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Ava and the Little Folk

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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.



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Department of Education
Ministère de l'Éducation

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Ava and the
Little Folk

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Traditional Story Study

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Table of Contents

ᐅᑲᑲᑦᑲᐅᑦ ᑕᑲᑦᐃᑦ About This Traditional Story Study	4
ᐃᑕᑦᑲᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ Instructional Approaches	6
ᐅᑲᑲᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ General Accommodations and Modifications	8
ᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ Icon Descriptions	10
ᑕᑕᑦᑕᑦᑕᑦᑕᑦ Introduction	12
ᐅᑲᑲᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ Pre-reading Activity: What Size?	12
ᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ Read-Aloud: Introduction	15
ᐅᑲᑲᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ Pre-reading Activity: Making Predictions	17
ᐅᑲᑲᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ Ava and the Little Folk, Part 1	21
ᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ Read-Aloud: Ava and the Little Folk, Part 1	21
ᐅᑲᑲᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦ Activity: Connecting with Characters	23

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About This Traditional Story Study

Grade Range

6–8

Learning Opportunities

reading strategies, folktales, peer discussions, artistic representations, drama

Ava and the Little Folk Traditional Story Study

This traditional story study contains language arts activities for Inuktitut-language and English-language classrooms based on the book ᐅᓂᓃᓃᓃᓃᓃᓃ / *Ava and the Little Folk* by Neil Christopher and Alan Neal. The activities are designed to be used with the whole class and are suitable for classes in which students are working at a wide range of literacy levels. Most of the time, the text will be read out loud to students by the teacher. This ensures that the text can be understood by students with a wide variety of reading skills. This also enables students with different reading skills to work together on language arts skills and concepts.

About Ava and the Little Folk

This story draws on the Arctic tradition of folktales about tiny people living on the land. It follows Ava, an orphan who is left to fend for himself by the adults in his village. One day, cold and alone, Ava stumbles upon a group of magical dwarves who show him how it feels to have a home of his own. Accompanied by delicate watercolour illustrations, the story of ᐅᓂᓃᓃᓃᓃᓃᓃ / *Ava and the Little Folk* ignites the imaginations of young readers.

Learning Opportunities

In this traditional story study, students will:

- Practise reading comprehension strategies, including activating background knowledge, making predictions, and making connections
- Explore the genre of folktales by studying the example of ᐅᓂᓃᓃᓃᓃᓃᓃ / *Ava and the Little Folk*
- Participate in discussions with peers about issues and themes from the text, including folktales, perspective, mindset, respect, and community
- Use artistic representations to present the content of the text in another form
- Perform a script to build fluency and develop expressive reading and emphasis

Materials

This traditional story study is designed to be used with a full class set of ᐃᐃᐃᐃᐃᐃ / *Ava and the Little Folk*. If you only have one copy of the text, you can modify activities to complete the book study with your class.

Materials required for each individual activity are listed within the activities.

Additional Resources

This traditional story study is part of a series. Additional resources have been created to accompany the different traditional story studies in the series. These resources include posters, films, activity/reading/photo card sets, and audiobooks. See the “ᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃᐃᐃᐃᐃ” / “Inuktitut Titiqqiriniq Resource Checklist” located in the ᐃᐃᐃᐃᐃᐃᐃ ᐃᐃᐃᐃᐃᐃᐃᐃᐃᐃ / Inuktitut Titiqqiriniq resource binders to learn about what additional resources may be available for this traditional story study.

Community Engagement

Community involvement in the classroom leads to meaningful learning for students and strengthens the connections 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 traditional story study concludes with a storytelling event in which community storytellers are invited into the classroom to share traditional stories.

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 received from the 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.

Class Discussions

Students complete tasks and participate in discussions that prepare them to work with the text. Students learn new vocabulary and concepts that will be encountered in the text and apply reading strategies that will help them comprehend the text.

Other Small Group and Independent Work

Extension activities accompany some of the activities in this traditional story study. Students can work in small groups and independently to confirm and extend their understanding of the text.

Teachers should select the activities that are best suited to the strengths and needs of their students, and can adapt activities as needed.

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General Accommodations and Modifications

The students in any given classroom will be diverse in terms of their strengths, needs, interests, and ways of learning. Some students may require additional support to complete activities in this book study. Before using an activity in the resource, read through the activity in advance of the lesson to make sure that you know what students are being asked to do. Take time before instruction to plan supports that will make the activity a worthwhile learning opportunity for students. Consider the following examples of accommodations and modifications:

Accommodations

You may need to provide students with an accommodation—changing the learning environment, method of instruction, or the way that a student completes a task. Consider the following examples of accommodations:

Accommodating the Learning Environment

- Arrange seating to reduce distractions
- Allow breaks during students' working time
- Ensure that students can hear instructions by arranging seating or using an FM system (if available)

Accommodating Methods of Instruction

- Give a structured overview before the lesson
- Provide both verbal and written instructions
- Have students check their understanding with a peer
- Repeat important instructions

Accommodating Student Work

- Divide assignments into smaller parts
- Provide extra time
- Coach the student in organization and planning of work
- Provide opportunities for the student to demonstrate an understanding of the material using a variety of media, including oral presentations, visual arts/illustrations, audio- or videotaped assignments, bulletin board displays, and dramatizations

Modifications

In some cases, you may need to modify the activities in the book study—changing what a student is expected to do during an activity. Consider the following options when modifying activities:

- Reduce the amount of work that the student is expected to produce
- Reduce the amount of content that the student is responsible for knowing
- Remove some tasks from an activity
- Complete some parts of an activity for the student

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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 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 ENGAGEMENT 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.

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Introduction

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 ስብከት ለግሪም ማጥናት?
 Pre-reading Activity: What Size?
 [30 min]



Overview

Students will work in pairs to brainstorm the advantages and disadvantages of being big and small.

Materials

- ጋራ ስብከት ለግሪም ማጥናት 1: ስብከት ለግሪም ማጥናት? / Handout 1: What Size?
- Whiteboard or chart paper

Preparation

- Draw the chart featured in ጋራ ስብከት ለግሪም ማጥናት 1: ስብከት ለግሪም ማጥናት? / Handout 1: What Size? on the whiteboard
- Photocopy ጋራ ስብከት ለግሪም ማጥናት 1: ስብከት ለግሪም ማጥናት? / Handout 1: What Size? (one per pair of students)

Activity

1. Gather students together in a shared space. Explain that they are going to be listening to a story called ለግሪም ስብከት ለግሪም ማጥናት / Ava and the Little Folk, and show them the cover of the book. Ask them which character on the cover they think is Ava. Then, explain that Ava is an average-sized boy and that he meets little folk who are much smaller than he is.

