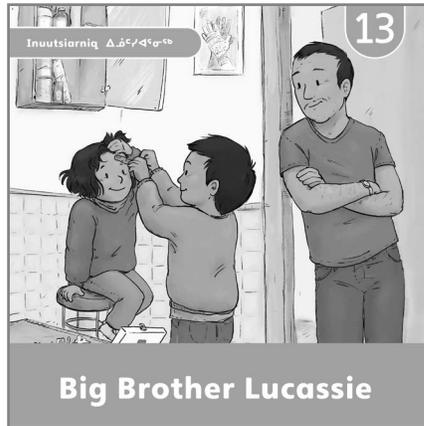


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INUUTSIARNIQ
EXTENSION ACTIVITY



Level 13: ᐱᓄᓂᐱᓂᐱ / Big Brother Lucassie

ICON LEGEND



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. Student reproducibles are provided in Inuktitut and English.



LESSON PLAN: **BIG BROTHER LUCASSIE**

Lesson 1

1. Tell students you are going to read a book called *Big Brother Lucassie*, which tells the story of a boy who is a big brother to a younger sister and a new baby. Ask students what they think it means to be a family member. Give students time to share their ideas. Be sure to guide students to the idea that being a part of a family means you have a responsibility to help your family if you can.
2. Explain that a responsibility is something that is important for you to do, usually to help someone else or yourself. Share something you were responsible for when you were a child (such as washing dishes, cleaning your room, helping to care for a pet, and so on). Encourage students to think of and share things that children can do to be responsible in their home.
3. Ask students to listen for the ways that Lucassie is responsible while you read. Read the book *Big Brother Lucassie* up to page 23 out loud to the class.
4. Ask students:



“How does Lucassie help his family by being responsible at home?”

Record students’ answers in the left column of the T-chart you created.

Possible answers:

- Reading to, playing with, entertaining, and taking care of younger siblings
- Helping siblings brush their teeth
- Helping in the kitchen with cooking and cleaning
- Doing chores around the house (for example, cleaning, tidying)
- Sharing toys, books, and games with siblings
- Being patient with siblings and parents

5. Ask students:



“How do you think it makes Lucassie’s sister feel when he plays with her? How do you think it makes Lucassie’s parents feel when he acts responsibly and helps clean up? How do you think Annie feels when Lucassie reads to her?”

You may also ask questions about other parts of the story to prompt students to think of how the different family members feel. Record students’ answers in the right column of the T-chart you created.

LESSON PLAN: **BIG BROTHER LUCASSIE**

Possible answers:

- | | |
|------------|-----------|
| ☺ Safe | ☺ Relaxed |
| ☺ Grateful | ☺ Excited |
| ☺ Happy | ☺ Proud |

6. Have students share how they think Lucassie felt when he acted responsibly and helped his family members. Encourage students to refer to the text when answering. For example, when Ataata tells Lucassie that he will need to help out more, Lucassie is very happy and smiles widely (pages 16–17).

Lesson 2

1. As a class, create a brief oral summary of the first part of *Big Brother Lucassie*. Review the ways that Lucassie helped out and how his family members might have felt when he helped them.
2. Read the rest of *Big Brother Lucassie* out loud to the class.
3. Discuss the ways Lucassie was responsible and helped out his family. Explain that helping family and community is an IQ principle (pijitsirniq).
4. Have students share different things that they do or could do to demonstrate pijitsirniq (to help their families). Discuss how they think their family members feel when the students help. Then, discuss how students feel when they help at home. Remind students that helping out at home makes you and others feel good.
5. Explain that today students are going to create vouchers for things that they can do to help their families. Distribute **Helping Vouchers** to students, one handout per student. Explain to students what they are going to do on the handout:
 - a. On each voucher, students will draw and write one task they can do to help their families. Encourage them to think of one thing they normally do to help, and one thing that would be a special help.
 - b. On the bottom of the first voucher is a space for the student to respond, explaining how it feels to help. Have students write about how they feel when they help. Keep these vouchers at school.
 - c. On the bottom of the second voucher is a space for their family member to respond, explaining how it feels to be helped. Leave that blank.
 - d. Students will take their second voucher home. Once they have completed the task on the voucher, they will present the voucher to their family member and ask them to write a short message of how they feel.
 - e. Students will bring back the vouchers to discuss and display.

LESSON PLAN: **BIG BROTHER LUCASSIE**

6. Have students create their vouchers on the **Helping Vouchers** handout. When they are done, have them cut out the vouchers. They can put the second voucher in their backpack or jacket pocket to take home.
7. Follow up with the students over the next week. Discuss the ways in which they helped their families, asking them how their family members felt and how they felt.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- Post students' vouchers around the room to facilitate student-to-student learning.

Name: _____

Helping Vouchers

On the vouchers, write and draw two things you do at home to help your family. Cut out each voucher. Then, do what the voucher says for your family at home and ask your family to respond!



How I help my family: _____

How I feel when I help: _____

How I help my family: _____

How my family feels: _____
