



ԱՐԳԵՉԸ ԴԵՆԸ

A Walk on the Tundra

Design and layout copyright © 2019 Department of Education, Government of Nunavut  
Text copyright © 2019 Department of Education, Government of Nunavut  
Cover illustration copyright © 2018 by Qin Leng  
Excerpts from *A Walk on the Tundra* reproduced with permission of Inhabit Media Inc.,  
text copyright © 2018 by Anna Ziegler and Rebecca Hainnu, illustrations copyright  
© 2018 by Qin Leng

Developed and designed by Inhabit Education | [www.inhabiteducation.com](http://www.inhabiteducation.com)

All rights reserved. The use of any part of this publication reproduced, transmitted by any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, or stored in a retrievable system, without written consent of the publisher, is an infringement of copyright law.

## Inuklut Titiqqiriniq

This resource is part of Inuklut Titiqqiriniq, a comprehensive Inuklut literacy program that was created in Nunavut. Inuklut Titiqqiriniq was developed by Nunavut educators, linguists, and language consultants, with constant testing and input by Nunavut classroom teachers. Inuklut Titiqqiriniq provides instructional tools and resources to help students develop strong Inuklut language skills.

Inuklut Titiqqiriniq takes a holistic and balanced approach to language learning. Inuklut Titiqqiriniq considers all aspects of and opportunities for literacy development.



ΔσσΔσσΔσσΔσσ  
Ilinniaqtuliqiyikkut  
Department of Education  
Ministère de l'Éducation

ԱՐԳԵՉԸ ԴԵՆԸ

A Walk on the Tundra

ԾԳԵՆԼՆԳԵ ԳՐԴՐՈՒՄ  
Book Study

# ᐃᓕᓕᓐᓂᑦ

## Table of Contents

ᐅᓐᓂᑦᓂᑦᓂᑦᓂᑦ ᑦᓂᓐᓂᑦ ..... 4  
About the Book

ᐅᓐᓂᑦᓂᑦᓂᑦᓂᑦ ᓐᓂᓂᑦᓂᑦᓂᑦ ᑦᓂᓐᓂᑦ ..... 5  
About this Book Study

ᐅᓐᓂᑦᓂᑦᓂᑦᓂᑦ ᓂᑦᓂᑦᓂᑦᓂᑦ ᑦᓂᓐᓂᑦ ..... 7  
General Accommodations and Modifications

ᓂᓂᓂᑦᓂᑦ ᓐᓂᓂᑦᓂᑦᓂᑦ ..... 8  
Icon Descriptions

ᐃᑦᓂᑦ 1 ..... 10  
Part 1

ᐅᓐᓂᑦᓂᑦᓂᑦᓂᑦ ᓂᓂᓂᑦᓂᑦ ᓂᓂᑦᓂᑦᓂᑦ: ᓂᓂᓂᑦᓂᑦᓂᑦ ..... 10  
Pre-reading Activity: Picture Walk

ᓂᓂᓂᑦᓂᑦ-ᐅᓐᓂᑦᓂᑦᓂᑦᓂᑦ: ᐃᑦᓂᑦ 1 ..... 16  
Read-Aloud: Part 1

ᓂᓂᓂᑦᓂᑦᓂᑦᓂᑦ: ᓂᓂᓂᑦᓂᑦ ᓂᓂᓂᑦᓂᑦ ..... 18  
Shared Writing: Describing Tundra Plants

ᓂᓂᓂᑦᓂᑦᓂᑦᓂᑦ: ᓂᓂᓂᑦᓂᑦ ᓂᓂᓂᑦᓂᑦ ..... 19  
Extension Activity: Art Connection

ᐃᑦᓂᑦ 2 ..... 22  
Part 2

ᐅᓐᓂᑦᓂᑦᓂᑦᓂᑦ ᓂᓂᓂᑦᓂᑦ ᓂᓂᑦᓂᑦᓂᑦ: ᓂᓂᓂᑦᓂᑦ ᓂᓂᓂᑦᓂᑦ ᓂᓂᓂᑦᓂᑦ ..... 22  
Pre-reading Activity: Active Picture Walk

ᓂᓂᓂᑦᓂᑦ-ᐅᓐᓂᑦᓂᑦᓂᑦᓂᑦ: ᐃᑦᓂᑦ 2 ..... 30  
Read-Aloud: Part 2

ገጽ-ገጽ ስራዎች: የዱግ ድምፅ ..... 32  
 Activity: The Dog’s Day

ገጽ-ገጽ ስራዎች: የኑህጋ ለውጥ ምን ይሆናል? ..... 35  
 Activity: How Does Inuujaq Change?

ገጽ-ገጽ ስራዎች: ለኑህጋ ላይ ወርቅ ስራዎች ..... 35  
 Extension Activity: Inuujaq on the Tundra

**ገጽ-ገጽ ስራዎች ..... 40**  
***Pilimmaksarniq***

ወርቅ ስራዎች ለማስቀመጥ: የግብደታ አድርጎ ይሉት ግብደታ ለማስቀመጥ ..... 40  
 Community Inclusion Event: Expert Guest

ገጽ-ገጽ ስራዎች: ሌሎች ለሌሎች ለማስቀመጥ ..... 41  
 Extension Activity: Teach Someone Else

**ገጽ-ገጽ ስራዎች ..... 42**  
***Avatittinnik Kamatsiarniq***

ገጽ-ገጽ ስራዎች: ለድርጅቱ ስራዎች ለሚገኙት ለውጥ ስራዎች ..... 42  
 Activity: Recycled Tundra Plants

ገጽ-ገጽ ስራዎች: ወርቅ ስራዎች ለማስቀመጥ ..... 43  
 Extension Activity: Community Cleanup

**ገጽ-ገጽ ስራዎች: የግንኙነት ግንኙነት ..... 56**  
**Non-fiction Connections: Science**

ገጽ-ገጽ ስራዎች: ለውጥ ስራዎች የግንኙነት ግንኙነት ..... 56  
 Activity: Plant Detectives

ገጽ-ገጽ ስራዎች: ለውጥ ስራዎች ለውጥ ስራዎች ..... 57  
 Extension Activity: Plant Walk

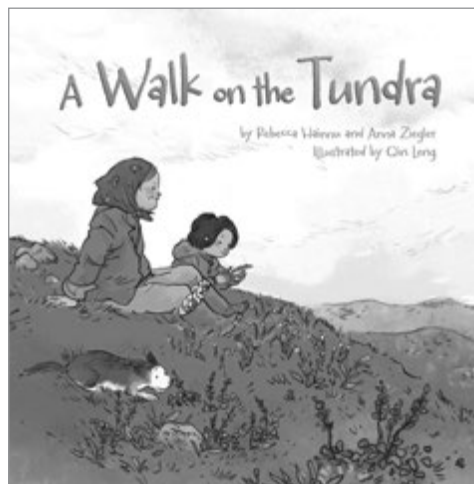
**ገጽ-ገጽ ስራዎች ለሁሉም ግንኙነት ስራዎች ..... 64**  
**Extension Activities across the Subjects**

# ᐱᓯᖃᐅᐅ ᓯᖃᓄᐅ

## About the Book

During the short Arctic summers, the tundra—covered most of the year by snow and ice—becomes filled with colourful flowers, mosses, shrubs, and lichens. These hardy little plants transform the northern landscape as they take advantage of the warmer weather and long hours of sunlight. Caribou, lemmings, snow buntings, and many other wildlife species depend on tundra plants for food and nutrition, but they are not the only ones...

ᐱᓯᖃᐅᐅ ᓯᖃᓄᐅ / *A Walk on the Tundra* follows Inuujaq, a bored little girl who travels with her grandmother onto the tundra. There, Inuujaq learns that these tough plants are much more important to Inuit than she originally believed.



# ᐅᓐᓐᓐ ᐱᓐᓐᓐ ᐱᓐᓐᓐ ᐱᓐᓐᓐ ᐱᓐᓐᓐ ᐱᓐᓐᓐ About this Book Study

Designed for students in Grades 3 to 5, this book study offers a collection of language arts activities for Inuktitut and English based on the book ᐱᓐᓐᓐ ᐱᓐᓐᓐ / *A Walk on the Tundra* by Rebecca Hainnu and Anna Ziegler. It can be used as part of your balanced literacy approach to instruction and contains activities that use read-alouds, modelled writing, shared writing, and independent writing.

Other activities in the book study aim to build students' language arts knowledge and skills, and include the following:

- **Pre-reading activities** get students excited about the text and engage their thinking about the knowledge and skills you plan to teach.
- **Extension activities** challenge students to continue developing their skills and take advantage of the unique creative opportunities inspired by the text. They are very useful when students have mastered content and need an extra challenge.

Teachers should select the activities that are best suited to the strengths and needs of their students.

## Objectives

This resource provides activities based on ᐱᓐᓐᓐ ᐱᓐᓐᓐ / *A Walk on the Tundra* by Rebecca Hainnu and Anna Ziegler. By studying this story, students will:

- Engage in a variety of listening, speaking, reading, writing, viewing, and representing activities
- Exercise and develop oral communication skills
- Identify how characters change over the course of a story
- Learn and practise key reading strategies and behaviours
- Learn about different tundra plants and what they can be used for
- Consider the behaviours in positive relationships

## Community Inclusion

Community involvement in the classroom leads to meaningful learning for students and strengthens the bonds between school and community. When community members participate in students' learning, students are able to see the importance of what they do in the classroom. Local experts are also given the opportunity to pass on critical local knowledge and perspectives to the next generation. This book study concludes with a community inclusion event in which a local expert is invited into the classroom to share knowledge about local plants found on the tundra.

## Notes to Educators

Although this resource was created to support Inuktitut and English educators, the teacher instructions in this resource are in English, with student materials available in Inuktitut and English. This decision reflects the recommendations we received from our Inuktitut working group and several focus group meetings with Nunavut educators. The rationale was that having teacher instructions in English avoids dialectal issues with understanding the content and increases accessibility to teachers across Nunavut.

There should be a discussion within your school about which classes will use the resource so that it isn't repeated from year to year.

In this book study, students will mostly read the text as a class through teacher-led read-alouds. This ensures that the text can be understood by students with a wide variety of reading levels and enables students with different reading levels to work together on language arts skills and concepts. This book study is designed to be used as part of a balanced literacy approach to instruction that includes guided reading and independent reading, both of which target students' reading levels directly.

You can complete this book study with a single copy of the text. However, if you feel that students would benefit from reading from their own copy, you can use a class set.

## Additional Resources

This book study is part of a series. Additional resources have been created to accompany the different book studies in the series. These resources include posters, films, activity/reading/photo card sets, and audiobooks. See the “ $\Delta\sigma^b\text{D}^c$   $\Pi\sigma^b\rho\sigma^b$   $\angle\text{D}\text{G}^h\text{L}\sigma^c$   $\text{S}^b\text{D}\text{L}^h\text{L}^h\text{N}$ ” / “Inuktitut Titiqqiriniq Resource Checklist” located in the  $\Delta\sigma^b\text{D}^c$   $\Pi\sigma^b\rho\sigma^b$  / Inuktitut Titiqqiriniq resource binders to learn about what additional resources may be available for this book study.



ᑕᓄᓇᓴᓄᓂᓴᓂᑦ

ᐃᓴᓄᓂᓴᓂᑦᑕᓂᑦᓴᓂᓴᓂᑦ

## General Accommodations and Modifications

Outlined below are some useful teaching strategies that may assist those students who struggle with their learning or demonstrate some difficulty with everyday classroom tasks. Remember that everyone learns in different ways, and we cannot expect that all students will respond in the same way to a specific teaching strategy. Students, teachers, and parents must work together to maximize each student's learning potential and to create a positive, productive, and successful classroom community.

### Environmental Accommodations

- Arrange seating to reduce distractions.
- Provide students with a place to keep supplies, books, and other materials away from their work area.
- Allow breaks between tasks.

### Adaptations to Lesson Presentations

- Give a structured overview before the lesson.
- Provide verbal and written instructions.
- Establish routines that enable students to check understanding with a peer.
- Provide frequent repetition of important instructions.
- Ensure that students can hear instructions by arranging seating appropriately or using an FM system (if available).

### Adaptations to Assignments and Projects

- Shorten assignments and/or divide assignments into parts.
- Provide extended time for students to complete assignments.
- Use peer support and mentoring (select a classroom buddy).
- Provide opportunities for students to demonstrate understanding of material using a variety of media, including oral presentations, visual arts/illustrations, audio- or videotaped assignments, bulletin board displays, and dramatizations.
- Provide assistance with organization and planning of classwork and/or homework.

# ՔրթնյձԷ ԳԵՏԱԸՆԾՄԻՐԷ

## Icon Descriptions

Icons are located at the beginning of each activity and indicate the type of learning opportunities included in the activity.



**READING** Students will read the text. Students will use one of the following approaches to engage with written text: listening to teacher-led read-alouds, participating in shared and performance reading, reading in pairs or in small groups, or reading independently with support from the teacher.



**VOCABULARY** Students will work with vocabulary from the text. Students will practise integrating unfamiliar vocabulary into written or oral communication.



**ORAL COMMUNICATION** Students will learn and practise oral communication skills. Students will participate in a whole-class, small-group, or pairs discussion. Students may also prepare and deliver oral presentations.



**VIEWING** Students will view a multimedia text. Students may view films or artwork in order to support their comprehension of the text or to explore elements of media.



**WRITING** Students will develop their writing skills. Students will observe modelled writing, participate in shared writing, or write independently.



**CONNECTING** Students will make a connection between the text and themselves, between the text and other texts, or between the text and the world.



**DECODING AND COMPREHENSION** Students will learn and practise decoding and comprehension. Students will work on a critical reading skill, competency, or behaviour necessary for reading and comprehending text.



**REFLECTION** Students will reflect on their learning to think about how they learn or to discover personal connections to learning.



**VISUAL REPRESENTATION** Students will create a visual representation. Visual representations include drawings or artwork and are used to respond to the text or to express ideas.



**RESEARCH SKILLS** Students will develop one or more research skills. Students will work on skills such as generating questions, developing a research plan, locating sources, evaluating sources, gathering and organizing information, forming conclusions, and communicating research results.



