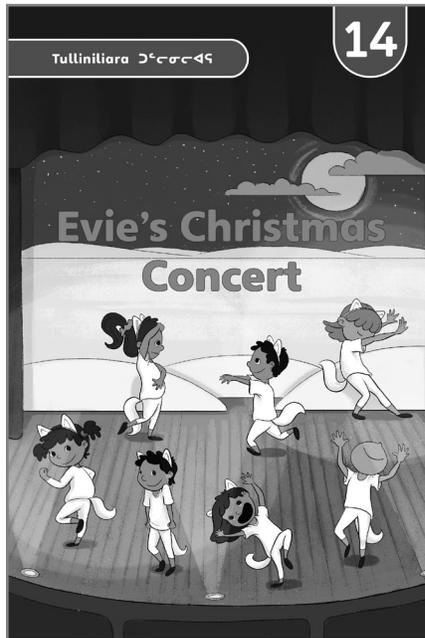
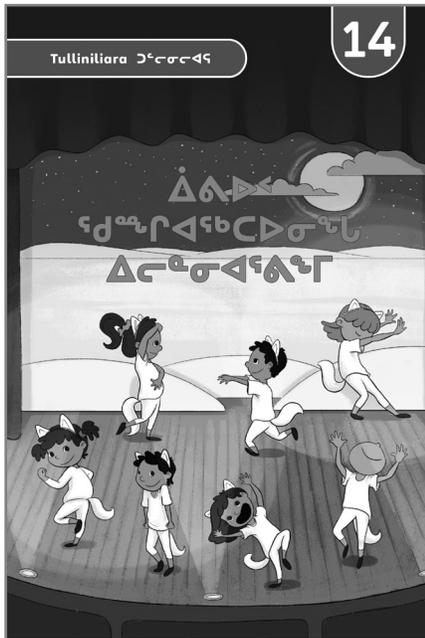


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TULLINIILIARA
 EXTENSION ACTIVITY



Level 14: Evie's Christmas Concert

ICON LEGEND



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

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



EXTENSION ACTIVITY

BOOK TITLE
**Evie's
Christmas
Concert**

TOPIC
**Skills and
Interests**

LENGTH
2 Lessons
(30–40 minutes each)



Essential Question

What is a learning disability?
What are some ways we can
help ourselves and others
overcome challenges?



Lesson Overview

Students will discuss the meaning of the term *learning disability*. They will identify strategies presented in the book *Evie's Christmas Concert* that can be used by people with learning disabilities to help themselves, as well as things that others can do to help them. Students will connect IQ principles to the text. They will also consider how they can be supportive of peers with learning disabilities and everyone in their classroom.

REQUIRED MATERIALS

- Book: *Evie's Christmas Concert*
- **Evie's Super Strategies** worksheets
- Blank paper
- Writing and drawing utensils
- Chart paper

LEARNING ACTIVITIES



Class discussion about the definition of a learning disability, how people with learning disabilities can be supported, and related IQ principles.



Completing **Evie's Super Strategies** worksheets.



Class discussion about strategies that Evie uses.



Writing or drawing what they can say or do to support their classmates who may have learning disabilities.

LEARNING CONNECTION

Students will discuss what learning disabilities are and how students with learning disabilities might be supported. By engaging in whole-class, small-group, and independent activities, students are encouraged to develop empathy and think of ways they could help someone experiencing challenges when learning something new.

READING VOCABULARY

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strategy, learning disability

PRE-LESSON PREPARATION

1. Print **Evie's Super Strategies** worksheets (one set per pair of students). Gather blank paper.
2. Write the text described in Step 3 of Lesson 1 on a piece of chart paper.
3. Set aside more blank paper for the final independent activity.
4. Think about how the IQ principles *tunnganarniq*, *piliriqatigiinniik/ikajuqtigiinniik*, and *inuuaqtigiitsiarniq* connect to creating a supportive classroom environment for students with learning disabilities.

LESSON PLAN 1: EVIE'S CHRISTMAS CONCERT

LESSON 1

1. Tell students that you are going to read a book about a girl named Evie. She is very excited to participate in her school's Christmas concert, until she learns she is going to have to read and memorize lines. Ask students to pay attention to how Evie is feeling and what she does. Read the first four chapters of *Evie's Christmas Concert* to the class.
2. After reading the first four chapters of *Evie's Christmas Concert*, begin a whole-class discussion using the following prompt:



“In the story, we learn that Evie has a learning disability. Based on what we read, what is a learning disability?”

Through the discussion, the class should arrive at a definition similar to: “A learning disability is when a person's memory and brain work differently than most other people's.” Write the definition on the board in a spot where it is clearly visible to all students at all times.



Important note: Be aware of the language you use when discussing learning disabilities in the classroom. It's important to avoid referring to learning disabilities as deficiencies. People with learning disabilities are able to do the same things as everyone else if they are provided with the proper accommodations. Use positive language when discussing the disability. You may also find it helpful to use the characters' experiences and feelings in the story in your explanation and discussion.

