Tuktu

ᐱᖖᒍᐊᑲᑕᒃᐳᑦ.

They play games.

ᐃᓄᒃᓱᓕᐅᖅᐳᑦ.

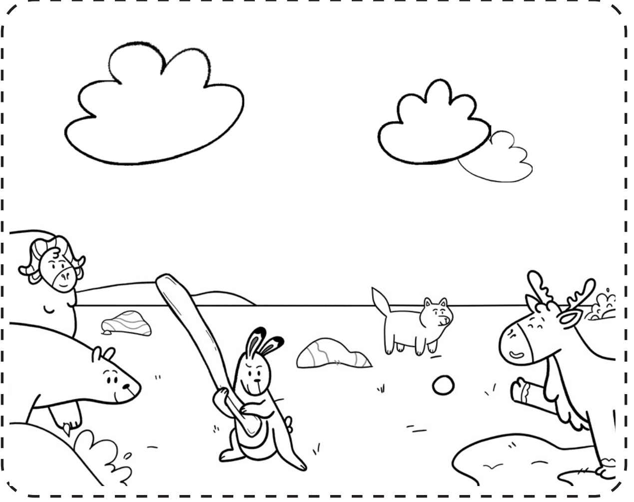
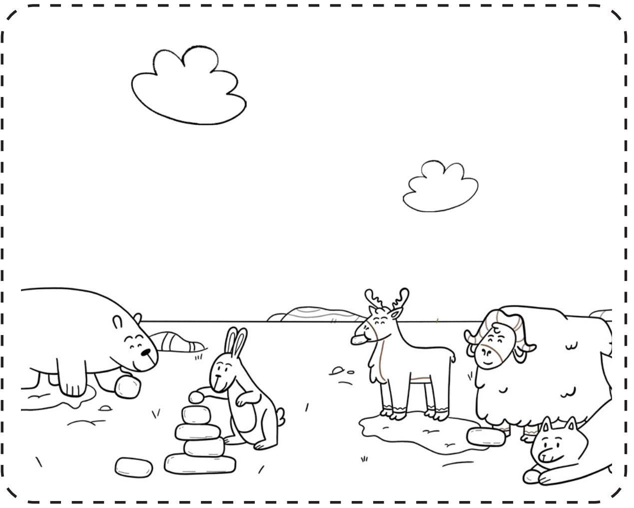
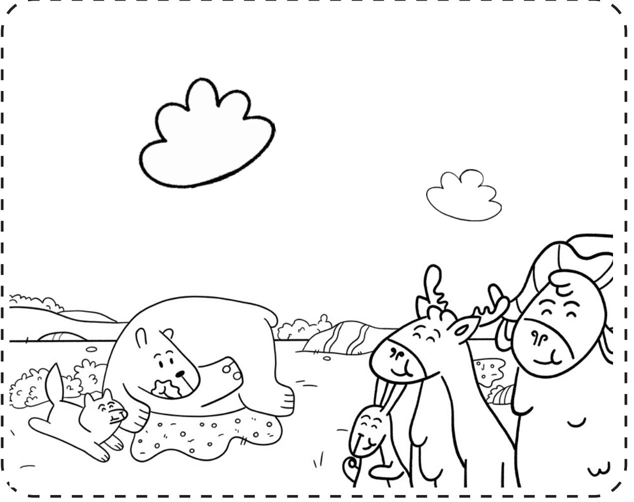
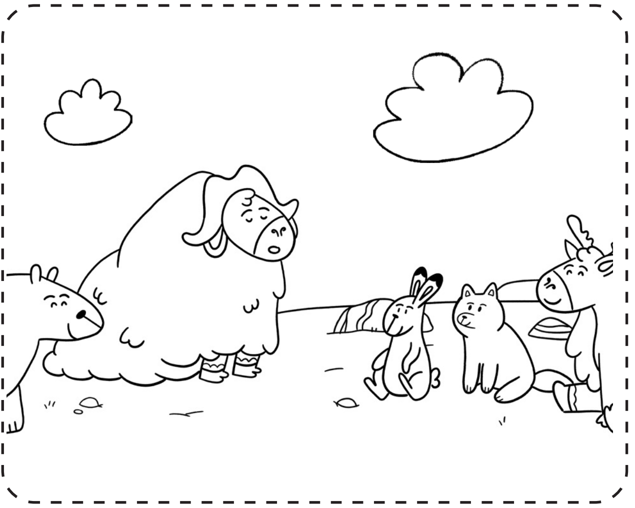
They build an inuksuk.

ᐸᐅᕐᖓᖅᑐᖅᐳᑦ.

They eat blueberries.

ᐅᓂᒃᑳᖅᑲᑎᒌᒃᐳᑦ.

They tell stories.

ᐊᑎᖅ/Name: ____________________

ᑎᑎᕋᕐᕕᒃᓴᖅ 9: ᑕᕝᕙᐅᕗᑎ, ᑐᒃᑐ
Worksheet 9: Goodbye, Tuktu