2. Take a vote in your class by asking for a show of hands: Who would rather be big like a giant? Who would rather be small like the little folk on the cover of the book? Students do not have to explain why they feel this way at this point.

3. Organize students into pairs and distribute one copy of ጋራ ስብከት ለግሪም ማጥናት 1: ስብከት ለግሪም ማጥናት? / Handout 1: What Size? to each pair. Ask each pair to brainstorm together the advantages and disadvantages of being big and the advantages and disadvantages of being small. Remind students that an advantage is something that puts you in a better position, while a disadvantage is something that puts you in a worse position. For example, if you were very, very tall, you would have an advantage when playing basketball, but if you were very, very small that would be a disadvantage. If you were very, very small, you would have an advantage when playing hide-and-seek, but if you were very, very tall that would be a disadvantage.

4. Explain to students that they can record their answers on the handout (and demonstrate how by filling in an example on the whiteboard if necessary).

5. When the pairs have had enough time to come up with a few answers in each category, bring the whole class together again. Ask the pairs to share their answers one at a time with the rest of the class. You can record them on the whiteboard for the class.

6. To see if the discussion has changed anyone's minds, ask students to vote once again with a show of hands: Who would rather be big? Who would rather be small?

7. If students changed their votes, ask them to explain why and share their reasons with the class. Students who did not change their minds may wish to share their reasons as well.

Գեղեցիկ Վարձու՞նք?

Չօժանգանակը ձեր ձեռքում է, ձեր ձեռքում է ճիշդ քանակությամբ օրհանգիստի
ձեռքում է ճիշդ քանակությամբ օրհանգիստի ձեռքում է ճիշդ քանակությամբ օրհանգիստի
օրհանգիստի ձեռքում է ճիշդ քանակությամբ օրհանգիստի ձեռքում է ճիշդ քանակությամբ օրհանգիստի

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What Size?

In the story *Ava and the Little Folk*, Ava is a regular-sized boy who meets people who are much smaller than he is. List the advantages and disadvantages of being big. List the advantages and disadvantages of being small.

Size	Advantages	Disadvantages
Big		
Small		

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Read-Aloud: Introduction

[30 min]



Overview

Students will listen to a read-aloud of the introduction and participate in a discussion related to the text.

Materials

- A copy of ᑖᑎᑦᑖᑎᑦᑖᑎᑦᑖᑎ / *Ava and the Little Folk*

Preparation

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

Activity

Before Reading

1. Gather students together in a shared space. Tell students that they will be listening to the introduction of ᑖᑎᑦᑖᑎᑦᑖᑎᑦᑖᑎ / *Ava and the Little Folk*.
2. Explain to students that the introduction is where the author shares information that may help the reader better understand the book.
3. Explain to students that one of the things the author talks about in this introduction is the tradition of oral storytelling across the Arctic. Oral storytelling connects the speaker and the listener, helps maintain culture and tradition, and creates a record of history, stories, and lessons.
4. Have a whole-class discussion with students about storytelling. Use the following discussion prompts:
 - *What do you think are some reasons that people tell each other stories? (Answers may vary. For example, to entertain each other, to teach lessons, to share knowledge.)*
 - *Think of a story you've been told. What do you remember about the story? What do you remember about the storyteller? (Answers will vary.)*

9. Once all students have completed their worksheets, bring the class back together in a shared space. Display the illustrations one at a time and ask students to share some of their predictions with the whole class for each illustration. Ask them to explain how they reached that conclusion.
10. Students can keep their worksheets to reflect back on their responses after reading the story.

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Extension Activity: Sharing Predictions



In pairs, students can share their predictions about one of the illustrations with each other and write their partner's predictions on their own worksheet.

What Happens Next?

Look at the illustrations from *Ava and the Little Folk*. On your own, record predictions based on two images of your choice.

Then, work with your classmate to make a prediction together.

For each prediction, record a reason or evidence to support the guess you've made.

Record a prediction your classmate has made on their own and described to you.

Type	Page number	Prediction	Reason
My own prediction (1)			
My own prediction (2)			
Our prediction together			
My classmate's prediction			

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Ava and the Little Folk, Part 1

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ᐱᐸ ᐃᐃᓂᓂᓂᓂᓂᓂᓂᓂ ᐃᓂᓂᓂ 1

Read-Aloud: Ava and the Little Folk, Part 1

[45 min]



Overview

Students will listen to a read-aloud of ᐱᐸ ᐃᐃᓂᓂᓂᓂᓂᓂᓂᓂᓂ / *Ava and the Little Folk* and participate in a discussion related to the text.

Materials

- A copy of ᐱᐸ ᐃᐃᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂ / *Ava and the Little Folk*

Preparation

- Review part 1 of ᐱᐸ ᐃᐃᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂ / *Ava and the Little Folk* (pages 1 to 21) and the suggested discussion prompts for during and after reading.

Activity

Before Reading

1. Gather students together in a shared space. Tell students that they will be listening to the first part of ᐱᐸ ᐃᐃᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂ / *Ava and the Little Folk*. Use the following discussion prompts before reading:

- *What are your favourite kinds of stories?* (Answers will vary. For example, adventure, animal stories, fiction or non-fiction.)
- *What kinds of characters do you like to read or hear about?* (Answers will vary. For example, kids, explorers, supernatural figures such as giants.)
- *Based on the activities you have completed so far and the images from the book you have seen, what kind of story do you think this will be?* (Answers will vary. For example, an adventure, funny, sad.)

4. Work as a class to think of some of Ava’s unusual behaviours. Ask students to share their ideas and write them down on the whiteboard. These behaviours include the following:
 - He doesn’t bother to cover his head from the cold when his hood blows off.
 - He ignores his pain and discomfort.
 - He says that he is fine all alone even though he is lonely and scared.
 - He carries a small wooden knife.
 - He says that he hasn’t had a tough life and likes things how they are, although this isn’t true.

