

Ճանաչելով Բեռնիկի Պատմությունը Կրթական Կենտրոնում

Learning about Bike Safety with Ukaliq and Kalla



What is a literacy centre?

A literacy centre is an area of the classroom where a small group of students can do a set activity to practise literacy skills. Literacy centres allow teachers to work with small groups of students in guided reading and guided writing sessions. While teachers are working with these students, the rest of the students can work on independent or small-group activities at literacy centres set up around the classroom. The activities allow students to practise a variety of literacy skills on a regular basis. Literacy centres provide meaningful, interesting, and appropriately challenging literacy activities that promote the active engagement of all students in literacy learning.

Before students begin working at a literacy centre, teachers need to provide them with direct instruction about how to use the centre. Students should not be expected to work on new skills at the centre. For example, if students are asked to do a sorting activity at a literacy centre, they should have been taught previously, in a whole-class or small-group lesson, how to do sorting activities.

About this literacy centre

The four activities at this temporary literacy centre are connected to the video **ᐅᑲᑦᑲ ᑲᑦᑕᑦᑕ ᐃᑦᑲᑲᑲ ᑕᑲᑲᑲᑲᑲᑲᑲᑲ ᐱᑦᑕᑦᑕᑦᑕᑲᑲᑲᑲᑲᑲᑲᑲ** (*Learning about Bike Safety with Ukaliq and Kalla*). Each time students begin an activity at this centre, they should first watch the video. Students will watch the video **four times** because they will be completing **four activities** related to this video.

These activities will help students practise comprehension skills, build vocabulary, and review healthy living messages.

Students should complete one activity each

time they visit this literacy centre. Since there are **four activities** at this literacy centre, this centre is designed for each student to visit at least **four times**. If students do not finish the activity at the literacy centre on his or her first visit, the student can complete the activity the next time he or she visits the literacy centre.

The reproducible resources for each of the four activities are to be photocopied as one booklet for each student. Having one booklet will allow each student to easily refer to previous activities related to this video.

Have students write their name on the cover when they first get their booklet.

For the cut-and-paste activities, students can remove the necessary page from the booklet before the activity and then keep the page when they are done the activity.

The activities for this literacy centre are:

- ᐱᑦᑕᑦᑕᑦᑕᑲᑲᑲᑲᑲ ᑕᑲᑲᑲᑲᑲᑲᑲᑲᑲ (I Am Safe on My Bike)
- ᑲᑲᑲᑲᑲᑲᑲᑲᑲ (Label the Parts)
- ᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲ (What I Like to Do)
- ᐱᑦᑕᑦᑕᑲᑲᑲᑲᑲᑲᑲ ᐱᑦᑕᑦᑕᑲᑲᑲᑲᑲᑲᑲ (Sort the Pictures)

TEACHING TIP

USB The video **ᐅᑲᑦᑲ ᑲᑦᑕᑦᑕ ᐃᑦᑲᑲᑲ ᑕᑲᑲᑲᑲᑲᑲᑲᑲᑲ ᐱᑦᑕᑦᑕᑦᑕᑲᑲᑲᑲᑲᑲᑲᑲ** (*Learning about Bike Safety with Ukaliq and Kalla*) can be found on the **Inuktitut Titiqqiriniq media USB drive**. You will need one tablet or computer for each group of students to watch the video on. Or, you can share the tablet or computer with multiple groups of students depending on the resources you have in your classroom.

Preparing for the literacy centre

The video at this centre covers the topic of bike safety. You may wish to watch the video as a whole class before having students complete the literacy centre activities independently. This will allow you to introduce the topic in a guided way, so students feel comfortable working with this topic independently at the literacy centre.

Before watching the video as a class, you can do the following:

- Briefly describe to students what the video is about.
- Have students share what they already know about the topic and what they would like to learn about the topic.
- Have students make predictions about what might happen in the video.

Before dividing students into groups, explain each activity at this literacy centre. You can follow the steps that are included in this package and give students a chance to ask questions if they do not understand the steps.

TEACHING TIP

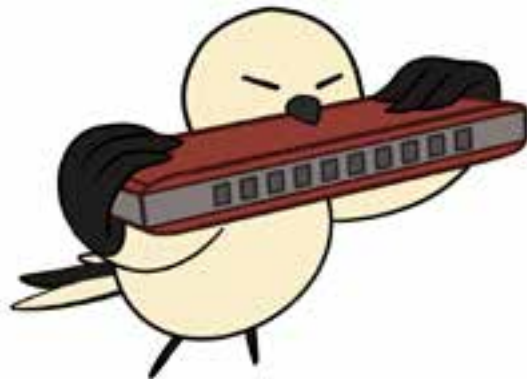
Use the tracking sheet included in this package to keep track of which students have visited and completed which activities at this literacy centre.