**HANDOUTS** This activity includes one or more handouts. These handouts include an Inuktitut and an English version and can be found in the pages immediately following each activity.

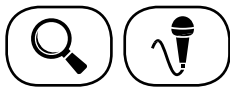


**COMMUNITY INCLUSION** Students will experience a community perspective relating to an issue from the text. Students will observe storytelling sessions or demonstrations put on by community members or go out into the community to participate in learning activities.

# ᐃᑦᑦᑦ 1

## Part 1

ᐅᖃᑦᑦᑦᑦᑦᑦ ᖃᑦᑦᑦᑦᑦᑦ ᐱᑦᑦᑦᑦᑦᑦ  
 ᐱᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦ  
**Pre-reading Activity: Picture Walk**  
 [15 min]



### Overview

Students will participate in a picture walk for the first part of ᐱᑦᑦᑦᑦᑦᑦ ᑦᑦᑦᑦᑦᑦ / *A Walk on the Tundra* (from the beginning to the part where Inuujaq and Silaaq are eating *qunnguliit*).

### Materials

- A copy of ᐱᑦᑦᑦᑦᑦᑦ ᑦᑦᑦᑦᑦᑦ / *A Walk on the Tundra*
- ᐅᑦᑦᑦᑦᑦᑦᑦᑦ 1: ᐅᑦᑦᑦᑦᑦᑦᑦ ᖃᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦ / **Handout 1: What Will Happen in the Story?**

### Preparation

- Review the story.
- Review the **suggested discussion prompts** and decide which prompts you will use during the picture walk.
- Photocopy ᐅᑦᑦᑦᑦᑦᑦᑦᑦᑦ 1: ᐅᑦᑦᑦᑦᑦᑦᑦ ᖃᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦ / **Handout 1: What Will Happen in the Story?** (one for each student).

### Teaching Tip

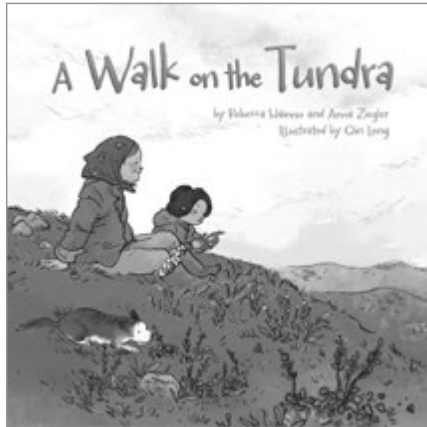


A picture walk is a shared activity between the teacher and students that involves looking at each of the pictures in a text before reading, and sharing ideas about the book. Picture walks are used to:

- Spark interest in a story
- Allow students to make predictions
- Encourage students to make connections to the story

### Activity

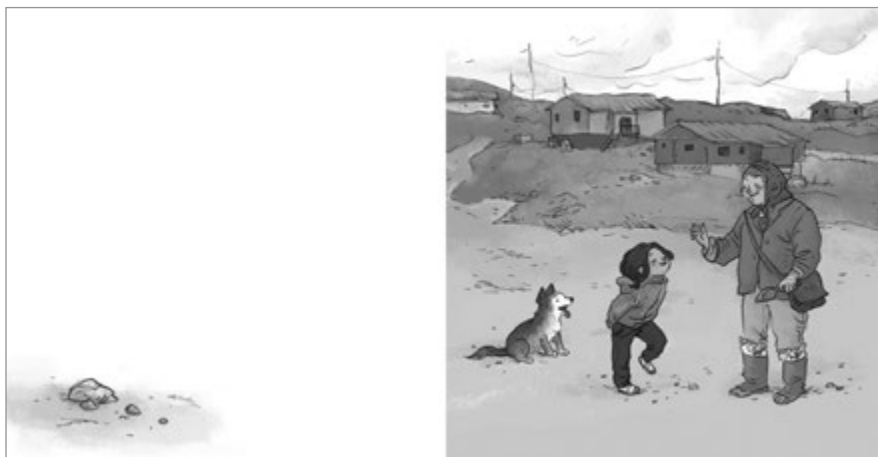
1. Have students sit together in a shared space. Hold up your copy of ᐱᑦᑦᑦᑦᑦᑦ ᑦᑦᑦᑦᑦᑦ / *A Walk on the Tundra* and make sure students can see it. Go through the pictures in the first half of the book with students, stopping and looking at each illustration in detail. When you get to each illustration, you can ask students questions to start a discussion, or model thinking about the text by telling students your thoughts about the pictures and the book.
2. **Suggested discussion prompts:** Here are some questions you can ask during the picture walk. For each discussion prompt, turn to the page pictured in the thumbnail next to the prompt.



- Look at the cover. Read the title, the names of the authors, and the name of the illustrator. Ask: *Who is in the picture? What do you think they are doing? How do you know?*



- *How do you think the girl on the steps is feeling? Why do you think that?*



- *What do you think is happening in this picture?*



- *Where are the characters going? What makes you think that?*



- *Imagine you were there with the characters. How would you feel? Why?*



- *What are the characters looking at?*



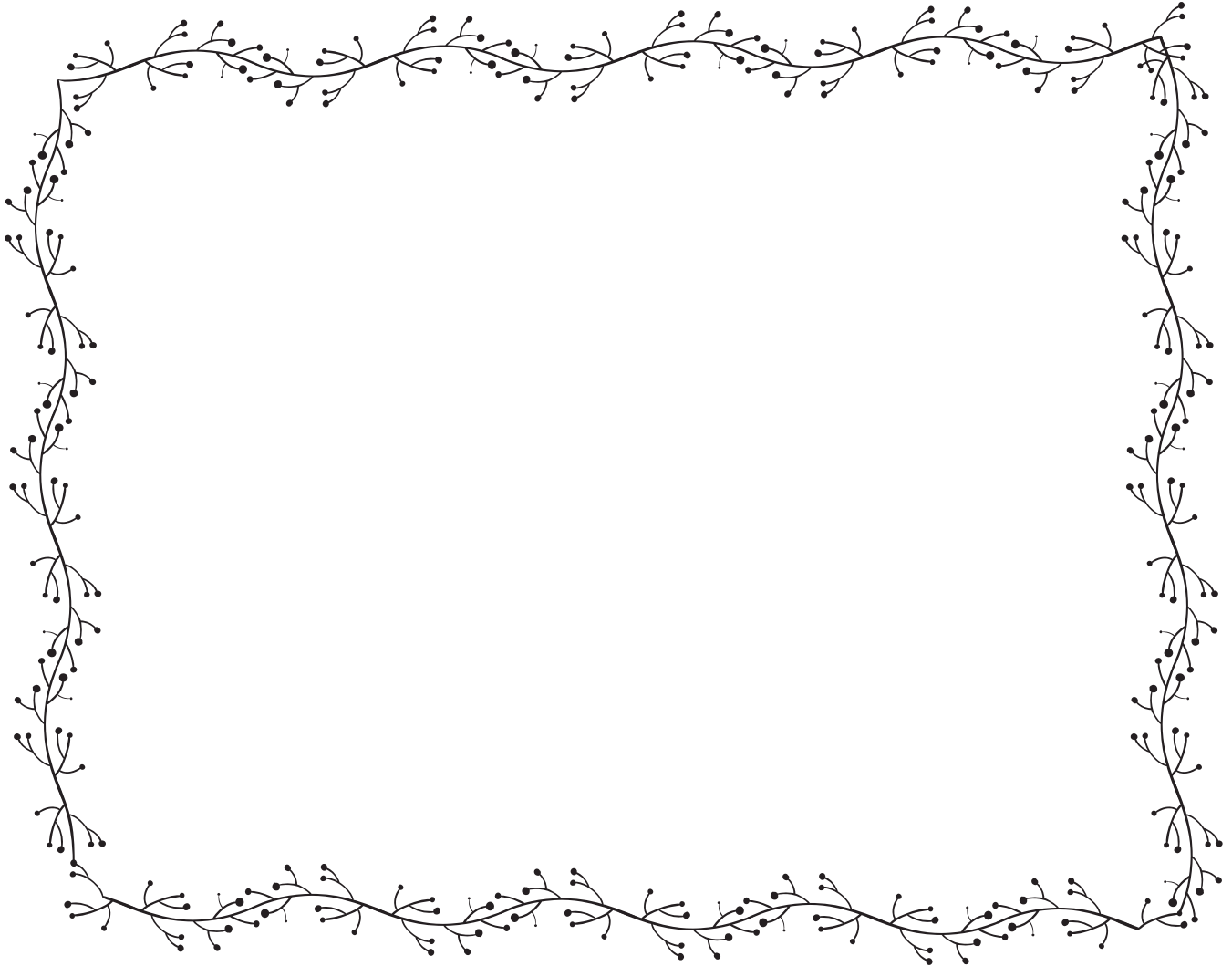
- This picture reminds me of (share a time when you were on the land or enjoying the company of a loved one). What does it remind you of?

3. Stop at page 13 (where Inuujaq and Silaaq are eating qunnguliit).

4. Distribute **ᐅᐅᐅᐅᐅᐅᐅ 1: ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ** / Handout 1: What Will Happen in the Story?. Have students draw a picture of what they think will happen in the story and write a sentence to go with their picture.

# ᑕᑕᑦᑕᑦᑕᑦ ᓃᑕᑕᑦᑕᑦᑕᑦᑕᑦ?

ᑕᑕᑦᑕᑦᑕᑦ ᓃᑕᑕᑦᑕᑦᑕᑦᑕᑦ? ᑎᑎᓃᑕᑦᑕᑦ ᑕᑕᑦᑕᑦᑕᑦ ᓃᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ.



ᑕᑕᑦᑕᑦᑕᑦ ᓃᑕᑕᑦᑕᑦᑕᑦᑕᑦ? ᑎᑎᓃᑕᑦᑕᑦ ᑕᑕᑦᑕᑦᑕᑦ ᓃᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ.

---

---

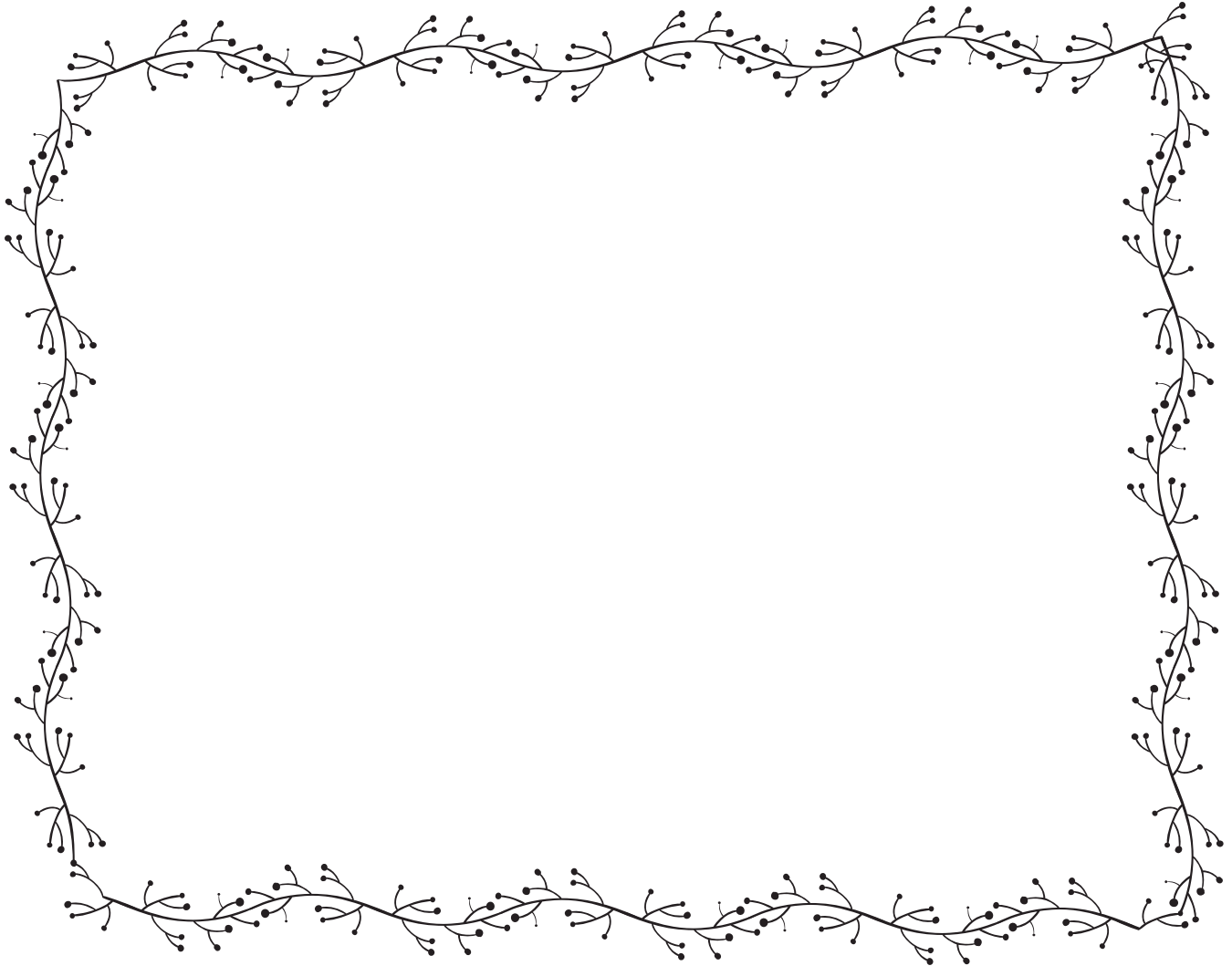
---



Name: \_\_\_\_\_

# What Will Happen in the Story?

What will happen in the story? Draw what you predict will happen.



What will happen in the story? Write what you predict will happen.

---

---

---

ᐅᖃᑦᑲᑦᑲᑦᑲᑦ-ᐅᖃᑦᑲᑦᑲᑦᑲᑦ: ᐃᑲᑲᑲ 1

Read-Aloud: Part 1

[15 min]



**Overview**

Students will listen to a read-aloud of the first part of ᐱᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲ / *A Walk on the Tundra* (from the beginning to the part where Inuujaq and Silaaq are eating qunnguliit) and discuss the story with a focus on characters and the use of different plants.