5. Then, work together as a class to make a list of things that are known about Ava’s life and his experiences. These include the following:
 - Ava doesn’t have a mother or father to comfort him.
 - When he cries, the people in his village tell him to be quiet.
 - He has been made to feel unwelcome (insulted and shoved) by the people in his village.
 - He is ignored by his village’s hunters.
 - He has not had much food to eat and does not have warm clothing.

6. Ask students to form groups of three or four. Provide each group with a copy of **ጋጽ 3: ልዩ ልዩ ስራ ለማጠናቀቅ: ልዩ / Handout 3: Character Study: Ava**. Using the two lists you’ve created on the board, have group members work together to complete the sheet by matching a behaviour to an experience that may explain that behaviour (reasons can be used more than once).

7. Model the activity for students by filling in an example on the worksheet as a whole class. For example, under “Action/behaviour,” have students write “He ignores his pain and discomfort,” and under “Reason for action/behaviour,” write “When he cries, the people in his village tell him to be quiet.” Discuss with students how Ava has come to ignore his own feelings because others have ignored his feelings.

8. After students have completed the handout in their groups, gather the whole class together. Ask groups to share their answers and discuss what they have learned about Ava’s character through this activity.

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Extension Activity: Making Predictions



As a whole class, discuss how students think the story will end and why they think this. Will things improve for Ava?

Ask students to explain what they predict will happen at the end of the story.

Record the predictions on a sheet of chart paper. Keep this sheet on hand so that you can revisit the predictions after reading the second half of the story.

Students can work alone or in small groups to think about and record what they think the final sentence of the story could be. This can then be revisited after part 2 of the story.

Names: _____

Character Study: Ava

In *Ava and the Little Folk*, Ava's actions and behaviours tell the readers about his personality. Fill in the chart by listing Ava's unusual behaviours as they are described in the story. For each behaviour, give a reason that explains the behaviour.

The same reason can be used to explain more than one behaviour.

Action/behaviour	Reason for action/behaviour

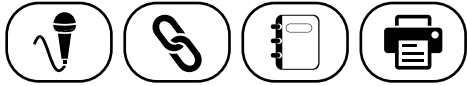
During Reading

2. Read part 2 of ᐱᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂ / *Ava and the Little Folk* (page 22 to the end of the book) out loud to the class.
3. **Suggested discussion prompts:** Here are some examples of questions you can pause and ask while reading.
 - **Page 25:** While they are waiting for a seal to emerge, Sakku says to Ava, "That's the way all things are in life. A second can feel like a minute, a minute like an hour." Have you ever felt this way? What makes you feel that time is passing quickly? What makes you feel that time is passing slowly? (Answers will vary.)
 - **Page 26:** How does Ava feel as he approaches the hunters and their prey? (Answers will vary. Excited, afraid, worried. He hears Aru telling him to face his fears.)
 - **Page 30:** How does Ava feel immediately after killing the lemming/polar bear? (Proud, baffled.)

After Reading

4. **Suggested discussion prompts:** Here are some examples of questions you can ask after reading:
 - Think of your predictions for the second half of the story. Did any of them take place? Are you surprised by the ending? (Answers will vary.)
 - **Pages 28–33:** During the struggle with the lemming/polar bear, it seems that several things change before Ava's eyes. What changes does Ava see? (The hunters seem to shrink while struggling with the lemming. The lemming turns into a polar bear. As they bring the bear home, the hunters then seem to be Ava's height.)
 - **Page 34:** Sakku tells Ava, "There is no shrinking or growing, Ava. There is simply learning to see things in new ways." What do you think Sakku means by this? (Answers will vary.)
5. Revisit the idea of the folktale (discussed in Read-Aloud: Introduction). Remember that folktales tell us our history, describe where we live, and show what our values are. Ask students the following questions:
 - What is the setting of ᐱᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂ / *Ava and the Little Folk*? (Answers will vary. For example, the land. It seems to take place in the past.)
 - What are the values of the little folk's community? (Answers will vary. For example, showing kindness to others. Sharing to make sure that everyone has enough [food and shelter, for instance]. Sharing skills and teaching each other.)
 - What do you think the theme of the story is? (Answers will vary. For example, the community is stronger when everyone works together. It does not matter how you look; it is your actions that determine how you are seen.)

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Activity: Perspectives
[60 min]



Overview

Students will discuss and explore the topic of perspective as it relates to the text.

Materials

- ᐸᓂᐸᓂᓂᓂᓂᓂᓂᓂ 4: ᐸᓂᓂᓂ ᐸᓂᓂᓂ? / Handout 4: What Do You See?
- ᐸᓂᐸᓂᓂᓂᓂᓂᓂᓂᓂ 5: ᐸᓂᓂᓂ ᐃᓂᓂᓂ / Handout 5: How I See It

Preparation

- Photocopy ᐸᓂᐸᓂᓂᓂᓂᓂᓂᓂ 4 ᐸᓂᓂᓂ ᐸᓂᓂᓂ? / Handout 4: What Do You See? (one to show the class)
- Photocopy ᐸᓂᐸᓂᓂᓂᓂᓂᓂᓂᓂᓂ 5: ᐸᓂᓂᓂ ᐃᓂᓂᓂ / Handout 5: How I See It (one for each student)

Activity

1. Show students a common item (for example, a blackboard eraser, a shoe, a pencil case). Give students a few minutes to imagine everything they could use the item for—besides its intended function. Ask them to imagine themselves in different settings: how could they use this item if they were one of the little folk? Living in ancient times? A giant? An inventor? Have students share their answers with the class.
2. Then, show students ᐸᓂᐸᓂᓂᓂᓂᓂᓂᓂᓂ 4: ᐸᓂᓂᓂ ᐸᓂᓂᓂ? / Handout 4: What Do You See? Ask them to share what they see in the first image—the vase or the two faces? Ask them to share what they see in the second image—the six or the nine? (There are many other examples of images that can be seen two ways; if you have Internet access, you may wish to show students some of the other examples that can be found online.) This is a simple example of how individual perspectives can differ: two people look at the same thing or witness the same event, but see something very different.
3. As a class, discuss the meaning of the word *perspective*. Ideas may include point of view, opinion, thoughts, walking in someone else’s shoes, or an attitude about something.
4. Perspective plays a very important role in ᐸᐸ ᐃᐃᓂᓂᓂᓂᓂᓂᓂᓂᓂ / Ava and the Little Folk. First, show students the image of the villagers as they attempt to kill the lemming on pages 28–29. Then, show them the image of the hunt on page 31.
 - Whose perspective is featured in the first image? (Ava’s.)
 - Whose perspective is featured in the second image? (The villagers’.)
 - Why do you think the illustrator chose to show Ava’s perspective first? (Answers will vary.)