3. With students, discuss the ways in which Evie's teacher and classmates were supportive of Evie in the book. On chart paper, demonstrate how Evie's teacher changes her script so that she can focus on the words better. Use the following example as a guide:

TEACHER: Can you read this better now, Evie?

EVIE: Yes, these lines help me focus!

TEACHER: Awesome!

Discuss how Evie's classmates reacted positively when they saw Evie's script. They did not tease her or make fun of her. They were following the IQ principles. With students, briefly discuss the following IQ principles: tunnganarniq, piliriqatigiinni/ikajuqtigiinni, and inuuqatigiitsiarniq (see box on the following page for more detail). With students, work to think of examples in *Evie's Christmas Concert* where characters demonstrate these principles. Explain that being a kind and respectful classmate is a way of supporting all learners in your classroom community.

LESSON PLAN 1: **EVIE'S CHRISTMAS CONCERT**

IQ principles

Tunnganarniq: Fostering good spirit by being open, welcoming, and inclusive. This means helping people to feel welcome and safe by being kind, helpful, and nice.

Piliriqatigiinniq/Ikajuqtigiinniq: Working together for a common cause. This means working together with someone to try to get things done.

Inuuqatigiitsiarniq: Respecting others, relationships, and caring for people. This means being respectful to others and showing them that you care about them and their success.

4. Discuss how someone with a learning disability might feel in a class that is not supportive. You may find it helpful to provide a few examples of how you might feel to model ways to express empathy, such as, "I might feel worried if my teacher told me to read out loud. I would be worried that my classmates would laugh at me if I read slowly or had trouble, and that my teacher would get mad at me for messing up. That wouldn't feel very good. I wouldn't want to read at all." Invite students to share how they think they might feel if they had a learning disability in a class that was not supportive.

LESSON PLAN 2: **EVIE'S CHRISTMAS CONCERT**

LESSON 2

1. As a class, create a brief oral summary of *Evie's Christmas Concert* so far. Review how Evie is feeling and how her family and teacher helped her feel less nervous about the concert. Have students share their predictions about how they think the story will end.
2. Finish reading the last two chapters of *Evie's Christmas Concert* to the class.
3. Discuss with students all of the ways Evie's friends, family, and teachers supported her. Also discuss what Evie did to be successful (kept trying, had a positive attitude, and asked for help).
4. Remind students that Evie's teacher showed Evie many helpful strategies to help her learn in different ways. Tell them that today they are going to learn how to use two of the strategies. Remind students that these strategies can help any student focus, not just students with learning disabilities!
5. Introduce students to **Evie's Super Strategies**. Explain each strategy to students. Divide students into pairs, and distribute a set of **Evie's Super Strategies** to each pair, along with a few sheets of blank paper. Before students begin the activities, let them know you will ask the following questions when they are finished:

“Why do you think these strategies were helpful to Evie?”



“Which strategy do you think is the most effective?”

“Are there any strategies that you might like to try for yourself? Why?”

Have pairs spend a short period of time completing each activity and familiarizing themselves with each strategy.

6. When pairs have completed the activities, call everyone back together. Ask the questions from the previous step again, giving time for a few students to share their thinking and their experience.
7. Ask students to think of questions they could ask or things they could say to create a supportive classroom environment for a classmate with a learning disability. Encourage students to think about the examples from the book and from your discussion. Remind students that everyone in the class will benefit from positivity and kindness.
8. Have students write or draw what they can say or do to support their classmates who may have learning disabilities. Encourage students to think about what Evie's classmates did as well as their own ideas.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

Next to the definition of learning disability that the class decided on in Step 2 of Lesson 1, post students' ideas of how to support classmates who may have learning disabilities (created in Step 8 of Lesson 2). Add a title to your display, such as “How Can We Help?” or “Positive Classrooms.”

Names: _____

Evie's Super Strategies: Strategy 1

Make It Go Away!

In *Evie's Christmas Concert*, Evie's friend Peesee covers part of a sheet that Evie is trying to read so that she is not distracted by the rest of the text on the page and can focus on one line at a time. To help you focus on one of the specific questions below, use pieces of blank paper to cover up the other questions.

$21 + 30 =$	$18 - 9 =$
$15 + 12 =$	$55 - 25 =$
$34 + 8 =$	$30 - 6 =$
$17 + 9 =$	$44 - 14 =$
$41 + 22 =$	$29 - 13 =$

Names: _____

Evie's Super Strategies: Strategy 2 **Art Attack!**

Sometimes it can be helpful to draw your ideas instead of writing them down. In *Evie's Christmas Concert*, Evie drew a picture of herself dancing instead of writing about it.

Imagine that you could create a dream classroom that includes all of the amazing features you can think of. Instead of writing about your dream classroom, draw a picture to show what it looks like.