**Materials**

- A copy of ᐱᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲ / *A Walk on the Tundra*

**Preparation**

- Review the story and the **suggested discussion prompts** for during and after reading.

**Teaching Tip**

If your class is reading the English version of the book, it is very important that you spend some time learning to pronounce the Inuktitut words and names before reading the story to your students. There is a glossary of Inuktitut words and phrases at the back of the book, with pronunciation guides.



**Activity**

**Before Reading**

1. Give students the opportunity to share their drawings of what they think will happen in the story from the previous activity.
2. Tell students that they will be reading a story about Inuujaq, a girl who goes out on the tundra with her grandmother to collect some plants. While they walk, Inuujaq's grandmother teaches her about ways to use the many different plants they see.

**During Reading**

3. Read the book out loud to the class up to the page where Inuujaq and Silaaq are eating qunnguliit. This completes part 1 of the book.
4. **Suggested discussion prompts:** Here are some examples of questions you can pause and ask while reading the story. If you are doing more than one read-aloud, you can choose different questions for each read-aloud.

- *What does Inuujaq want to do? Why can't she do it?*
- *Why does Inuujaq decide to go with her grandmother?*
- *Where do you think Inuujaq and Silaaq are going?*
- *How do you think Silaaq feels in this spot on the tundra? Why do you think that?*
- *Do you think Inuujaq will eat the qunnguliit? What do you think it will taste like?*
- *Inuujaq likes the qunnguliit. What do you think her grandmother will show her next?*

**After Reading**

**5. Suggested discussion prompts:** Here are some examples of questions you can ask about the story. Your students may find it helpful if you return to the illustration for the part of the story you are discussing.

- *Who are the characters in the book?*
- *How does Inuujaq feel about having a curfew in the summer? How do you know?*
- *Inuujaq tells her grandmother that she is hungry, but her grandmother just smiles and keeps walking. Why do you think she does that?*
- *This book makes me wonder what my family members used to do when they were children. What do you think your family members liked to do when they were young?*
- *What do the qunnguliit taste like?*
- *Inuujaq goes for a walk with her grandmother even though she doesn't really want to. Do you think she is glad she came?*
- *What do you think will happen in the next part of the book?*

**ᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲ:**

**ᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲᑲ**

**Shared Writing: Describing Tundra Plants**

[25 min]



**Overview**

Students will work with the teacher to describe different tundra plants using the five senses. Then, students will write a few sentences about a tundra plant using descriptive words.

**Materials**

- A copy of ᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲᑲᑲ / *A Walk on the Tundra*
- ᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲ 2: ᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲᑲᑲᑲ / **Handout 2: Describing Tundra Plants**
- Whiteboard or chart paper
- Colouring utensils

**Preparation**

- Photocopy ᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲ 2: ᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲ / **Handout 2: Describing Tundra Plants** (one for each student).
- Write *Describing Tundra Plants* on the whiteboard.
- Draw a T-chart underneath *Describing Tundra Plants*. Label the left-hand column *Descriptive Words*. Label the right-hand column *Types of Tundra Plants*.

**Teaching Tip**



In a shared writing lesson, the teacher works with students to compose a piece of writing. In most cases, the teacher suggests the topic for the sentence and begins writing the sentence, calling for students' suggestions whenever possible.

**Activity**

1. Gather students in a shared space. Have a whole-class discussion about how Inuujaq's grandma teaches her about the different plants on the tundra. Ask: *How does Inuujaq learn about the different plants on the tundra?* Talk with students about the different ways that Inuujaq's grandma teaches Inuujaq about qunnguliit:

- *Inuujaq's grandma shows her the qunnguliit on the tundra.*
- *Then, she gives the qunnguliit to Inuujaq to hold in her hands.*
- *Then, because qunnguliit is a kind of tundra plant you can eat, she tells Inuujaq to eat some.*
- *Before Inuujaq eats the qunnguliit, she holds it under her nose.*

2. Ask: *Which of the five senses did Inuujaq use to learn about the qunnguliit (sight, sound, smell, taste, and touch)?* Talk with students about how Inuujaq used sight, smell, taste, and touch. Remind students that sometimes we can also hear plants, like when we step on them and crunch them or when they move in the wind. Explain to students that thinking about the five senses can help us describe things in writing.

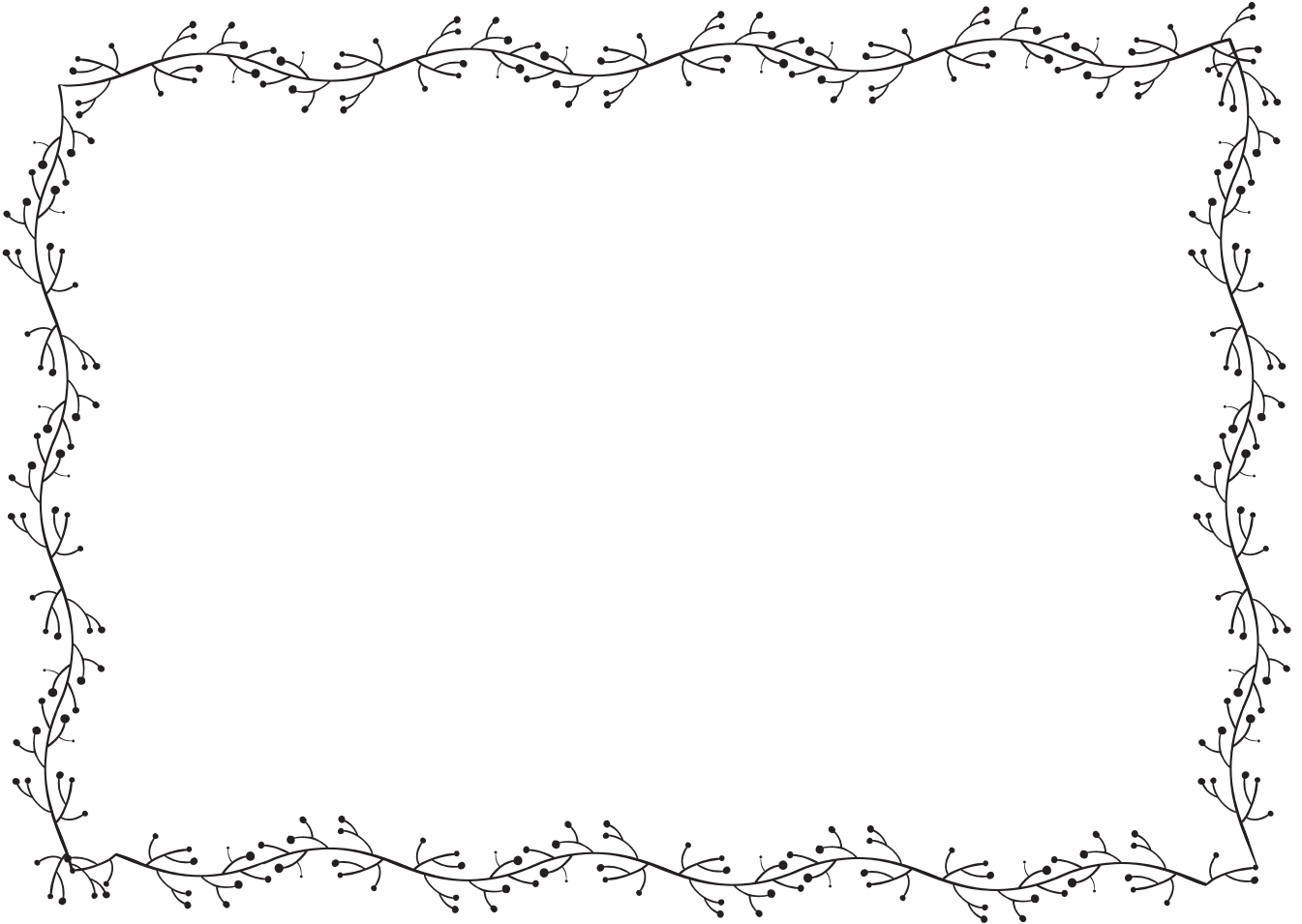
3. Work with students to create a list of words that could be used to describe plants. Reread the part of the book in which Inuujaq learns about qunnguliit. Ask students to listen for describing words in the text as you read. After reading the section, ask students to share any describing words they heard in the text. Record students' responses on the whiteboard in the left-hand column (*Descriptive Words*). Consider the list of describing words below for examples:

- "funny-looking"
- "green"
- "heart-shaped"
- "tall"
- "crumpled"
- "little"
- "sweet"
- "sour"
- "delicious"



# ᓇᑕᓇᑕᓇᑕᓇᑕᓇᑕᓇ ᐱᑭᓃᑦᑕᓂᑦ

ᐱᑭᓃᑦᑕᓂᑦ ᑎᑎᓃᑕᓇᑕᓇᑕᓇ.



---

---

---

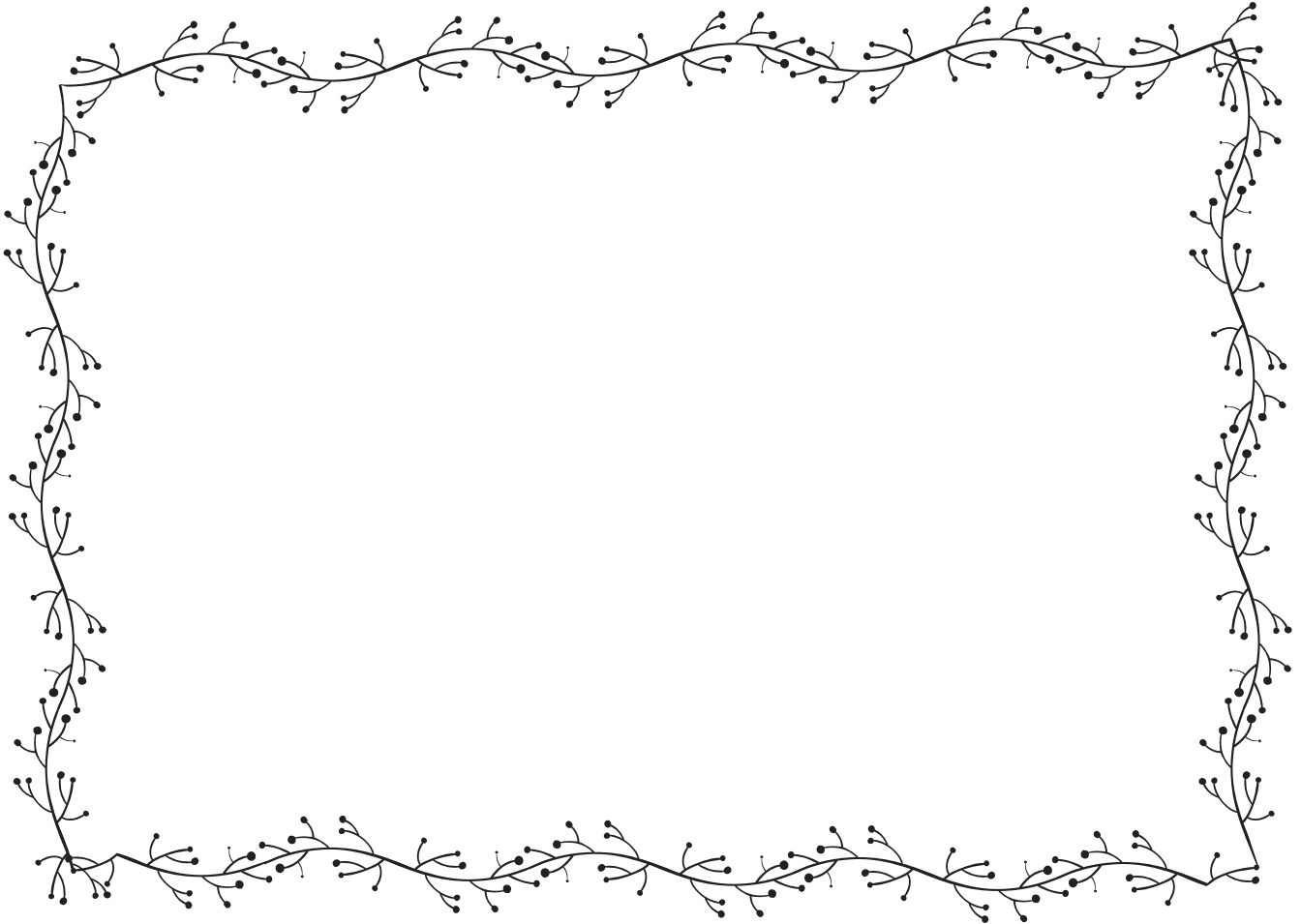
---

---

Name: \_\_\_\_\_

# Describing Tundra Plants

Draw your plant.



---

---

---

---

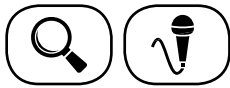
---

# ᐃᑕᖅ 2

## Part 2

ᐅᖃᑦᑕᑕᑦᑕᑦᑕ ᖃᑦᑕᑦᑕᑦᑕ ᐅᖃᑦᑕᑕᑦᑕ  
 ᐱᑕᑕᑦᑕᑦᑕᑦᑕ: ᐱᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕ  
 ᐅᖃᑦᑕᑕᑦᑕᑦᑕ ᐅᖃᑦᑕᑦᑕ

Pre-reading Activity: Active Picture Walk  
 [15 min]



### Overview

Students will participate in an active picture walk for the second part of ᐱᑕᑕᑦᑕᑦᑕᑦᑕ ᐱᑕᑕᑦᑕᑦᑕᑦᑕ / *A Walk on the Tundra* (from the part where Silaaq remembers the childhood summer when she was hungry to the end of the book). Then, students will draw and write about a tundra plant from the book.