5. Distribute one copy of ᐅᓂᓐᓂᓐᓂᓐᓂᓐ 5: **Cdᓐᓂᓐ ᐃᓂᓐ** / **Handout 5: How I See It** to each student. Explain how students should complete the worksheet. Model the activity for students by completing the first scenario as a class.
6. Before they begin working, ask students to share ideas about what factors might affect an individual's perspective: for example, age, gender, education, language, or location. They should keep these in mind as they complete the worksheet.
7. Remind students that it is important to respect others even when their opinions and ideas differ from our own—we can learn a lot when we try to see things from another person's perspective! You may wish to relate this to the Inuit Qaujimagatuqangit (IQ) principles of Inuuqatigiitsiarniq (respecting others) and Tunnganarniq (fostering good spirits by being open, welcoming, and inclusive).

8. After students have had enough time to complete the worksheet, divide students into groups of three or four and ask students to create their own scenario where multiple perspectives are involved. Each student can take on a different role and act out the scenario, demonstrating the multiple perspectives through the dialogue and actions of the characters. If you have time, you can ask students to perform their scenario for the rest of the class.

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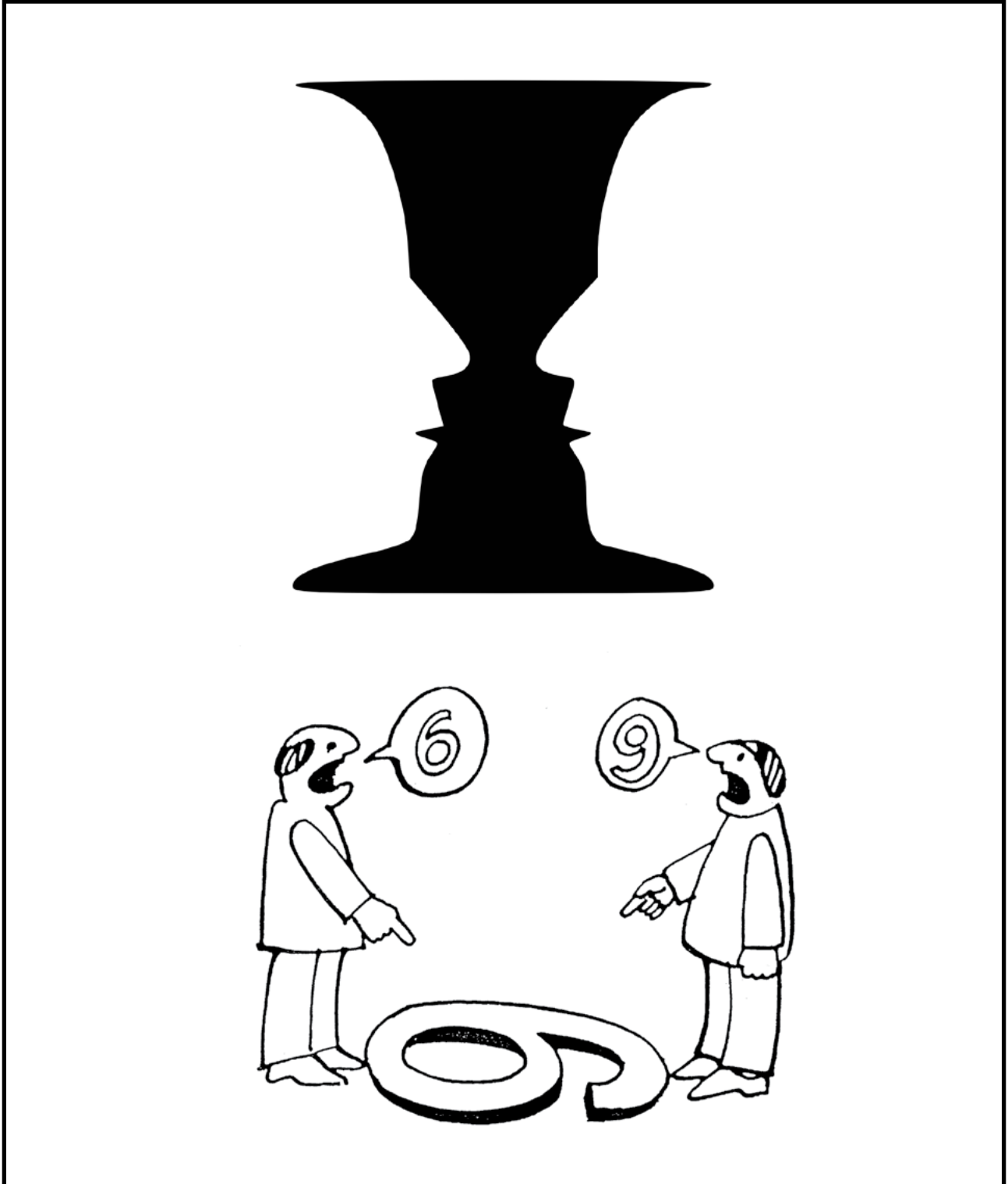
Extension Activity: Discussion



You may wish to use this lesson as an opportunity to discuss a recent situation that has arisen within your class or community where differing perspectives led to conflict or confusion.

