



## Level 1: Ulluq Tamaat Hulilukaarutit (A Typical Day)

- Activity worksheet: Tugliriiktiqtaujukhat Piannanguat (Sequencing Cards)

### ICON LEGEND



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

### TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in Inuinnaqtun to help you guide your lessons. The English extension activity is available for download.



BOOK TITLE

**Ubluq Tamaat Hulilukaarutit  
(A Typical Day)**

LENGTH

**1 Lesson  
(30-40 minutes)****Essential  
Question**

How can we use sequencing words to describe a healthy day?

**Lesson Overview**

In this lesson, the concept of sequencing will be introduced or reviewed as students outline the order in which different activities are completed in a typical day. After reading *Ubluq Tamaat Hulilukaarutit (A Typical Day)*, students will practise using learned sequencing words (first, then, next, etc.) as they complete a follow-up sequencing activity.

**REQUIRED MATERIALS**

- Book: *Ubluq Tamaat Hulilukaarutit (A Typical Day)*
- Activity worksheet: **Tugliriik-tiqtaujukhat Piannanguat (Sequencing Cards)**
- Scissors
- Colouring utensils (crayons or markers)

**LEARNING CONNECTION**

Throughout the lesson, the students will think about what activities they do in a typical day and in what order. This builds on their understanding of sequencing and the daily healthy habits shown in the book *Ubluq Tamaat Hulilukaarutit (A Typical Day)*.

**READING VOCABULARY**

None.

**LEARNING ACTIVITIES**

Pre-reading class discussion about the activities students do in a typical day.



Whole-class activity of acting out activities shown in the book *Ubluq Tamaat Hulilukaarutit (A Typical Day)*.



Complete the **Tugliriik-tiqtaujukhat Piannanguat (Sequencing Cards)** activity worksheet.

**PRE-LESSON PREPARATION**

1. Photocopy the **Tugliriik-tiqtaujukhat Piannanguat (Sequencing Cards)** activity worksheet for each student or pair of students in your class. Depending on the age and scissor skills of your students, before the activity you may wish to cut the cards out for your students.

## A TYPICAL DAY

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1. Before reading the book, tell the students what your typical day is like, using the sequence of activities in *Ubluq Tamaat Hulilukaarutit (A Typical Day)* as a model. Try to focus on healthy activities that you do each day that contribute to a healthy lifestyle.



**“Hamma ilangit ubluq tamaat pivaktatka: Tupakpaktunga. Aannuraaqtuqpaktunga. Algakka uaqhugik. Tupauttaqtuqhunga.”**



**Note:** You do not have to use the same sequence exactly. You do not need to reveal personal details.

2. Have students take turns describing what they do on a typical day. You may wish to guide them by using sequencing words.



**“Hulivakpit hivullirmik? Hulivakpit tuglianik? Hulivakpit kingullirmik?”**

3. Read the book *Ubluq Tamaat Hulilukaarutit (A Typical Day)* once to the students. There are no words in the book, but show each of the pages in sequence to the students. Ask the students to describe what they see on each page.



**“Hunamik takuvit uvani makpirviani?”**

4. Ask students to stand up and find a space where they are not touching anybody else. Explain that you are going to show the book again and stop after each activity so the students can act out the activity.



**“Tautungniaqtavut *Ubluq Tamaat Hulilukaarutit*. Tamainnut taiguarmi hulidjutikhat, idjuaqqujaffi taaffuminnga hulidjutimik.”**

5. Go through the book again and have the students act out each activity. For example, for pages 2 to 3, have the students stretch their arms and yawn as though they are just waking up. For pages 4 to 5, have the students pretend to be eating toast and an apple. Repeat for each illustration in the book.
6. After the students act out the activities, distribute the **Tugliriiktiqtaujukhat Piannanguat (Sequencing Cards)** activity worksheet to students (individually or in pairs). Have the students carefully cut out the cards. Depending on the age and scissor skills of your students, you may wish to cut out the sequencing cards for your students before the lesson begins.



**“Hulidjutit hapkunani piannani aadjikkutarijait hulidjuhiit taiguarmi. Tugliriiktirlugit aadjikkiiliriangita hulidjutinut taiguarmi.”**

7. Some students may not be familiar with the concept of sequencing and may require additional support. If many students are struggling, consider showing the book again to the whole class, and stop after each page to allow students to find the matching card and place it in the correct sequence.
8. After the students have finished sequencing their sets of cards, meet with each student or small group of students to discuss the order of the cards. While you work with one student or group of students, ask the rest of the class to colour in their cards. Encourage students to use sequence words such as “first,” “next,” “after,” and “before.” Here are some suggested questions:



**“Uqautinnga ukuninnga piannaujarnik.”**

**“Huuq una hulidjut tugliutiviuk?”**

**“Imailiuqpakpit ilaani ubluraangat?”**

**“Hulinialuaqqit imailiuqtinnatit?”**

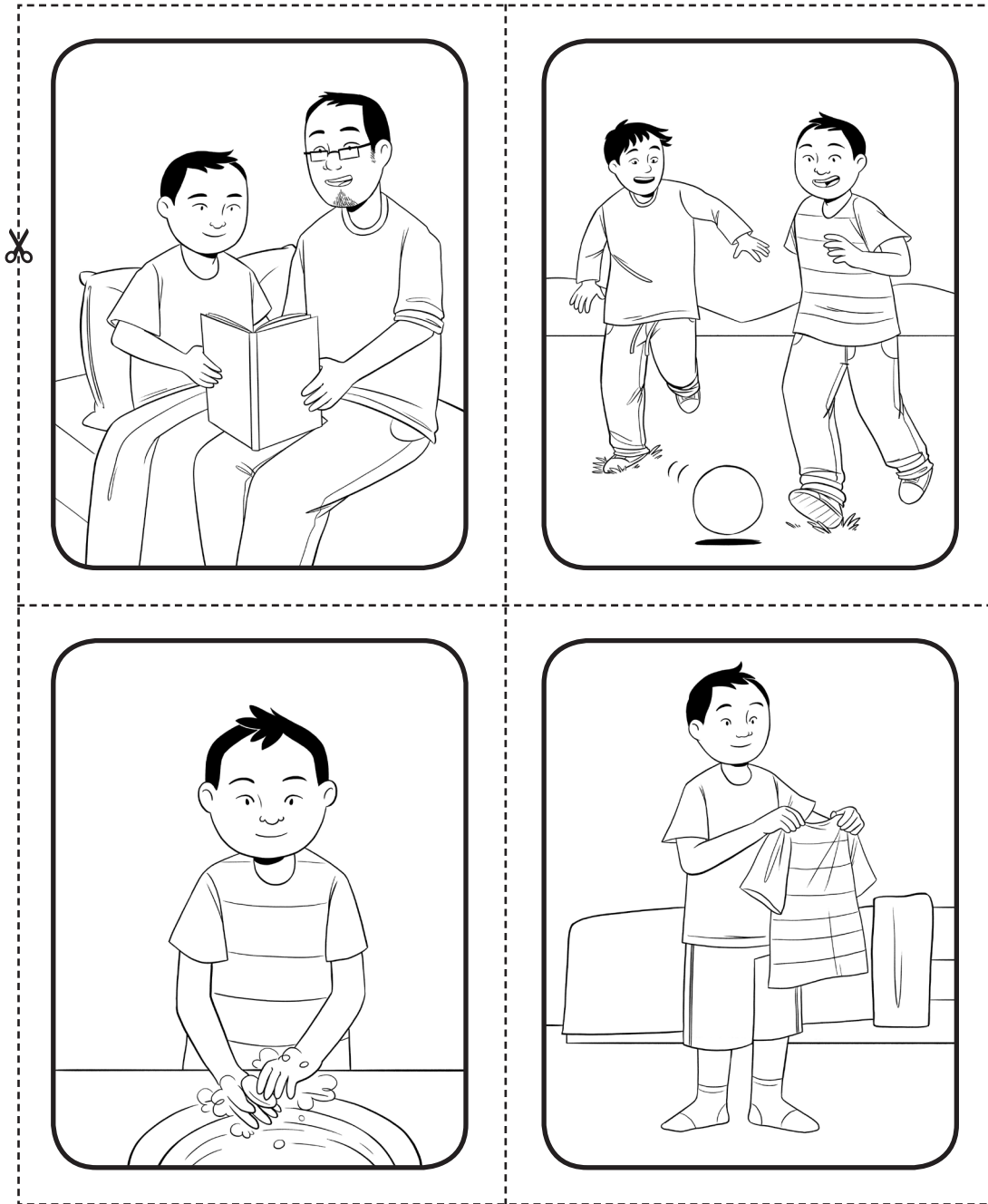
**“Qanuq ilihimavit humunngaqtukhaujuq una piannaq?”**

**“Uqaallautijuummirniaqqinga piannautigijarnik, ukuninnga uqauhiqaqqaarlutik ‘Hivullirmi’ imaaluunniit ‘Tuglirmi’?”**

# Sequencing Cards

## Tugliriiktiqtaujukhat Piannannguat

Kivajarlugit ukua tugliriiktiqtaujukhat piannannguat. Ihuaqharlugit hivulliuqtiirlugit hulijduhitigut. Aturlugu ikajuutigilugu taiguaq *Ubluq Tamaat Hulilukaarutit*.



# Sequencing Cards

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