### Materials

- A copy of ᐱᑕᑕᑦᑕᑦᑕᑦᑕ ᐱᑕᑕᑦᑕᑦᑕᑦᑕ / *A Walk on the Tundra*
- ᐅᖃᑦᑕᑦᑕᑦᑕᑦᑕ 3: ᐅᖃᑦᑕ ᐱᑕᑕᑦᑕᑦᑕᑦᑕ / Handout 3: Tundra Plant
- ᐅᖃᑦᑕᑦᑕᑦᑕᑦᑕ 4: ᐱᑕᑕᑦᑕᑦᑕᑦᑕ ᐅᖃᑦᑕᑦᑕᑦᑕᑦᑕ ᐱᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕ / Handout 4: Plant Picture Cards

### Preparation

- Review the story.
- Review the **suggested discussion prompts** and decide which prompts you will use during the picture walk.
- Photocopy ᐅᖃᑦᑕᑦᑕᑦᑕᑦᑕ 3: ᐅᖃᑦᑕ ᐱᑕᑕᑦᑕᑦᑕᑦᑕ / Handout 3: Tundra Plant (one for each student).
- Photocopy ᐅᖃᑦᑕᑦᑕᑦᑕᑦᑕ 4: ᐱᑕᑕᑦᑕᑦᑕᑦᑕ ᐅᖃᑦᑕᑦᑕᑦᑕᑦᑕ ᐱᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕ / Handout 4: Plant Picture Cards (one for each student).

### Teaching Tip



An active picture walk is similar to a regular picture walk, but small groups of students act out the picture they see for the rest of the class. Active picture walks are used to:

- Encourage students to consider the expressions and potential emotions of the characters
- Allow students to move around and physically engage with the story
- Create a fun, enjoyable atmosphere while reading

### Activity

1. Have students sit together in a shared space. Hold up your copy of ᐱᑕᑕᑦᑕᑦᑕᑦᑕ ᐱᑕᑕᑦᑕᑦᑕᑦᑕ / *A Walk on the Tundra* and make sure students can see it. Go through the pictures in the second half of the book with students, stopping and looking at each illustration in detail. When you get to each illustration, ask a few student volunteers to act out what they see in the picture. Encourage volunteers to look at the characters' facial expressions and body language.
2. After the student volunteers act out their picture, ask students to comment on both the picture and the way their classmates acted out the picture. Ask the volunteers how they felt when they were pretending to be the characters.
3. **Suggested discussion prompts:** Here are some questions you can ask during the picture walk. For each discussion prompt, turn to the page pictured in the thumbnail next to the prompt.





- *There are two different scenes happening in this picture. What do you think is happening?*



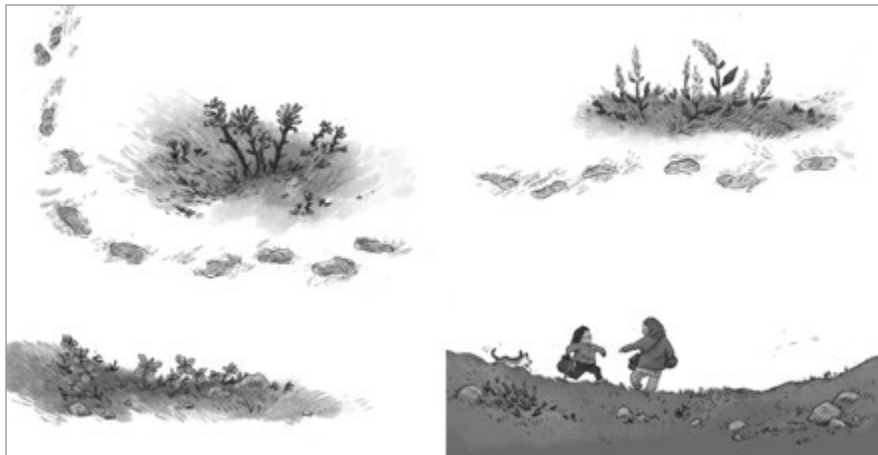
- *Look at Inuujaq. How do you think she feels here? Why?*



- *What are Inuujaq and Silaaq doing?*



- *If you were there with Inuujaq and Silaaq, how do you think you would feel? Would you be happy, sad, warm, cold, or something else? Why do you think that?*



- *Look at the footprints across these pages. Why do you think the illustrator drew the footprints?*



- *What do you see in these pictures?*



- How do you think Silaaq feels here? Why?

4. Distribute **ᐅᐅᓄᓄᓄᓄᓄᓄ 3: ᓄᓄᓄ ᐱᓄᓄᓄᓄᓄ** / Handout 3: Tundra Plant and **ᐅᐅᓄᓄᓄᓄᓄᓄ 4: ᐱᓄᓄᓄᓄ ᐱᓄᓄᓄᓄᓄᓄᓄᓄ** / Handout 4: Plant Picture Cards to each student.
5. Have students choose one plant from **ᐅᐅᓄᓄᓄᓄᓄᓄ 4: ᐱᓄᓄᓄᓄ ᐱᓄᓄᓄᓄᓄᓄᓄᓄ** / Handout 4: Plant Picture Cards. Have students complete **ᐅᐅᓄᓄᓄᓄᓄᓄ 3: ᓄᓄᓄ ᐱᓄᓄᓄᓄᓄ** / Handout 3: Tundra Plant by drawing the plant, labelling the plant, and then writing one or two sentences about the plant. Tell students that their sentences can be facts about the plant that they remember from the book or sentences that describe the plant using one or more of the five senses.

**Teaching Tip**

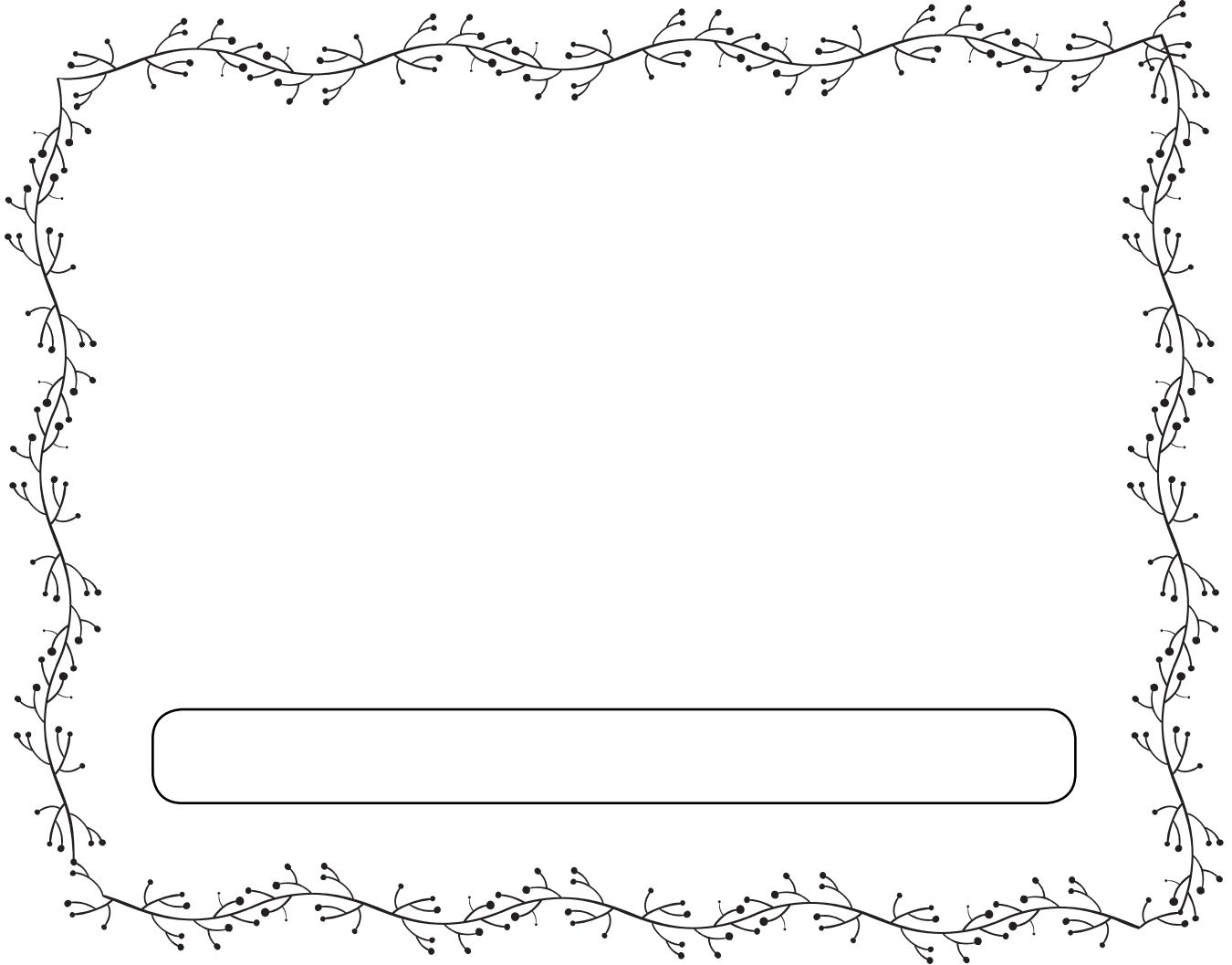


Do not feel that you must have a discussion about both the student volunteers' acting and the regular discussion prompts. If you have a good discussion about the scene students have acted out, that is enough to stimulate students' thinking about the book.

If you prefer, you can also run this activity like a traditional picture walk, using the suggested prompts or some of your own.

# ᓄᓇᑦ ᐱᓯᐩᐅᑦ

ᓂᓯᐊᑎᐩ ᓄᓇᐃᐩᓇᑦᑦᑦ ᐱᓯᐩᐅᑦ. ᑎᑎᐩᐅᐩᑲᑲ. ᓇᑲᓇᐃᓯᑲ.



ᑎᑎᐩᐅᐩᑲᑲ ᐱᓯᐩᐅᑦ.

---

---

---

# ᐱᓃᑦᑲᑲᑲᓃᑦ ᐊᓴᓃᑲᑲᑲᓃᑦ ᑎᑎᓃᑲᑲᑲᓃᑦ

ᐅᓃᑲᐅᓴᐅᓃᑦ



ᐊᓴᐊᓴᓃᑦ



ᓃᓃᓃᑲᑲᑲᓃᑦ



ᓃᐅᓃᑲᑲᑲᓃᑦ



ᐊᐅᓃᓃᓃᓃᑦ



ᐅᓴᓴᓃᓃᓃᑦ

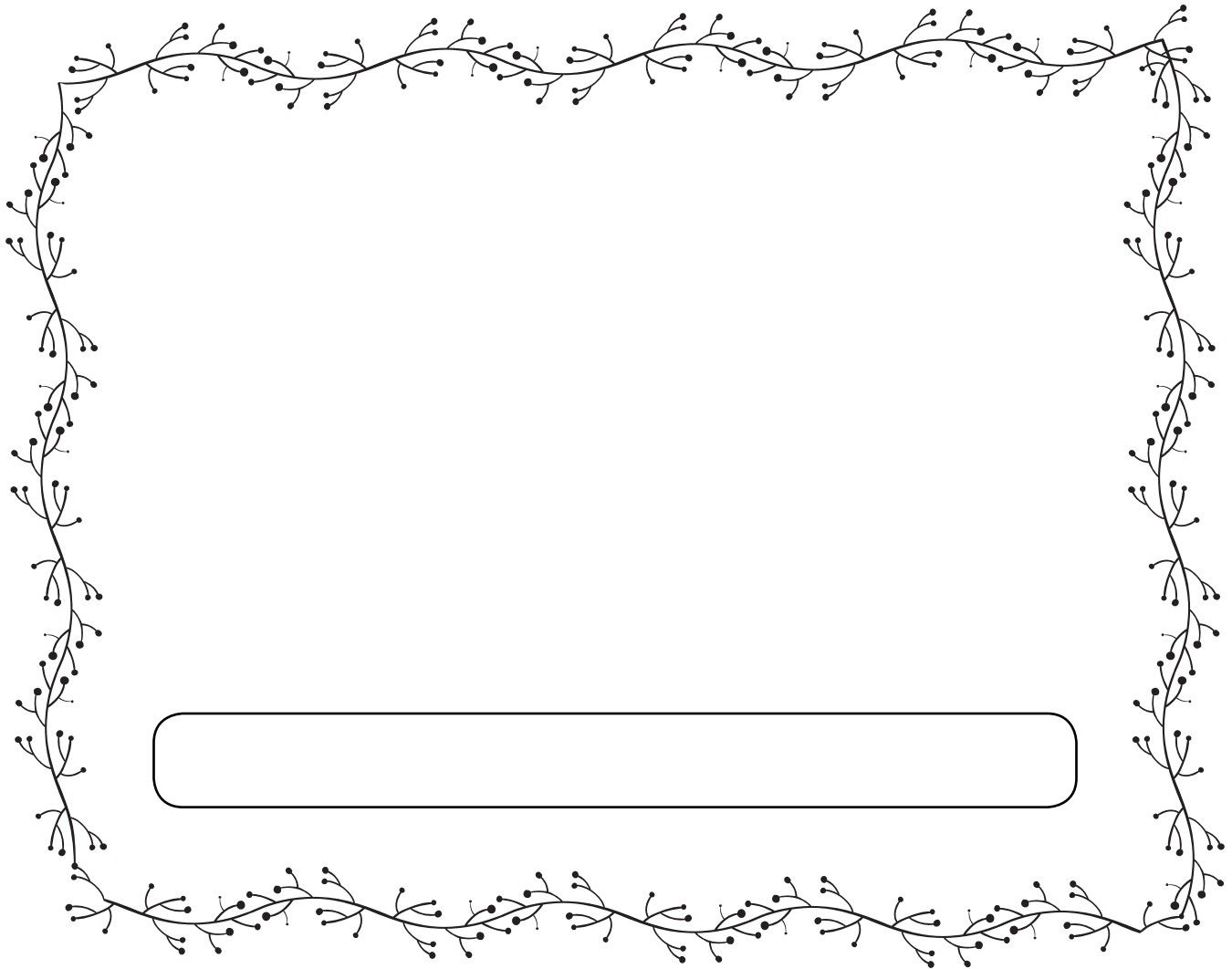


ᐅᓃᑲᑲᑲᑲᑲᓃᑲᓃᓂᐅᓃᑦ ᓴᓃᓂᐊᓂᑦ ᐱᑲᑲᑲᑲᑲᓃᑲᓃᑦ:  
ᐱᑲᑲᑲᑲᑲᓃᑲᓃᓂᑲᓃᑦ ᐊᓴᓃᑲᑲᑲᓃᑲᓃᓂᑲᓃᑦ ᐊᐅᓃᑲᓂᑲᓃᑦ • ᐱᓃᑲᑲᑲᓃᑲᓃᑦ 1 ᐊᑲᐅᓴᐅᓃᑲᓂᑲᓃᑦ

Name: \_\_\_\_\_

# Tundra Plant

Choose a tundra plant. Draw it. Label it.