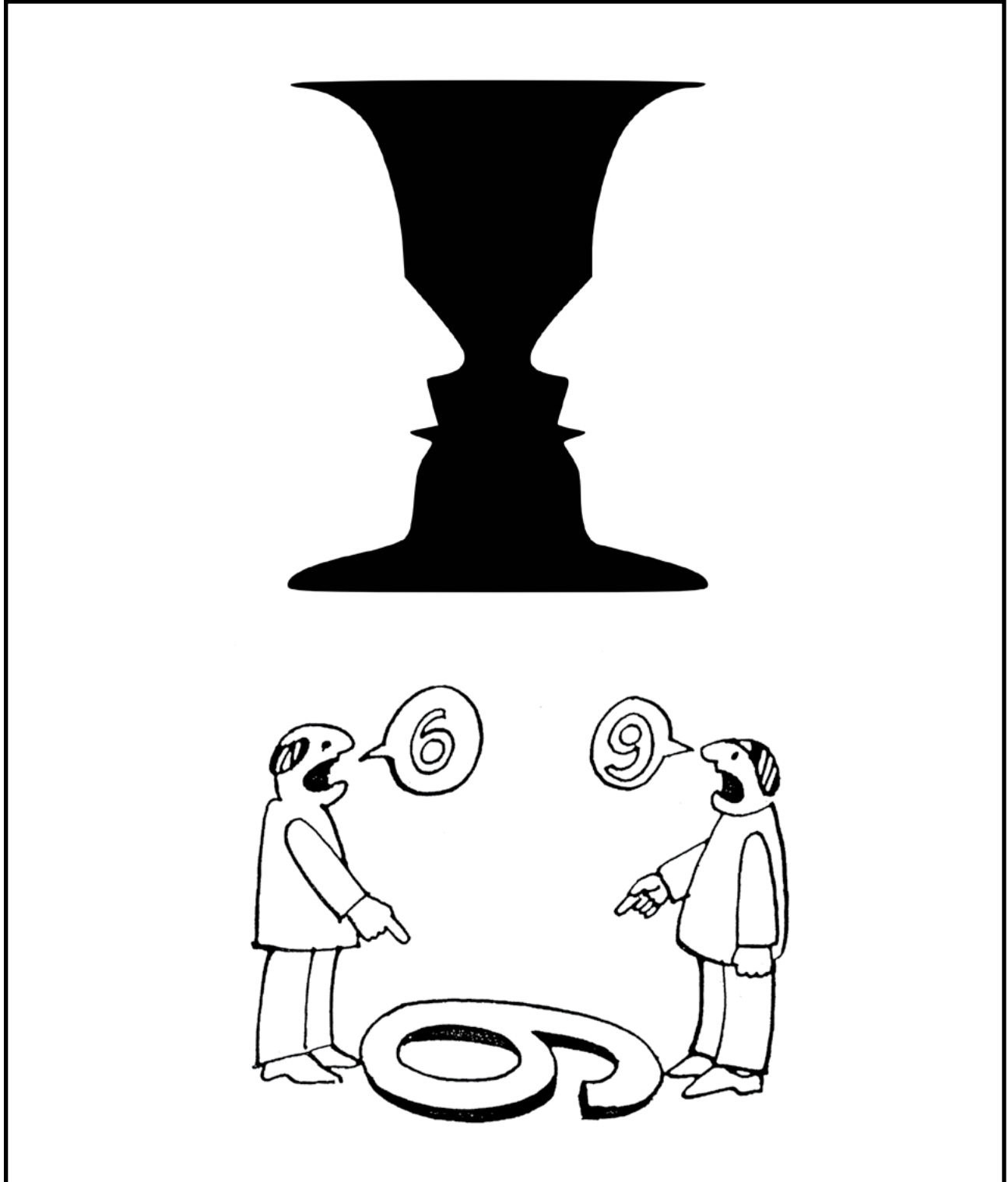
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Handout 4

What Do You See?



Name: _____

How I See It

Complete the following worksheet to practise seeing situations from more than one perspective. For each person in the scenario, consider their perspective and write a sentence to describe how they feel.

Scenario 1: Your friend Manasie invites you to come over to his house after school. You already have plans to do something else with your friend Mina, but you decide to go with Manasie instead.

Manasie:

Mina:

You:

Scenario 2: You really want to go play with your friends after school, but your mom says you need to come home to babysit your younger siblings because she has to work. You tell your friends you cannot go with them.

Your friends:

Your mom:

You:

Scenario 3: In math class, the teacher calls on your friend Mia to answer a question. Mia doesn't know the answer and seems embarrassed. You jump in and say, "I know, I know! This is so easy."

The teacher:

Mia:

You:

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Activity: Mindsets

[30 min]



Overview

Students will learn about how to transform a fixed mindset.

Materials

- ᐱᐱᐱᐱᐱᐱᐱᐱ 6: ᐱᐱᐱᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱᐱ / Handout 6: A Growth Mindset

Preparation

- Photocopy ᐱᐱᐱᐱᐱᐱᐱᐱ 6: ᐱᐱᐱᐱᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱᐱᐱ / Handout 6: A Growth Mindset (one for each student)

Activity

1. Gather students together in a shared space. Share with the class the following quotations from the story; you can ask one student to read each quotation to the class if they feel comfortable doing so:
 - **Page 6:** Sakku tells Ava, “One day you’ll learn, tau, that a real man decides his own size. I am as big or as little as I choose to be. We all are.”
 - **Page 21:** Aru tells Ava, “Never say can’t or won’t, Ava. Here we say ‘have not yet.’ What you are not able to do today might be something you can accomplish tomorrow.”
 - **Page 34:** Sakku tells Ava, “There is no shrinking or growing, Ava. There is simply learning to see things in new ways.”

2. After reading each quotation, ask students the following questions:
 - What does the quotation tell you about the speaker’s way of seeing the world? Is it positive or negative? (Positive.)
 - What does the quotation tell you about the speaker’s feelings on whether people have control over their own future? Is the speaker suggesting that Ava is or is not in control of his future? (The speaker suggests that people, including Ava, have control of their future.)
3. Tell students that the quotations all demonstrate a growth mindset. Mindset is a perception that people have of themselves. A growth mindset is the belief that you can learn more if you work, try harder, and see challenges and failures as opportunities to improve your skills. The opposite of a growth mindset is a fixed mindset, which is the belief that you either can or cannot do something and this cannot be changed.
4. Discuss with students the Inuit Qaujimagatuqangit (IQ) principle of Pilimmaksarniq/Pijariuqsarniq: the development of skills through observation, mentoring, practice, and effort. This principle strongly reflects a growth mindset.
5. Distribute a copy of ᐱᐱᐱᐱᐱᐱᐱᐱ 6: ᐱᐱᐱᐱᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱᐱᐱ / Handout 6: A Growth Mindset to each student. Go through the example provided to show students how to complete the sheet by transforming the fixed-mindset statements into growth-mindset statements.
6. Once students have had time to complete the worksheet, take up the answers with the class.