Write about the plant.

---

---

---

# Plant Picture Cards

uqaujait



a'aasaaq



qijuktaat



qunnguliit



paunnait



ujjunnaq



ᐅᖃᑦᑲᑦᑲᑦᑲᑦ-ᐅᖃᑦᑲᑦᑲᑦᑲᑦ: ᐃᑦᑲᑦ 2

Read-Aloud: Part 2

[15 min]



**Overview**

Students will listen to a read-aloud of the last part of ᐱᑲᑦᑲᑦᑲᑦ ᑲᑦᑲᑦᑲᑦ / *A Walk on the Tundra* (from the part where Silaaq is remembering her childhood to the end) and discuss the story with a focus on characters and the uses of different plants.

**Materials**

- A copy of ᐱᑲᑦᑲᑦᑲᑦ ᑲᑦᑲᑦᑲᑦ / *A Walk on the Tundra*

**Preparation**

- Review the story and the **suggested discussion prompts** for during and after reading.

**Teaching Tip**



If you are reading the English version of the book, it is very important that you spend some time learning to pronounce the Inuktitut words and names before reading the story to your students. There is an excellent glossary of Inuktitut words and phrases at the back of the book, with pronunciation guides.

**Activity**

**Before Reading**

1. Have students share what they remember from the first part of the book. Ask students what they think will happen in the next part of the book.

**During Reading**

2. Read the book out loud to the class from the part where Silaaq is remembering her childhood to the end. This completes part 2 of the book.
3. **Suggested discussion prompts:** Here are some examples of questions you can pause and ask while reading the story. If you are doing more than one read-aloud, you can choose different questions for each read-aloud.

- *How do you think Silaaq feels when her grandmother gives her broth made from qunnguliit?*
- *Why does Silaaq want to find the qijuktaat?*
- *The author uses a lot of describing words to explain what the qijuktaat is like. What are some of those words?*
- *Why do you think Inuujaq is so excited to cook with her grandmother?*
- *Silaaq describes three different plants. Which one do you think you'd like the best? Why?*
- *Why do you think Inuujaq decides to pick up the pop can she threw into the ditch that morning?*
- *Do you think Silaaq had fun sharing her knowledge with Inuujaq? Why do you think that?*



**After Reading**

**4. Suggested discussion prompts:** Here are some examples of questions you can ask about the story. Your students may find it helpful if you return to the illustration for the part of the story you are discussing.

- *Imagine that you could only get plants to eat from around your community. Which ones would you find a lot of? Which plants would you not be able to find?*
- *What was your favourite part of the story? Why did you like it?*
- *Do you think Inuujaq will enjoy the tea she is making from the a'aasaaq? Why?*
- *This book reminds me of when my grandmother taught me (share something your grandmother or another older relative taught you). What have you learned from your grandparents?*
- *What did you learn about plants from this story?*

ᐱᑦᑕᑎᑕᑦᑎᖃ: ᖃᑭᑭᑦ ᐅᑦᑕᖅ

Activity: The Dog's Day  
[25 min]



**Overview**

Students will work to write a short story about the day from Inuujaq's dog's perspective.

**Materials**

- A copy of ᐱᑭᖃᑕᑦ ᑭᑦᑎᑦᑕᑦ / *A Walk on the Tundra*
- ᑕᑭᑕᑦᑎᑦᑎᖃ 5: ᖃᑭᑭᑦ ᐅᑦᑕᖅ / **Handout 5: The Dog's Day**
- Whiteboard or chart paper

**Preparation**

- Photocopy ᑕᑭᑕᑦᑎᑦᑎᖃ 5: ᖃᑭᑭᑦ ᐅᑦᑕᖅ / **Handout 5: The Dog's Day** (one for each student).

**Activity**

1. Remind students that while reading ᐱᑭᖃᑕᑦ ᑭᑦᑎᑦᑕᑦ / *A Walk on the Tundra*, they learned a lot about what Inuujaq and Silaaq say and do. Remind students that there is also a dog in the story. Ask: *What did the dog think about the day?*
2. Explain to students that they will write a short story that shows what the dog is thinking throughout the day. Encourage students to pretend they are the dog when they write, using describing words to add details to their story.
3. Distribute ᑕᑭᑕᑦᑎᑦᑎᖃ 5: ᖃᑭᑭᑦ ᐅᑦᑕᖅ / **Handout 5: The Dog's Day**. Provide students with time to write. Encourage them to use the pictures on the handout to help them think of ideas as they write.
4. Display students' writing in your classroom.



Name: \_\_\_\_\_

# The Dog's Day



Write about the dog's day with Inuujaq and Silaaq. Use describing words to add details to your story.

---

---

---

---

---

---

---

---

---

---

**Λααααααα:**

**αααα αααα αααααα?**

**Activity: How Does Inuujaq Change?**

[25 min]



**Overview**

Students will work with the teacher to find examples of how Inuujaq’s feelings about looking for plants with her grandmother change throughout the story.

**Materials**

- A copy of Αααααα Αααααα / A Walk on the Tundra
- αααααααα αα: ααααα ααααα αααααααα? / **Handout 6: How Does Inuujaq Change?**
- Whiteboard or chart paper
- Colouring utensils

**Preparation**

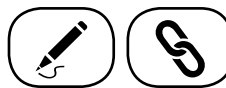
- Photocopy page 2 of αααααααα αα: ααααα ααααα αααααααα? / **Handout 6: How Does Inuujaq Change?** (one for each student).
- Copy the chart from page 1 of the handout onto the whiteboard.

**Activity**

1. Gather students in a shared space. Have a whole-class discussion about changing feelings. Ask students if their feelings have ever changed about something. Give students an example by sharing a story about your feelings changing about something (for example, a type of food, music, or activity). Allow students to share any stories or information they may have about changing feelings.
2. Remind students that in the book, Inuujaq’s feelings about the land and looking for plants with her grandmother change. Tell students that they are going to work together as class to think about the different ways that Inuujaq’s feelings change in the story.

3. Have students look at the chart on the whiteboard. Point to the first column (*Beginning*) and tell students that you want them to think about how Inuujaq feels at the beginning of the book. Open the book to the page where Inuujaq is sitting alone on the steps of her home with a pop can. Ask students to share how they think Inuujaq is feeling at the beginning of the story, such as *bored* or *lonely*. Record these in the top row of the first column. Ask students to find a clue in the story that supports their response.
4. You can model the activity for students using think-aloud statements, such as the following:  
*First, I like to look at the picture. I can see that Inuujaq is slumped over and sighing, which is what I usually do when I’m bored. Then, I like to look at the text. I can see that Inuujaq says, “Boring morning again,” so I know that she is bored.*
5. Repeat this activity for the middle and the end of the book using pages of your choosing.
6. Optional: Distribute the photocopies of page 2 of αααααααα αα: ααααα ααααα αααααααα? / **Handout 6: How Does Inuujaq Change?**. Have students complete this page using a different book that they have recently read. Have them identify a character’s feelings and find clues to support what they think.

**Λαααααααααααααααααα: ααααα αααααααα**  
**Extension Activity: Inuujaq on the Tundra**



- What other things could Inuujaq and Silaaq find on the tundra? Write and illustrate another page of the story where Inuujaq and Silaaq find a different plant, animal, or completely new thing on the tundra.



አጠቃላይ: \_\_\_\_\_

## የጥያቄው ልዩነት ለማረጋገጥ?

የጥያቄው ልዩነት ለማረጋገጥ የሚያስፈልጉትን ጥያቄዎች ይጠቅሙ።

ለጥያቄው	የጥያቄው	ልዩነት

የጥያቄው ልዩነት

የጥያቄው ልዩነት

Name: \_\_\_\_\_

# Handout 6

## How Does Inuujaq Change?

How do Inuujaq's feelings change throughout the story? Record what you see in the story.

	Beginning	Middle	End
How Inuujaq Feels			
How I Know			



Name: \_\_\_\_\_

## How Does Inuujaq Change?

Choose a book that you've recently read. How does one character change throughout the story? Record what you see in the story.

How \_\_\_\_\_ Feels

How I Know

Beginning	Middle	End

# ᐱᑦᑦᑦᑦᑦᑦᑦ

## *Pilimmaksarniq*

ᐅᐱᑦᑦᑦᑦ ᐅᑦᑦᑦᑦᑦᑦᑦ:  
ᖃᑦᑦᑦᑦᑦᑦ ᐅᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦ  
Community Inclusion Event: Expert Guest  
[20 min]



### Overview

Students will practise Pilimmaksarniq by learning a new skill from an expert guest.

### Teaching Tip

Pilimmaksarniq is one of the *Inuit Qaujimagajatuqangit* principles. It is the concept of skills and knowledge acquisition. This activity allows students to acquire knowledge and skills through observation and participation, a traditional Inuit method of learning.



### Materials

- Venue/space to accommodate guests
- Comfortable seating
- Refreshments
- PA equipment (if needed)

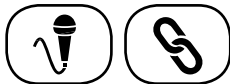
### Preparation

- Reach out to one or two people in your community who have a useful or interesting skill (for example, cooking, baking, building, sewing, carving, storytelling). Ask if they would be willing to share that skill with your class.
- Ensure that you have access to a space that will meet the needs of the expert (such as a kitchen if you will be baking or a large open space if you will be drum dancing).
- Gather and set up necessary materials for the expert guest to share their skill.
- Provide comfortable seating for guests.
- Prepare snacks and drinks to create a festive, welcoming environment.
- Ensure students know how to conduct themselves according to *Inuuqatigiitsiarniq* and *Tunnganarniq*.

### Activity

1. The guests will share their knowledge by teaching students a new skill. Students will observe and participate as instructed by the expert guests.
2. At the end of the session, provide students an opportunity to ask the guests questions.
3. Give students an opportunity to thank the guests for their time.

ᐱᑕᐱᑦᑖᐳᓂᑦᑖ:  
ᑖᐱᓂᑦ ᐃᑕᓂᑖᐱᑦᑖᑖᑖᑖᑖᑖ  
Extension Activity: Teach Someone Else



- Have a whole-class discussion in which students can share what they learned from the guest. Review important lessons and messages from the visit.
- Then, have students in your class teach students in another class the new skill they learned with the expert guest. You may also decide to have small groups of students each choose their own skill to share at a station. Groups of students from the other class can rotate from station to station, learning several new skills in one period.

# ᐱᑦᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦ

## *Avatittinnik Kamatsiarniq*

ᐱᑦᑲᑦᑲᑦᑲᑦ: ᐱᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ  
ᐅᐱᑦᑲᑦᑲᑦ ᐱᑲᑦᑲᑦᑲᑦ  
Activity: Recycled Tundra Plants  
[30 min]



### Overview

Students will discuss the concept of Avatittinnik Kamatsiarniq and create a picture of a tundra plant using leftover scraps of art materials.

### Teaching Tip

Avatittinnik Kamatsiarniq is one of the Inuit Qaujimajatuqangit principles. It is the concept of environmental stewardship, which refers to caring for the environment. This activity allows students to consider the importance of Avatittinnik Kamatsiarniq through discussion and a related art activity.



### Materials

- ᐅᐱᑦᑲᑦᑲᑦᑲᑦ 7: ᐅᐱᑦᑲᑦᑲᑦ ᐱᑲᑦᑲᑦᑲᑦ / Handout 7: Tundra Plants Outlines
- Whiteboard or chart paper
- Scraps of art materials, such as construction paper, tissue paper, fabric, and fur
- Glue
- Colour pictures of the tundra plants found in ᐱᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦ / *A Walk on the Tundra* (optional)

### Preparation

- Photocopy ᐅᐱᑦᑲᑦᑲᑦᑲᑦ 7: ᐅᐱᑦᑲᑦᑲᑦ ᐱᑲᑦᑲᑦᑲᑦ / Handout 7: Tundra Plants Outlines (enough that each student will have one outline).
- Gather glue, pictures of tundra plants (if using), and scraps of art materials. For this activity, do not use full sheets of paper, fabric, or fur—find smaller, previously cut pieces.
- Set up the supplies where they can be accessed by all students.

### Activity

1. Have students sit in a shared space. Ask students to recall what happened in ᐱᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦ / *A Walk on the Tundra*. Have them briefly retell the story.
2. Direct students' attention to the beginning and the end of the story, when Inuujaq throws her empty pop can in the ditch before her walk and when she picks it up after she gets back from her walk with her grandmother. Ask: *Why do you think Inuujaq decides to pick up the pop can?*
3. Have a brief discussion about Avatittinnik Kamatsiarniq and why it is important to care for the environment. Ask: *What would happen if we left our garbage all over the land? What would happen to the plants? What would happen to the animals?* Discuss the importance of throwing trash in the garbage rather than on the land in order to keep the environment healthy.
4. After your discussion, explain that students will create pictures of tundra plants out of items that were not thrown away. Show them the scraps of art materials and ᐅᐱᑦᑲᑦᑲᑦᑲᑦ 7: ᐅᐱᑦᑲᑦᑲᑦ ᐱᑲᑦᑲᑦᑲᑦ / Handout 7: Tundra Plants Outlines.

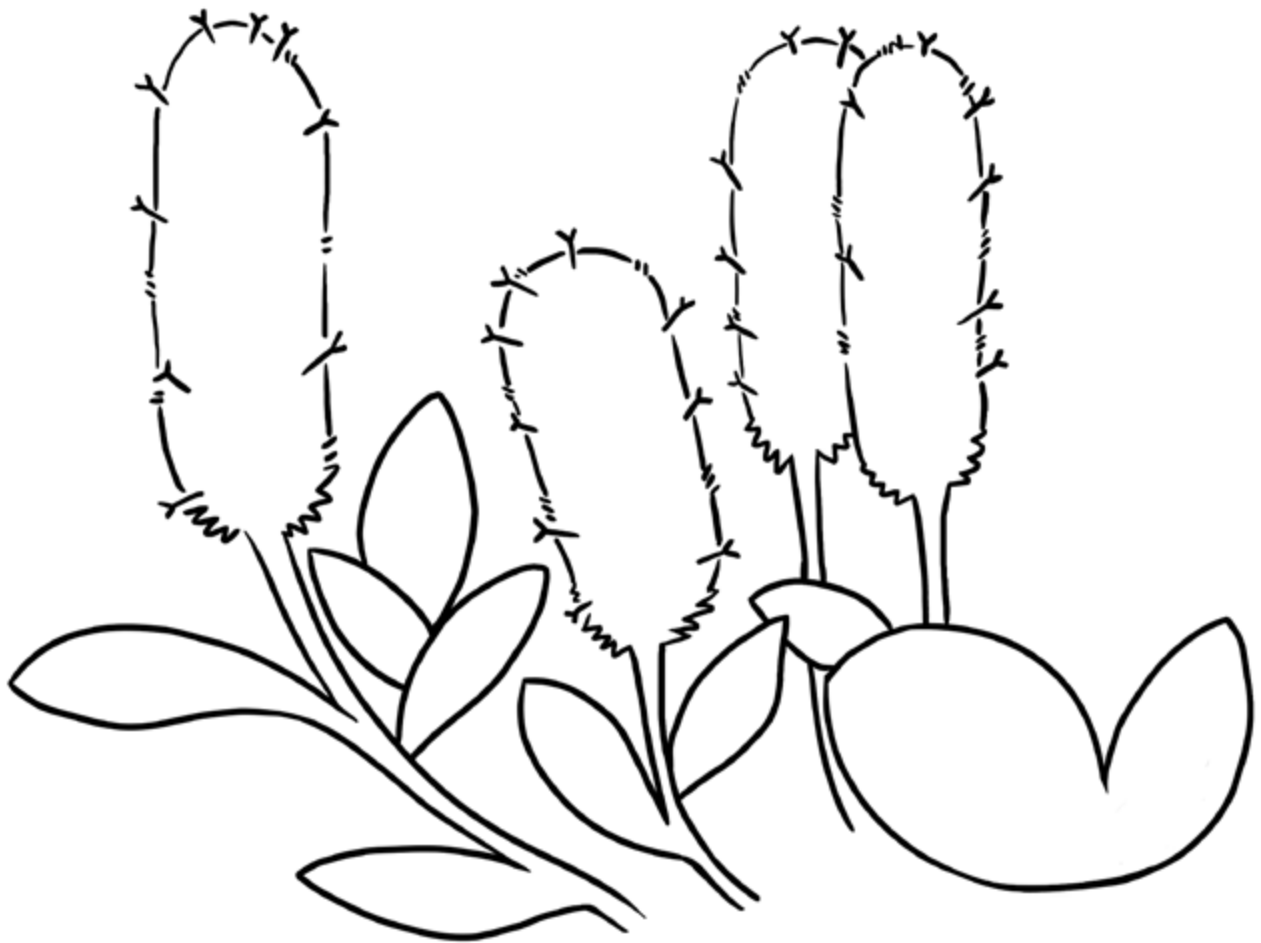
5. Using the plant outlines as a guide, students will fill in their outlines with different scrap materials, considering the colours and textures of the tundra plant they are creating. Provide colour pictures of the tundra plants or keep ᐱᐸᐸᐸᐸᐸᐸ ᐸᐸᐸᐸᐸᐸ / *A Walk on the Tundra* available so students can see the colours and shapes of each plant.
  
6. After students finish their artwork, display the art somewhere at student height. Invite another class in to see the displayed work. Students can describe their artwork and answer any questions that the other class may have about the plants they see.

ᐱᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸ: ᐸᐸᐸᐸᐸᐸ ᐸᐸᐸᐸᐸᐸᐸ  
 Extension Activity: Community Cleanup



- Organize a community cleanup with your class or your whole school.