A Growth Mindset

A fixed mindset is the belief that you can or cannot do something and this cannot be changed. A growth mindset is the belief that you can learn to do something new or improve your abilities. Read the statements in the fixed mindset column and rewrite them to show a growth mindset.

Fixed mindset	Growth mindset
I can't do math.	
I give up.	
I'm not good at this.	
This is too hard.	
I can't make this any better.	
I'll never be as smart as she is.	
I'm awesome at this.	
It's good enough.	

A Growth Mindset

Answer Key

Note: Answers may vary but are correct if they demonstrate a shift to a growth mindset.

Fixed mindset	Growth mindset
I can't do math.	I'm going to have to train my brain in math.
I give up.	I'm going to try to do this in a different way.
I'm not good at this.	This may take some extra time and effort.
This is too hard.	What am I missing?
I can't make this any better.	I can always improve. I'll keep trying!
I'll never be as smart as she is.	I'm going to figure out what she does and try that.
I'm awesome at this.	I'm having success now, but there is always room to improve.
It's good enough.	How can I make it better?

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Activity: Comparing Communities
[60 min]



Overview

Students will work in groups to compare Ava’s village to the little folk’s community. Students will then identify characteristics of a strong community.

Materials

- ጋራ ግንኙነት 7: ልዩ ልዩ ስራዎች / Handout 7: A Strong Community
- Chart paper
- Markers
- Whiteboard

Preparation

- Photocopy ጋራ ግንኙነት 7: ልዩ ልዩ ስራዎች / Handout 7: A Strong Community (one for each student)

Activity

1. Gather students together in a shared space. Assign each student a number 1 or 2. Explain that the number 1s will be working together to list all the things they know about Ava’s village and the people who live there. The number 2s will be working together to list all the things they know about the little folk’s community. If your class is small, have all of the 1s work together and all of the 2s work together. If your class is larger, divide each group into smaller groups.

2. Give each group a piece of chart paper and a marker to record their answers.

3. Answers may include the following:

Group 1:

- Adults tell Ava to be quiet when he cries
- Adults do not try to help him even though he is alone
- Adults and children insult and shove him
- Hunters ignore him

Group 2:

- Little folk offer Ava advice
- Little folk work together to hunt
- They are good humoured and joke with each other
- They share food

Name: _____

A Strong Community

An important characteristic of a strong community:

Three things I can do to help make my community stronger:

1.

2.

3.

Working to improve my community:

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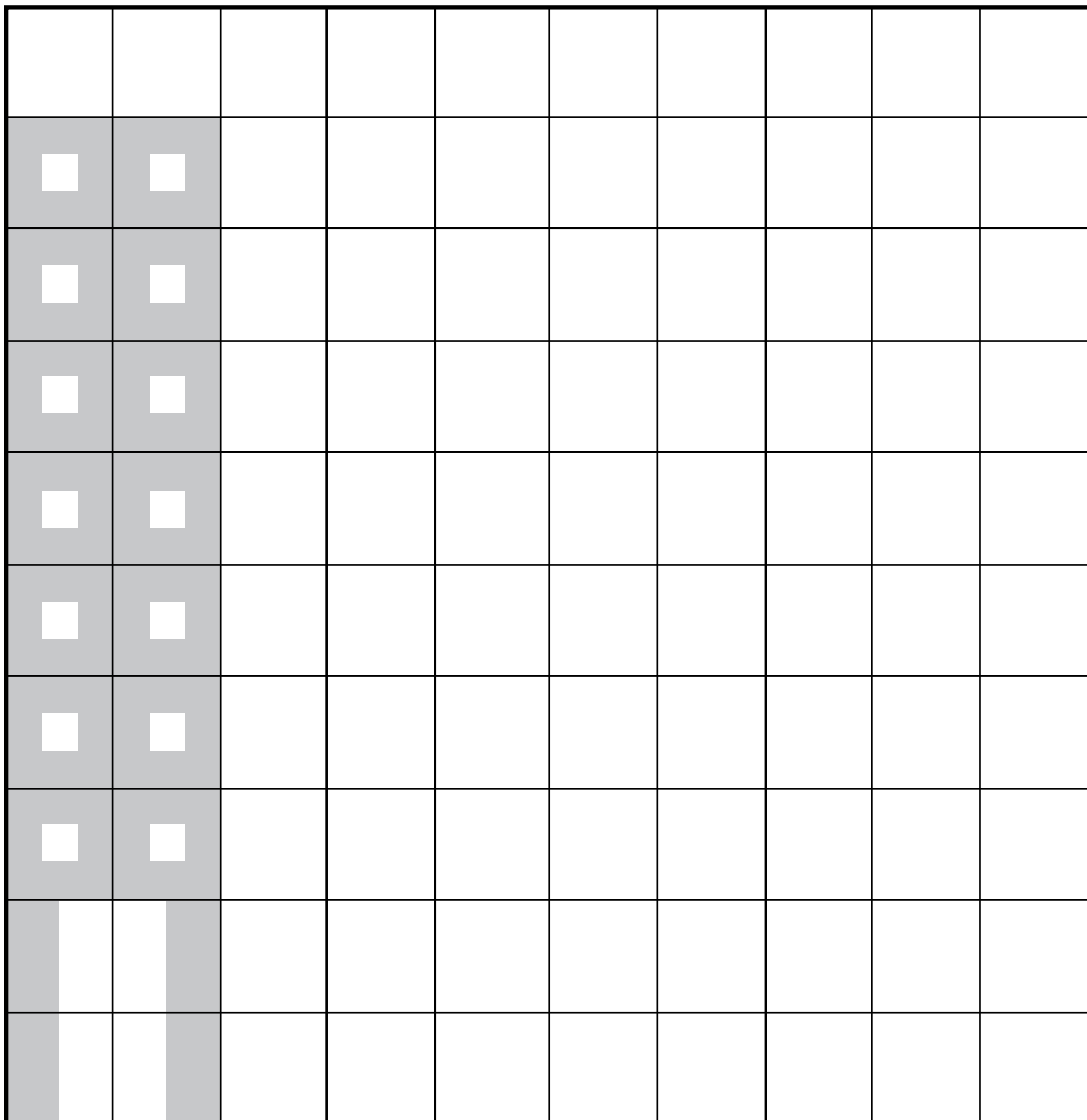
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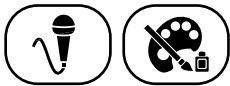
Drawing to Scale

Each square on this sheet represents a 1 metre by 1 metre square. To practise working with the idea of scale, sketch a few simple drawings: a building that is 9 metres tall, a tree that is 5 metres tall, and a person that is 2 metres tall. If you have time, add another object, drawn to scale. The first drawing has been completed for you.