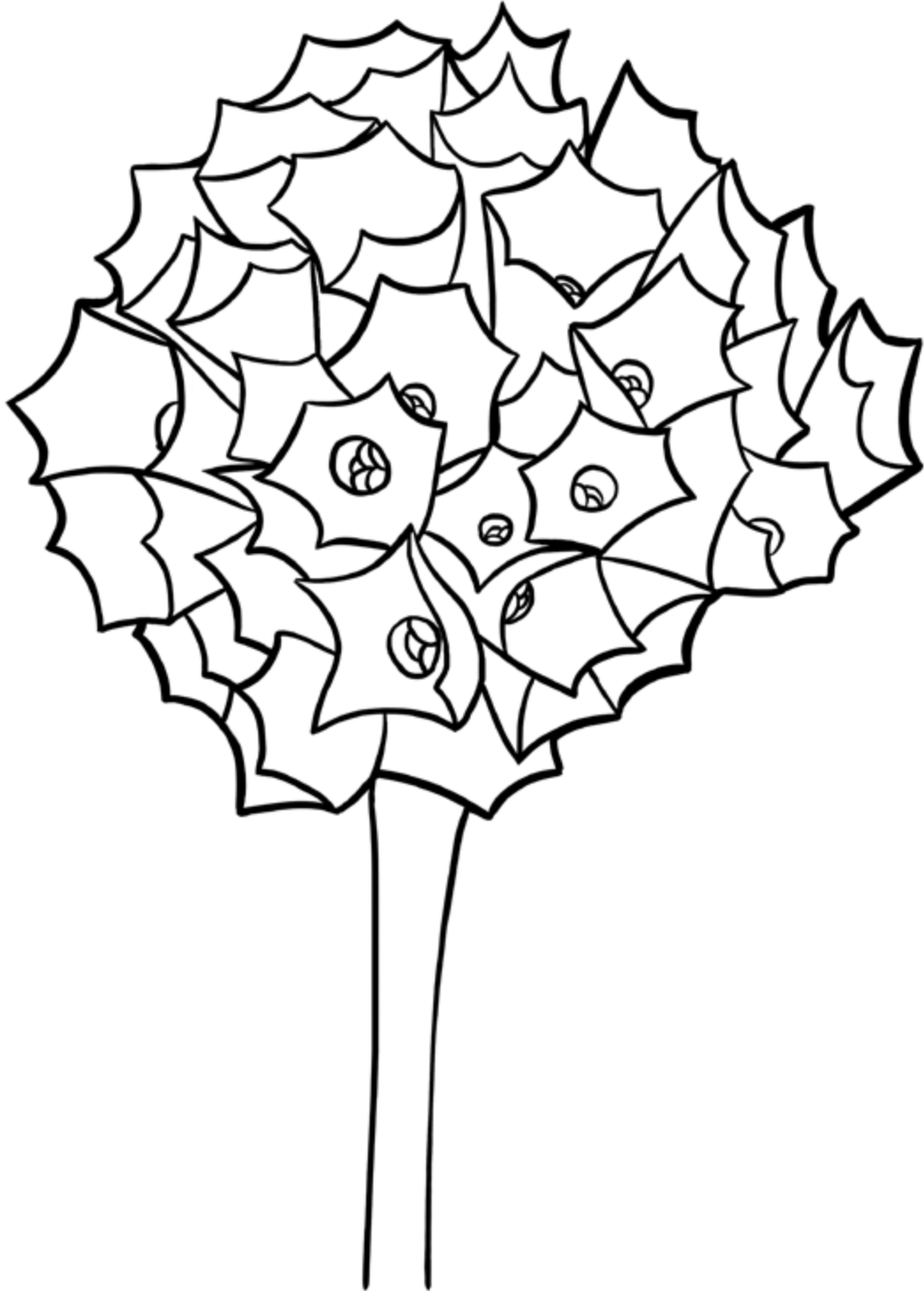
# ᓂᓂᐃᓃᓃᓃ ᐱᓂᓃᓃᓃ



# ᐅᑎᑦᑦᑦᑎᑦᑎᑦ ᐱᑎᑦᑦ

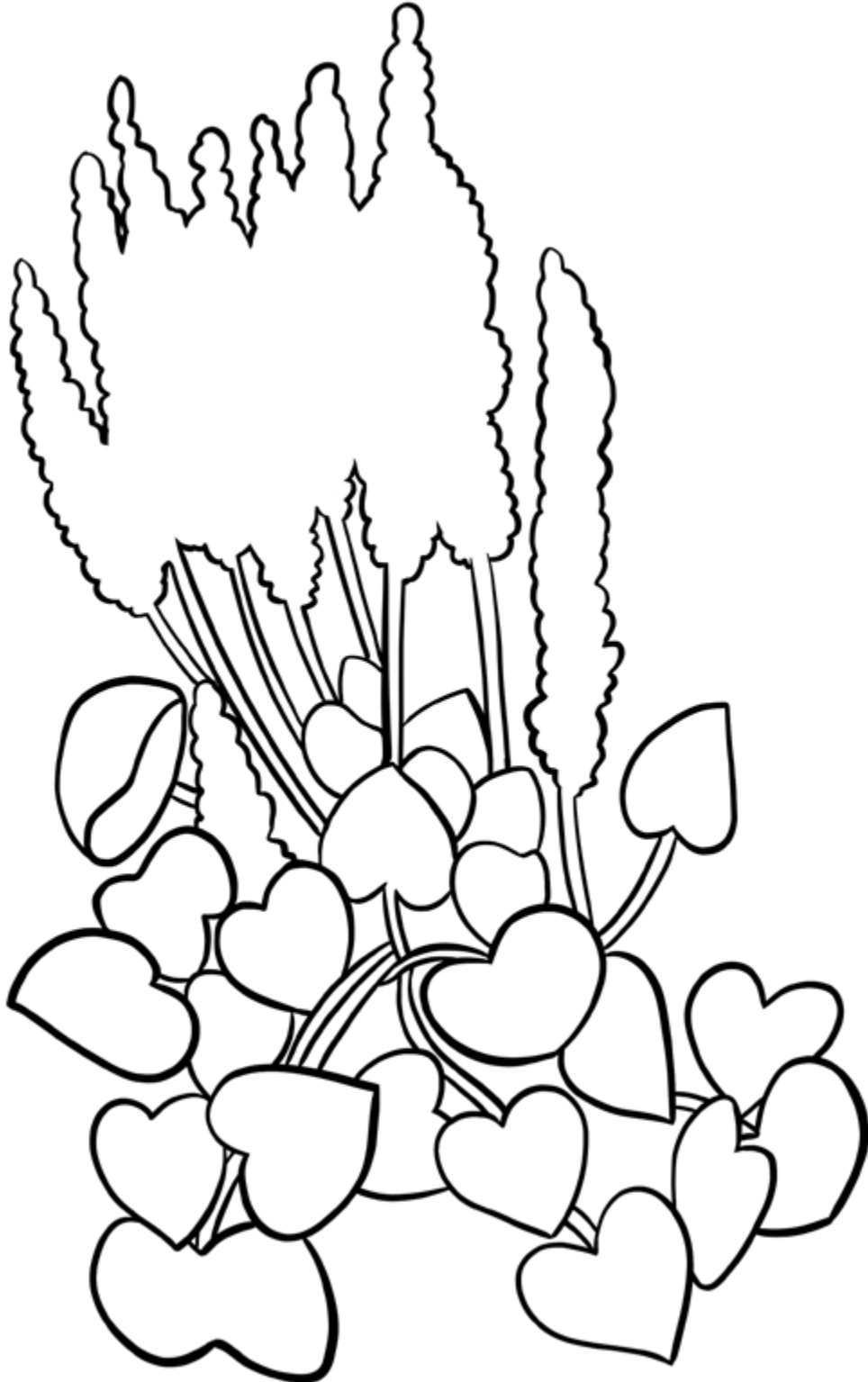


# ᓂᓂᐅᓃᓃᓃ ᐱᑎᓃᓃᓃ





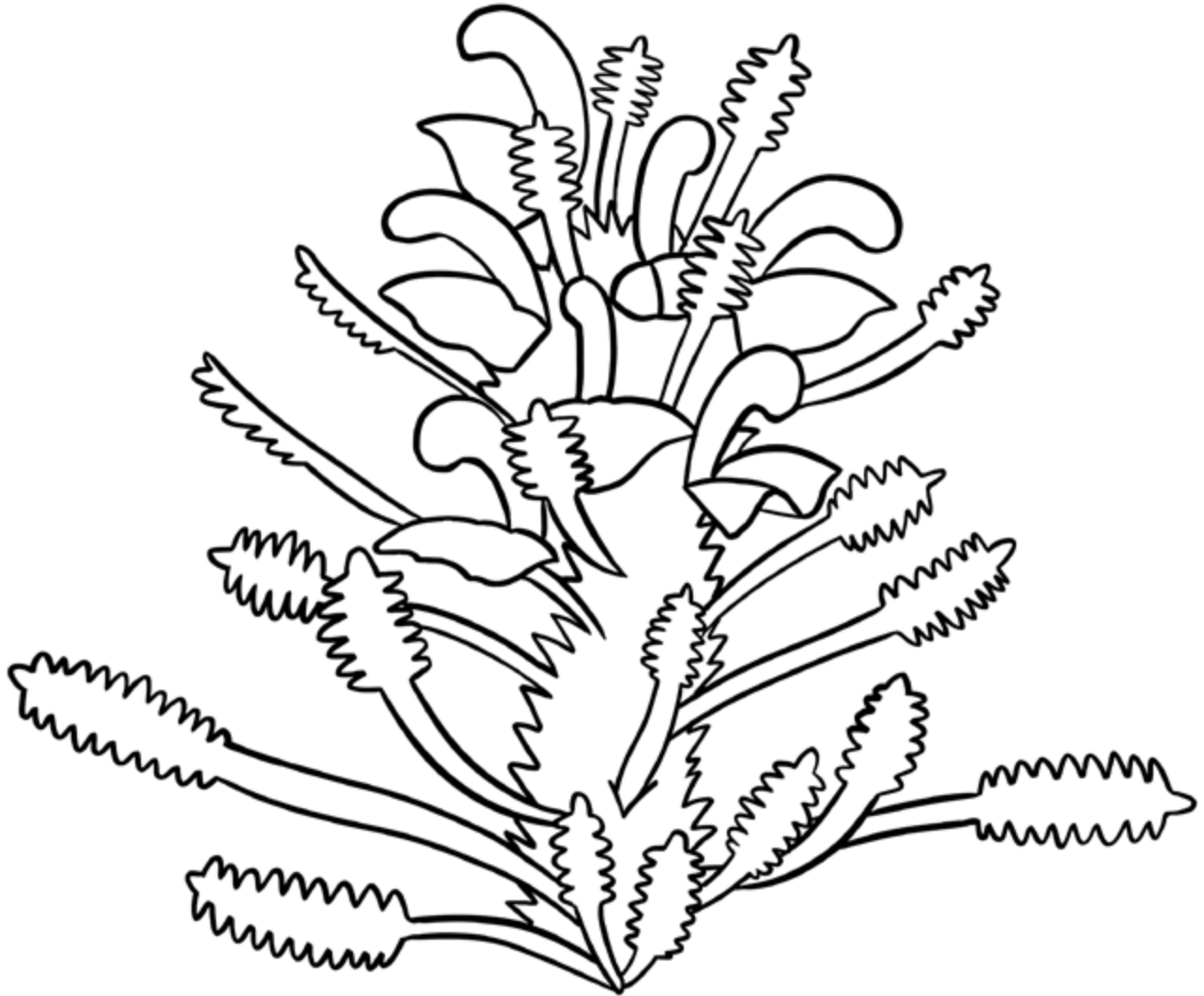
# ᓂᓂᑕᓃᓃᓃ ᐱᑭᓃᓃᓃ



# ᓂᓂᐃᓃᓃᓃ ᐱᓃᓃᓃᓃ

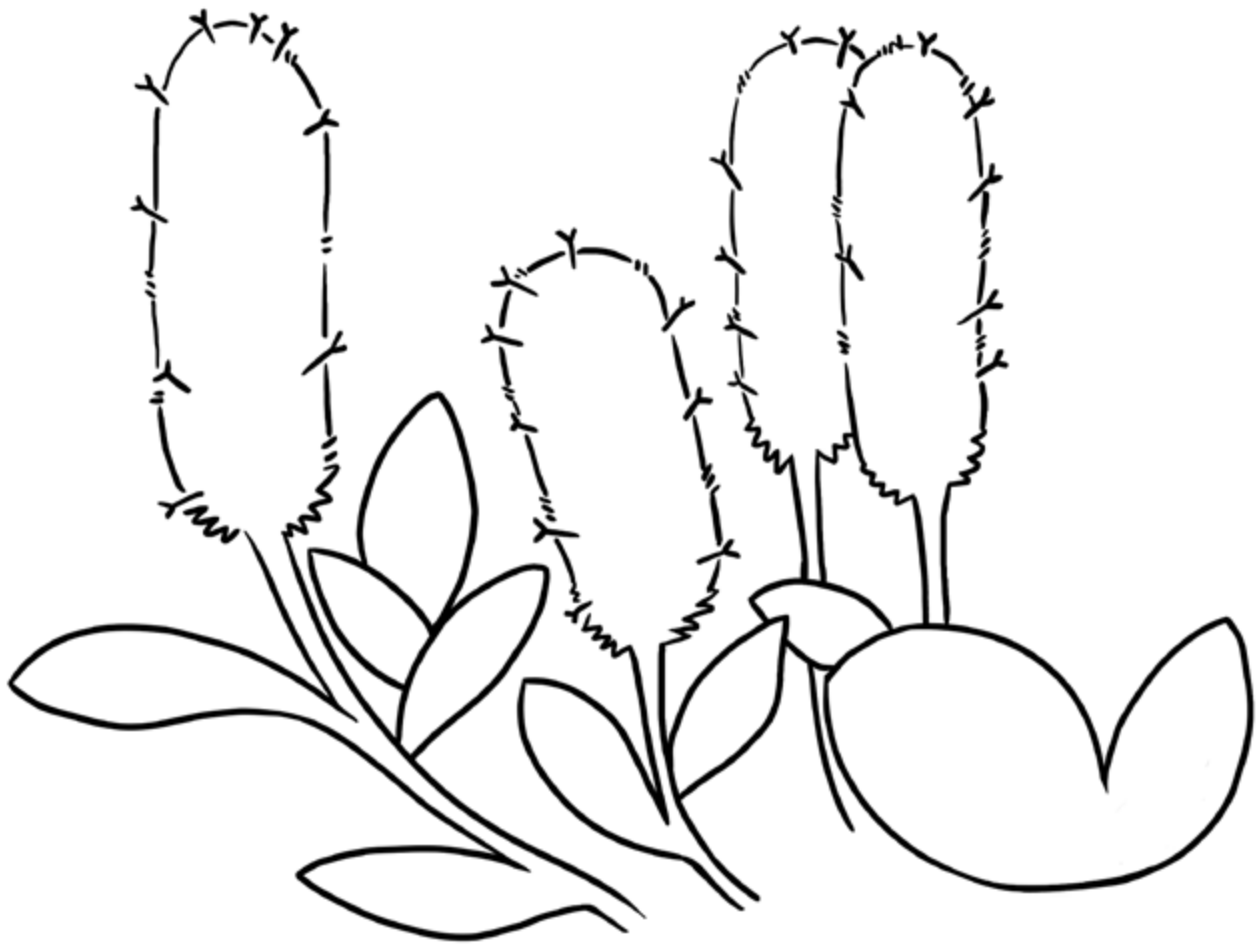


# ᓂᓂᐅᓃᓃᓃ ᐱᓂᓃᓃᓃ



Name: \_\_\_\_\_

# Tundra Plants Outlines



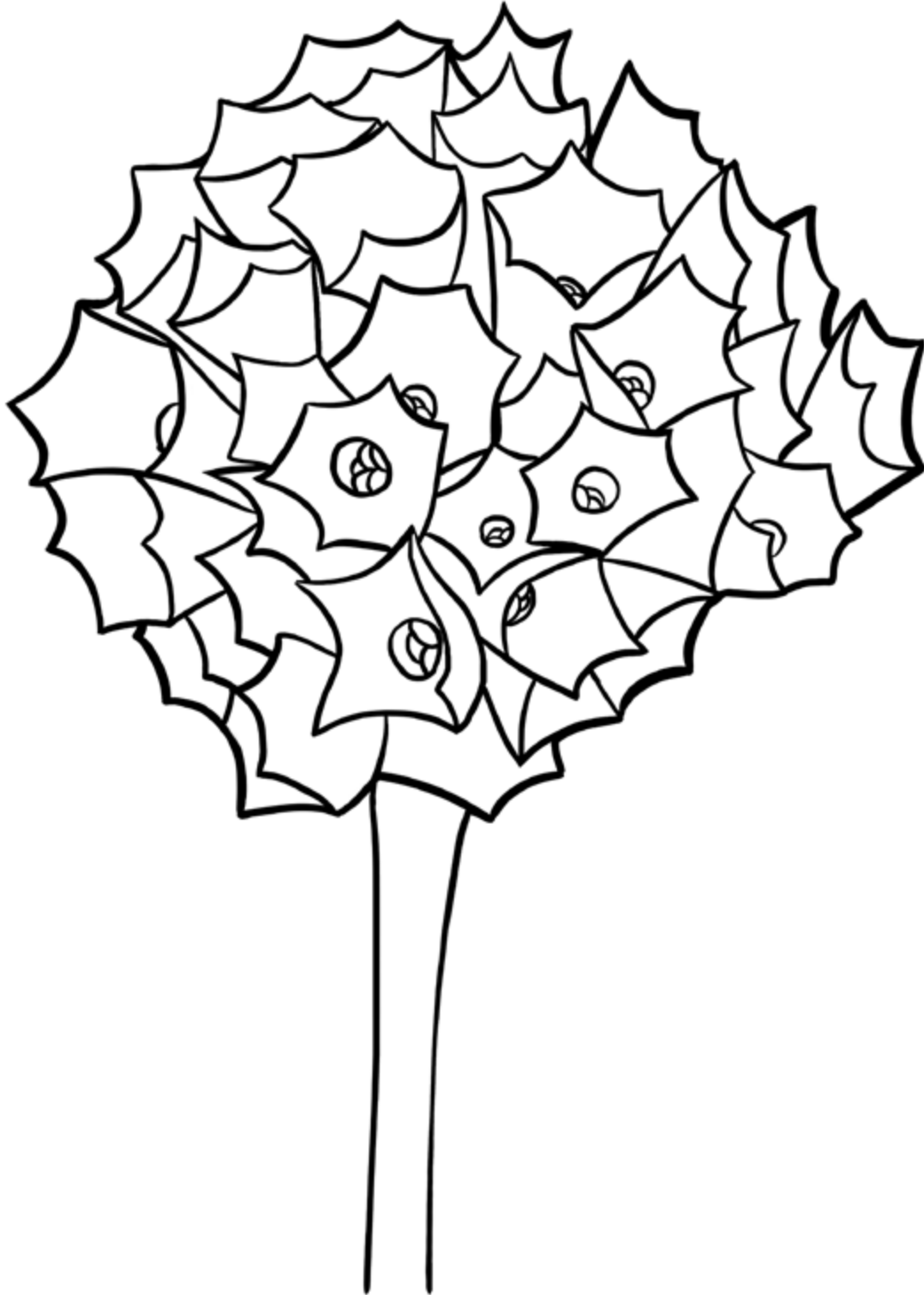
Name: \_\_\_\_\_

# Tundra Plants Outlines



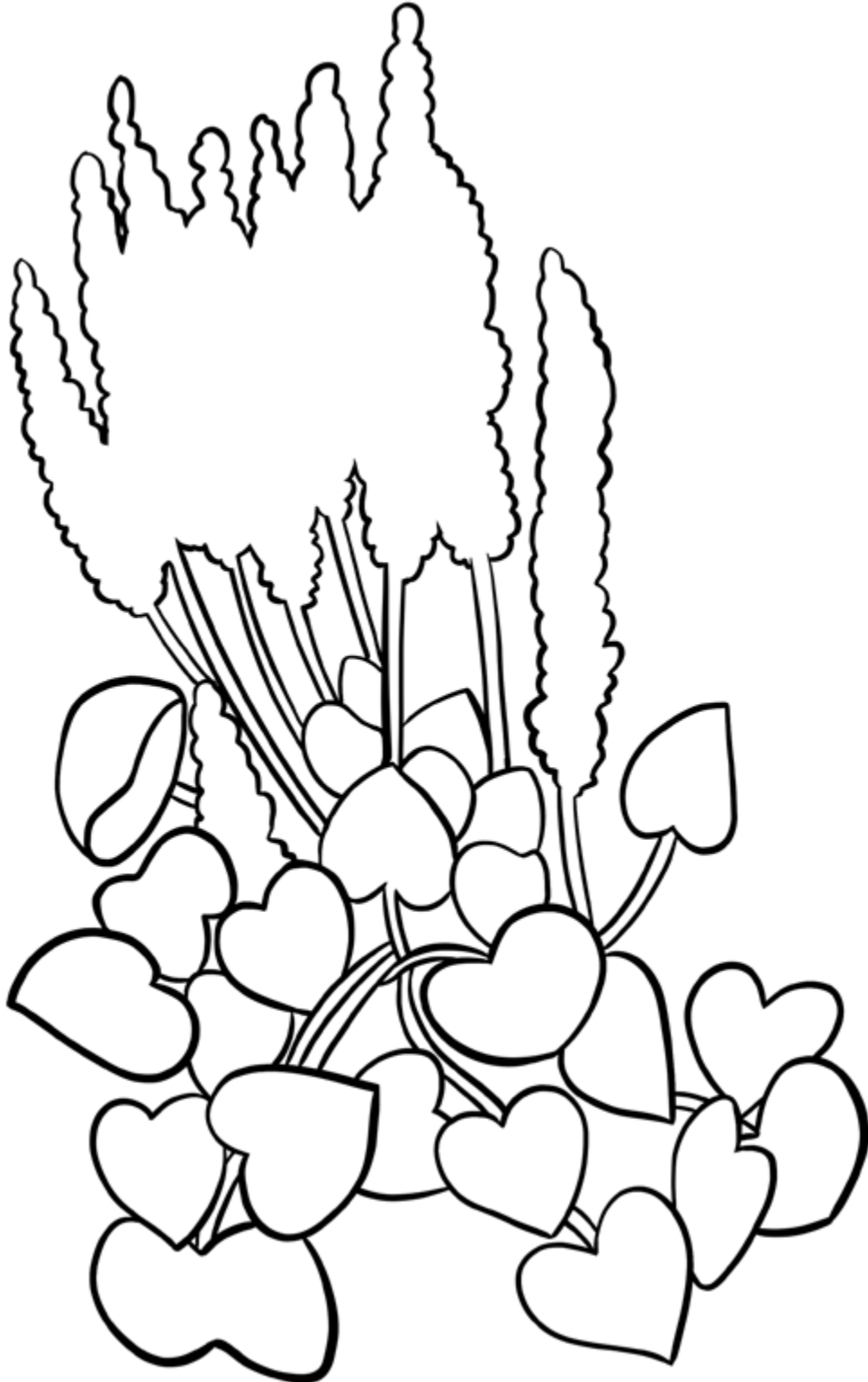
Name: \_\_\_\_\_

# Tundra Plants Outlines



Name: \_\_\_\_\_

# Tundra Plants Outlines



Name: \_\_\_\_\_

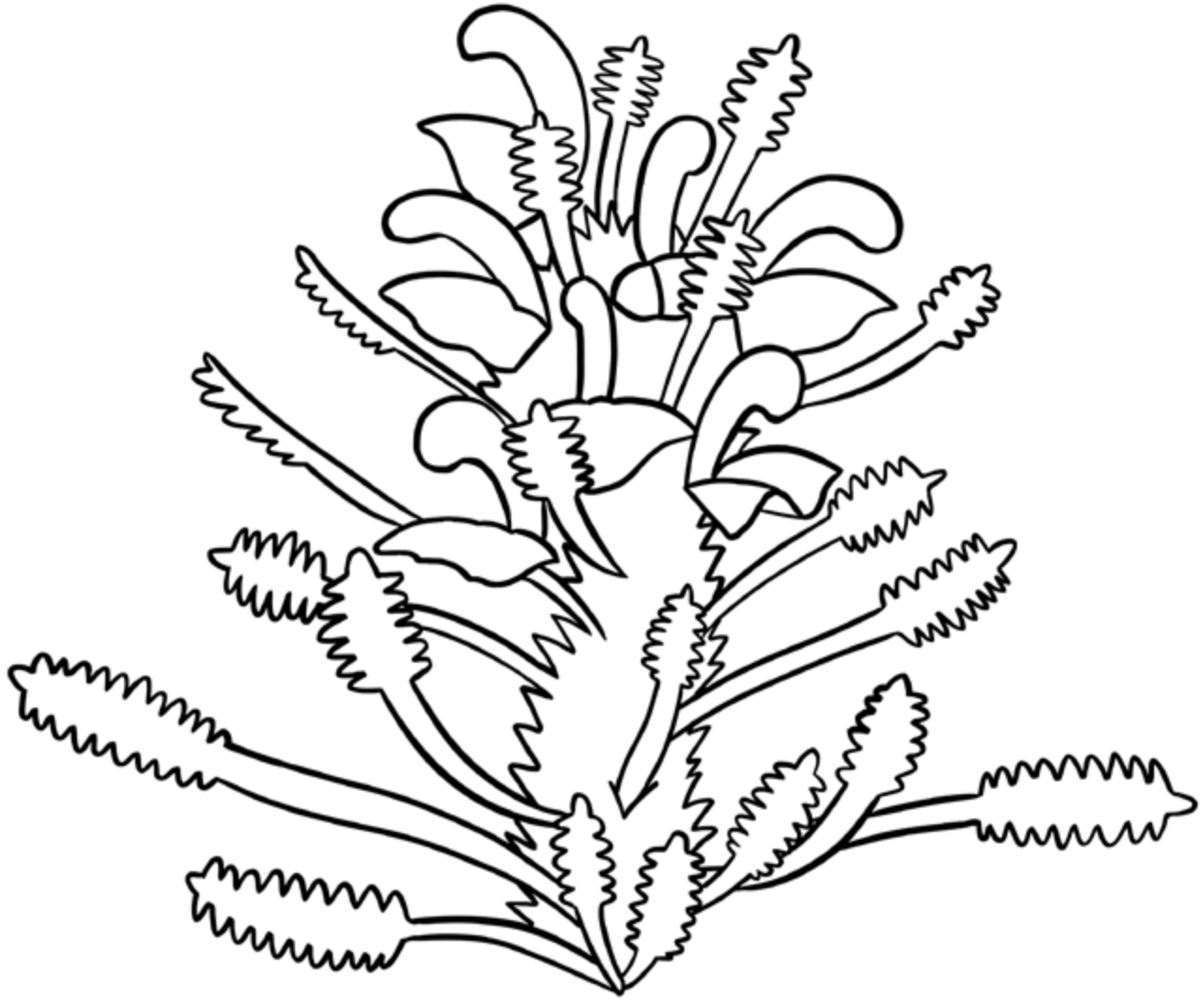
# Tundra Plants Outlines





Name: \_\_\_\_\_

# Tundra Plants Outlines



# ᐱᑦᑕᑦᑎᑦᑕᑦᑎᖃ ᑲᑭᑦᑎᑦ: ᖃᑲᐅᐱᖃᑲᑦᑕᑕᑦᑎᖃ

## Non-fiction Connections: Science

ᐱᑦᑕᑦᑎᑦᑕᑦᑎᖃ: ᐱᑭᖃᑲᑦᑎᖃ ᖃᑲᐅᐱᖃᑲᑦᑎᖃ  
**Activity: Plant Detectives**  
 [30 min]



### Overview

Students will participate in a “detective” activity in which they will read clues about tundra plants and identify them using a plant glossary.

### Materials

- ᑕᑦᑲᑦᑲᑦᑎᖃ 8: ᑭᑭᑦᑎᖃ? / Handout 8: What Am I?
- ᑕᑦᑲᑦᑲᑦᑎᖃ 9: ᐱᑭᖃᑲᑦᑎᖃ ᐅᖃᑲᐅᐱᖃᑲᑦᑎᖃ / Handout 9: Plant Glossary
- Whiteboard or chart paper

### Preparation

- Photocopy ᑕᑦᑲᑦᑲᑦᑎᖃ 8: ᑭᑭᑦᑎᖃ? / Handout 8: What Am I? (one for each student).
- Photocopy ᑕᑦᑲᑦᑲᑦᑎᖃ 9: ᐱᑭᖃᑲᑦᑎᖃ ᐅᖃᑲᐅᐱᖃᑲᑦᑎᖃ / Handout 9: Plant Glossary (one for each student).
- On the whiteboard, write:  
*My stems look like braids. I grow in large patches. I am used as fuel for cooking fires. What am I?*

### Teaching Tip



This activity requires students to do a lot of independent reading. If the required reading is too challenging for your students, consider doing the activity as a class. You can read the clues and glossary out loud as students follow along on their own copy. If you have students at many different reading levels, you may also consider having some students do the activity independently while others listen to you read the activity out loud. Choose the method of delivery that works best for your class.

### Activity

1. Have students sit in a shared space. Ask students to recall the plants they learned about in ᐱᑭᖃᑲᑦᑎᖃ ᑭᑭᑦᑎᖃ / *A Walk on the Tundra*.
2. Explain to students that they are going to read some clues that describe one of the plants they learned about in the book. Tell students that they will use their best “detective skills” to figure out which description matches which plant.
3. Model how you would use your “detective skills” to find important words in the clue. Use what you wrote on the whiteboard as an example. Think out loud as you model the activity. Refer to the handouts as needed.
4. Distribute ᑕᑦᑲᑦᑲᑦᑎᖃ 8: ᑭᑭᑦᑎᖃ? / Handout 8: What Am I? and ᑕᑦᑲᑦᑲᑦᑎᖃ 9: ᐱᑭᖃᑲᑦᑎᖃ ᐅᖃᑲᐅᐱᖃᑲᑦᑎᖃ / Handout 9: Plant Glossary to each student.
5. Students may work independently or in pairs on this activity.

ለጥናት ጥንቃቄ: ለጥናት ጥንቃቄ  
 Extension Activity: Plant Walk



- With an Elder or community expert, take students on a walk on some open land near the community. Look for plants identified in ለጥናት ጥንቃቄ / *A Walk on the Tundra* and other plants that grow near your community. Do a *plant walk*, looking at and talking about the different plants that students see.
- If you do this book study in the winter, print a selection of photographs of tundra plants. Display them around your classroom. Invite an Elder or community expert into your classroom to do a *plant walk* around your classroom, looking at and talking about the different plants they see.

# የሥራ

አንድ ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ። አንድ ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ።

<p>ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ። አንድ ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ።</p>	<p>ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ። አንድ ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ።</p>	<p>ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ። አንድ ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ።</p>
<p>ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ። አንድ ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ።</p>	<p>ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ። አንድ ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ።</p>	<p>ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ። አንድ ወይን ለሌሎች ለማድረግ የሚያስፈልጉትን ምርመራዎች ያድርጉ።</p>





Names: \_\_\_\_\_

# What Am I?

Use the Plant Glossary to discover the identity of each plant. Write the plant's name on the line below the description.

<p>My stems look like braids. I grow in large patches. I am used as fuel for cooking fires. What am I?</p> <p>_____</p>	<p>My leaves are good in tea and for making other treats. In the early summer, I have little hairs all over. I am red in the early summer and white in the late summer. What am I?</p> <p>_____</p>	<p>My leaves look like they have very small teeth. My blossoms can be five different colours. What am I?</p> <p>_____</p>
<p>My blossoms are pink. I have a long green stem. When you make tea out of me, I taste fruity. What am I?</p> <p>_____</p>	<p>My leaves help heal an upset stomach or a headache. I often grow where there's lots of gravel. What am I?</p> <p>_____</p>	<p>My leaves are heart-shaped. I taste tangy and sweet. My nickname is "Arctic candy." What am I?</p> <p>_____</p>

Name: \_\_\_\_\_

# Handout 9

## Plant Glossary



### Qijuktaat (Ahee-yook-tat)

English: Arctic White Heather, Arctic Bell Heather • Scientific: *Callisephe tetragyna*



- Its long green stems look like braids!
- It has tiny white flowers shaped like bells. They grow at the tips of the stems.
- It grows on hillsides in large patches.

Qijuktaat is used to fuel cooking fires. Its smoke has a delicious aroma and flavours whatever is cooked over it.

### Qunngullit (Ahoong-oo-leet)

English: Mountain Sorrel, Sweet Leaves • Scientific: *Oxynria digyna*



- Its green leaves are shaped like hearts.
- It has tall red stems that look like cake spatters. The stems are called *nukkat* (nah-ka-ect) in Inuktitut.

Qunngullit is a special treat to eat! Its nickname is "Arctic candy." The juicy stems and leaves are tangy and sweet. For the best flavour, they should be crushed to mix the juices together. The leaves and stems can be eaten raw. They can also be cooked. Qunngullit can be eaten all summer, but it is most nutritious and delicious at the end of the summer.



# Handout 9

Name: \_\_\_\_\_

## Paunnaait (pa-oo-na-ect)

English: Dwarf Fireweed, River Beauty • Scientific: *Chamerion latifolium*



- Its blossoms have four big pink petals.
- Its leaves are long. They are bluish green and they are not shiny.
- Paunnaait grow in clusters, often where the soil has shifted. They grow on roadsides, hillsides, and gravelly shores.

The leaves of paunnaait have many uses. They can be eaten fresh to soothe an upset stomach. They can also be boiled into a healthy and delicious tea. A very strong paunnaait tea can soothe a headache. Collect the leaves at the end of the summer and use them for tea all winter.

## Aaasaq (ah-ah-sak)

English: Arctic Thrift, Sea Pink • Scientific: *Armeria scabra*



- Its tiny blossoms are pink.
- The blossoms grow in tight clusters of thirty to fifty. They look like one big blossom!
- Aaasaq consists of long green stems, with leaves growing at the bottom.

The blossoms of a aasaq can be used to make a light and fruity tea.

## Uqajait (oo-ha-oo-ya-ect)

English: Arctic Willow • Scientific: *Salix arctica*



- Its leaves are bright green with pointed tips.
- It has little hairs in the early summer to keep warm.
- Uqajait can be spotted by its catkins, which are red in the early summer and then bright white and very fluffy in the late summer.

The leaves can be eaten fresh from the plant. They can also be combined with other ingredients, such as seal fat and berries, to make special dishes. The leaves are also good for tea.

## Ujjuunaaq (ooj-joon-nahh)

English: Hairy Lousewort • Scientific: *Pedicularis hirsuta*



- Its blossoms are white, pink, and purple. Sometimes they are also yellow and green! The blossoms grow in clusters that spread out over the summer.
- Each blossom has five petals. Two are joined together at the top, and the three at the bottom are flat and wide, which helps insects land on them.
- The green leaves look like they have many small teeth. They are smooth.

Ujjuunaaq are good to eat. The blossoms, leaves, and roots can all be eaten fresh.

# ᐱᑦᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ

## ᑕᑲᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ

### Extension Activities across the Subjects

#### ᑲᑲᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ

##### Art

- Use a different medium (such as pastels and watercolours) to illustrate different tundra plants. Write labels to name each plant. Display the plants and labels together on a bulletin board.

#### ᐱᑦᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ

##### Drama

- Students can write and act out a short scene that highlights one of their favourite experiences on the land with family.

#### ᑲᑲᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ

##### Geography

- Provide some information about plants that different Indigenous groups traditionally use for nutrition and medicine (such as northern white-cedar, seaweed, and cranberries). Compare and contrast with the plants that are described in the book.

#### ᑲᑲᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ

##### Health

- Discuss the nutritional value of eating different edible tundra plants.
- Examine the relationship between Inuujaq and Silaaq. What characteristics of a positive relationship do Inuujaq and Silaaq show us? Write a short paragraph describing one of the positive relationship qualities that Inuujaq and Silaaq have.

**ᐱᑦᑎᑦᑎᑦᑎᑦᑎᑦ**  
**Math**

- Using grouping strategies, estimate how many plants are on any one page.

**ᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ**  
**Music**

- Create a “soundscape” of Inuujaq and Silaaq’s walk across the tundra. Have groups of students create the sound of the wind, the sound of feet walking on rocks and grass, the sound of picking plants, and so on.

**ᑦᑎᑦᑎᑦᑎᑦᑎᑦ**  
**Science**

- Draw one of the tundra plants from the book. Label the parts of the plant (stem, leaves, petals, and so on).
- Grow some plants from seed. Observe the daily changes of the plants and how sunlight, water, and soil affect their growth.

**ᐱᑦᑎᑦᑎᑦᑎᑦᑎᑦ**  
**Social Studies**

- Invite an Elder to your classroom to explain how people in your regions traditionally used plants (before the introduction of southern food). Discuss how people in your community use tundra plants now. Discuss the similarities and differences between gathering plants on the tundra and going to the store to buy vegetables to eat.















# ᐱᑭᖃᑦᑕ ᑭᖃᑦᑕ

## A Walk on the Tundra



### ᐅᖃᑦᑕᑦᑕᑦᑕ ᖃᑭᑦᑕᑦᑕ | Book Study

The ᐅᑕᑭ ᐱᑭᖃᑦᑕ / *A Walk on the Tundra* book study is part of Inuktut Titiqqiriniq, a comprehensive literacy program that was developed by Nunavut educators, linguists, and language consultants, with constant testing and input by Nunavut classroom teachers. Inuktut Titiqqiriniq provides instructional tools and resources to help students develop strong Inuktut language skills.

This resource provides activities based on ᐅᑕᑭ ᐱᑭᖃᑦᑕ / *A Walk on the Tundra*, by Rebecca Hainnu and Anna Ziegler. The book follows Inuujaq, a bored little girl who travels with her grandmother onto the tundra. There, Inuujaq learns that the tough little plants growing there are much more important to Inuit than she originally believed. Students will participate in a variety of listening, speaking, reading, writing, viewing, and representing activities as they learn about different tundra plants and what they can be used for.