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Activity: Little Folk Artifacts
[60 min]



Overview

Students will work in groups to recreate a site that shows how the little folk live.

Materials

- Popsicle sticks
- Glue
- Cardboard or construction paper
- Markers
- Beads, stones, or sand

Preparation

- Review pages 14–31 in ልጆች ለግብይት / *Ava and the Little Folk*

Activity

1. Gather students together in a shared space. Tell students that for this activity they are going to be archaeologists recreating a site that shows how the little folk lived. If necessary, remind students that archaeologists study objects (such as tools, clothing, and toys), sites where people lived (camps), or sites that were used for a specific purpose (hunting, or a cache for storing meat).
2. Assign each student a number 1, 2, or 3. In groups, students will work on recreating the following sites:
 - Group 1: a home (see pages 14–17)
 - Group 2: a camp (see pages 14–21)
 - Group 3: a hunt (see pages 25–31)
3. If your class is large, you may wish to further divide the groups so that there are two group 1s, two group 2s, and two group 3s, and assign more than one group to each site. Encourage each group to make a different type of site. For example, one group could make a summer camp and another could make a winter camp.
4. Explain to students that they will need to come up with a plan for their site, sketching it on paper before beginning construction.
5. Ask them to show you the plan before they begin. Then, have them make or find the items needed to create their sites. They can use items such as popsicle sticks, glue, cardboard, markers, beads/stones, sand, and so on. They should lay out the items and attach them to a large piece of construction paper or cardboard.
6. Once groups have completed their sites, they can give other groups a tour, explaining what each item in the site is and how it was used by the little folk.
7. If you wish, invite a class of younger students to your classroom for a tour of the sites. Have your students introduce them to the idea of little folk before conducting their tours.

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Performance: “Ava and the Little Folk” Script
 [90 min]



Overview

Students will work in groups to perform the script “Ava and the Little Folk,” based on the book ᐱᓐ ᐃᓂᓐᓂᓐᓂᓐᓂᓐ / *Ava and the Little Folk*. After each group has had a chance to perform, students will participate in a whole-class discussion about how each group performed the script differently.

Materials

- ᐅᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ 9: “ᐱᓐ ᐃᓂᓐᓂᓐᓂᓐᓂᓐ” ᐅᓐᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ / Handout 9: “Ava and the Little Folk” Script

Preparation

- Decide how you will organize students to perform the play. There are four roles in the play and three acts. You will need to consider the number of students in your class, as well as students’ reading levels and readiness for group work. Consider the following options:
 - Organize students into groups of four and have each group perform one act of the play. This is suitable if you feel that students will not have a problem reading and practising the play on their own.
 - Organize students into groups of four and have each group perform the entire play. This is suitable if you feel that students will not have a problem reading and practising the play on their own.
 - Have four student volunteers perform part or all of the play for the entire class before organizing students into smaller groups. This will allow students the opportunity to have text from the play read to them before they attempt to read it on their own.
- Photocopy ᐅᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ 9: “ᐱᓐ ᐃᓂᓐᓂᓐᓂᓐᓂᓐ” ᐅᓐᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ / Handout 9: “Ava and the Little Folk” Script (one for each student)

Important

The script can be used as the basis for a readers’ theatre activity or a play. In readers’ theatre, the students simply read the script out loud, focusing on expression, pacing, and so on. In a play, students will act out the different roles in the script through actions and interacting with each other, in addition to performing the dialogue. Performances may or may not include props.

Handout 9

“Ava and the Little Folk” Script

Characters:

Storyteller	Ava	Sakku	Urju
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Act 1

Storyteller: As a winter wind swirled snow in great gusts, an orphan named Ava sat alone, huddled against an ancient Thule dwelling outside of town. He tried to ignore the bite of the cold air through his thin jacket. Suddenly, he heard the sound of snow crunching behind him.

Ava: Who's there?

Storyteller: Ava could see no one.

Ava: Who's there? Who are you? Where are you hiding?

Sakku (giggling): Where am I hiding? I think it's you who's hiding.

Storyteller: Ava turned in the direction the voice was coming from. At first, he saw no one. Then, looking down, he saw a smiling man with a beard...but the man was only as tall as Ava's knees!

Ava: What...are....You're...you're...you're...

Sakku: That's right. I'm a hunter.

Ava: But you're so...

Sakku: So well-dressed? Yes, my wife is a talented seamstress. I was going hunting. You are welcome to follow.

Storyteller: Ava had dreamed, so many times, that a hunter would appear and invite him along on a hunt. But never in the dream had the hunter been so small.

Ava: But, how can you be a hunter? You look, well, you know how you look.

Sakku: I find it hard to see myself. Why don't you tell me what you see?

Ava: You're...you're tiny!

Sakku: One day you'll learn, tau, that a real man decides his own size. I am as big or as little as I choose to be. We all are.

Handout 9

“Ava and the Little Folk” Script

Act 2

Storyteller: Sakku and Ava walked together. Soon, they met up with the others from Sakku’s village. Like Sakku, they were tiny.

Sakku: Well, little tau, it looks like today’s hunt is over. But tomorrow is a new day. If you still want to go for a hunt, tomorrow you will get your wish.

Ava: I would like that. But...you’re different from the hunters from my village.

Urju (giggling): That’s right. We are different from your hunters. We actually catch things!

Storyteller: Urju gestured toward a sled, where three tiny seal carcasses were tied. It did not look like much food at all, but just thinking about food made Ava’s stomach growl loudly.

Sakku: It sounds as if the boy is hungry.

Urju: It sounds like an avalanche waiting to happen.

Sakku: I think it is time we go.

Ava: No, wait. I’m sorry! Please don’t leave me!

Urju: Leave you? Silly boy, no one is leaving you. You’re coming with us.

Storyteller: Ava followed the little hunters back to their home. When they stopped walking, he could see no sign of any iglu or shack, or of any dwelling at all. Then, he started to hear voices coming from inside a rock. He peered closer and saw a tiny doorway carved into the stone.

Urju: Well, come on in! It isn’t warmer with the door open!

Sakku: Yes, there’s a place for you to sleep.

Storyteller: Ava peeked in at the inviting sleeping platform, which was covered in warm furs. But then, reality set in. He knew there was no way he could fit into the little rock house.

Ava: Thank you, Urju. Thank you, Sakku. But I can’t get in there. You are both very kind, but this is no place for me.

Sakku: Not tonight, eh? Well, it is up to you, but I hope you decide to come in soon. For tonight, I will make you a warm iglu to sleep in. Perhaps tomorrow you will change your mind about our home.

Storyteller: Ava was confused. *What did the little hunter mean by saying it was up to me?* he thought. *How could I ever fit inside that place? So much of this day had been puzzling.*

Handout 9

“Ava and the Little Folk” Script

Act 3

Storyteller: The next morning, Sakku and Ava set out to hunt for seal, while the rest of the camp left to hunt bear. Sakku and Ava sat quietly and very still for the whole morning.

Sakku (whispering): Do you notice sometimes, Ava, how a few minutes can feel like hours?

Ava: Yes. When I'm doing something that I find difficult. But an hour can feel like a minute when I am doing something I enjoy.

Sakku: That's the way all things are in life. A second can feel like a minute, a minute like an hour. A tall man can seem small, a small man tall.

Storyteller: Ava's thoughts were interrupted by the sound of barking dogs. He looked up to see the little hunters coming toward them.

Urju: Nanuq! Polar bear! Just over the hill! I'm sure of it! There will be enough meat for the whole camp!

Sakku: What do you think, Ava? Should we follow Urju? Go after the bear?

Storyteller: Ava followed Sakku and Urju and their dog team over a hill. He saw the hunters, holding their harpoons, ready to lunge forward. But Ava couldn't see a bear anywhere!

Urju and Sakku: (yelling)

Storyteller: As Ava looked again, he saw that surrounded by the hunters and dogs was...a lemming. A chubby, little, white lemming! Urju was so busy telling everyone what to do that she didn't notice it heading straight toward her. But Ava saw it. He leapt forward and with one step, he crushed the lemming with his boot.

Urju: Ava! Thank you. You killed the bear!

Sakku: Good work, Ava! Go back to camp and tell the others to get ready for a feast of bear!

Handout 9

“Ava and the Little Folk” Script

Storyteller: Ava was both proud and baffled. How would this one lemming be a feast for the whole camp? he wondered. As the hunters arrived back at camp with their sleds, Ava was amazed by what he saw. The sleds were piled high with meat. And lashed to Sakku’s sled was the white coat of a polar bear.

Ava: The lemming...I was...sure it was a lemming.

Urju: Why are you so certain that a lemming is a lemming? Humans do not have all the answers. Maybe what humans see as lemmings are really bears, and now you are seeing them for what they really are.

Storyteller: Ava stopped wondering how it was possible. He was filled with joy that the camp had so much meat, and that he had somehow helped. When Ava turned to say this to Urju, he realized that they were the same size...and the door to the rock dwelling was now Ava’s size, too.

Ava: Urju! The door...it grew.

Urju: No, tau. It did not grow.

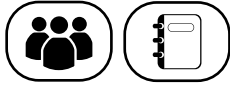
Sakku: There is no shrinking or growing, Ava. There is simply learning to see things in new ways.

Ava: Like the door?

Sakku: Like the door. The door to your new home.

Storyteller: Sakku led his newly adopted son into the enchanted camp, and into his new life.

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Community Inclusion Event: Storytelling
[60 min]



Overview

Students will observe a storytelling session to hear more Inuit traditional stories and expand their knowledge of the Inuit oral tradition.

Materials

- Refreshments
- Materials to create invitations
- Comfortable seating
- PA equipment (if needed)

Preparation

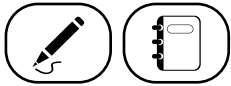
- Reach out to someone in your community who may be interested in sharing stories with your class. Discuss a time for them to come and visit your classroom.
- Make a plan with the guest speaker about what they will talk about with your students. You may want to prepare some questions for the guest speaker and share these questions with the guest speaker before they visit your classroom.
- Decide on a venue or space for the guests. Have students write invitations, or coach them to reach out to prospective guests by phone or by visiting. If the event is to be public, have students create and distribute posters in the community. Have students provide guests with a friendly reminder in the days leading up to the event.
- Prepare snacks and drinks to create a festive, welcoming environment. Prepare comfortable seating for guests.
- Ensure that students know how to conduct themselves according to Inuuqatigiitsiarniq and Tunnganarniq.

Activity

1. The guests will share their knowledge and stories.
2. At the end of the session, provide students with an opportunity to ask questions.

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Extension Activity: Reflection



Have a whole-class discussion about what students learned from the guest. Have students write a journal reflection that describes what they learned.

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Extension Activities

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Art

- Students can recreate one of the scenes from ልዩ ልዩ ልዩ / Ava and the Little Folk in a three-dimensional medium, such as a diorama. They should include Ava and at least one of the little folk in the scene to demonstrate an understanding of their size in relation to each other. They can use materials of their choice: modelling clay, figures that they have drawn and mounted, and so on.

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Drama

- Have students act out a scene in a group of two or three that allows them to practise using a growth mindset in a practical situation.
- Possible scenes include giving advice to a friend who has failed a math test, missing a shot to score the winning goal in a hockey game, or struggling to learn a new song on the guitar.

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Geography

- Have students draw and label a map of the land as it is described in the story, including Ava's village, the Thule site, the little folk's camp, and their hunting area.

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Health

- Have a discussion with students about wants versus needs. As a class, brainstorm a list of things that every child needs/has a right to (encourage them to consider both emotional and physical needs, including food, shelter, clean air and water, protection from abuse, education) to stay healthy. Are Ava's needs being met at the beginning of the story? How do the little folk help to make sure that Ava's needs are met?