After watching the video as a class, you can ask students the following questions:

- What happened in the video?
- How did the characters in the video behave? How did they feel? Why?
- What lessons can we learn from the video?
- Did you hear any new words you had not heard before in the video?
- Did you like the video? Why or why not?
- Did the video remind you of any experiences you have had, other videos you have watched, or books you have read?

After the literacy centre

After students have completed the literacy centre activities, you may wish to discuss the topic with the whole class once more. This will allow students to talk about the literacy skills they practised and the healthy living messages they learned about.



▷ኮርኤ ኮረረጋ ልሮኔጎ ንኮከሊረሮኮ ላርሮጫ ጭርረሮጭ

Learning about Bike Safety with Ukaliq and Kalla

Purpose

Students respond to the video **▷ኮርኤ ኮረረጋ ልሮኔጎ ንኮከሊረሮኮ ላርሮጫ ጭርረሮጭ** (*Learning about Bike Safety with Ukaliq and Kalla*) in order to review vocabulary related to bike riding and bike safety. Students will think about ways to ride a bike safely. They will also reflect on what they enjoy about physical activities such as bike riding and how they personally do these physical activities safely.

Materials

- Video: **▷ኮርኤ ኮረረጋ ልሮኔጎ ንኮከሊረሮኮ ላርሮጫ ጭርረሮጭ** (*Learning about Bike Safety with Ukaliq and Kalla*)
- Tablet or computer
- Pencils and colouring utensils
- Scissors
- Glue
- Reproducibles booklet (one per student):
 - **ላርሮጫ ጭርረሮጭ ንኮከሊረሮኮ** (I Am Safe on My Bike)
 - **ዋሳኤታታ** (Label the Parts)
 - **ኖልላላታታ** (What I Like to Do)
 - **ላኮኮላታታ ላኮኮላታ** (Sort the Pictures)

TEACHING TIP

Show students how to check off each activity on the cover page of their booklet as they complete the activity.



- ላርሮጫ ጭርረሮጭ ንኮከሊረሮኮ
- ዋሳኤታታ
- ኖልላላታታ
- ላኮኮላታታ ላኮኮላታ



Instructions

Students can complete these activities in any order. You can read these instructions to students before they begin working on the activities.

ᐋᑕᑕᑕᑕᑕᑕᑕᑕ ᑕᑲᑲᑲᑕᑲᑲᑲᑲ (I Am Safe on My Bike)

Drawing and writing

1. Watch the video ᐅᑲᑦᑲ ᑲᑦᑕᑦᑕ ᐃᑦᑲᑲᑲ ᑕᑲᑲᑲᑕᑲᑲᑲᑲ ᐋᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ (*Learning about Bike Safety with Ukaliq and Kalla*) on the tablet or computer.
2. Based on the bike safety rules explained in the video, draw a picture to show how to ride a bike safely on the ᐋᑕᑕᑕᑕᑕᑕᑕᑕ ᑕᑲᑲᑲᑕᑲᑲᑲᑲᑲ (I Am Safe on My Bike) worksheet.
3. Write a sentence on the lines below the picture to describe how to ride a bike safely.
4. Colour in your picture.

ᑲᑲᑕᑕᑕᑕᑕ (Label the Parts)

Labelling a picture

1. Watch the video ᐅᑲᑦᑲ ᑲᑦᑕᑦᑕ ᐃᑦᑲᑲᑲ ᑕᑲᑲᑲᑕᑲᑲᑲᑲ ᐋᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ (*Learning about Bike Safety with Ukaliq and Kalla*) on the tablet or computer.
2. Read the words that describe parts of a bike at the bottom of the ᑲᑲᑕᑕᑕᑕᑕ (Label the Parts) worksheet.
3. Label the picture by copying each word onto the correct space on the worksheet.
4. Colour in the picture.

ᑦᑕᑕᑕᑕᑕᑕᑕ (What I Like to Do)

Drawing and writing

1. Watch the video ᐅᑲᑦᑲ ᑲᑦᑕᑦᑕ ᐃᑦᑲᑲᑲ ᑕᑲᑲᑲᑕᑲᑲᑲᑲ ᐋᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ (*Learning about Bike Safety with Ukaliq and Kalla*) on the tablet or computer.
2. On the ᑦᑕᑕᑕᑕᑕᑕᑕ (What I Like to Do) worksheet, draw a picture to show a physical activity, such as bike riding, playing hockey, going for a walk on the land, or something else that you like to do.
3. Write a sentence about your picture and a sentence about why you like the activity.
4. Colour in your picture.

ᐋᑕᑕᑕᑕᑕᑕᑕᑕ ᐋᑕᑕᑕᑕᑕᑕᑕ (Sort the Pictures)

Sorting pictures

1. Watch the video ᐅᑲᑦᑲ ᑲᑦᑕᑦᑕ ᐃᑦᑲᑲᑲ ᑕᑲᑲᑲᑕᑲᑲᑲᑲ ᐋᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ (*Learning about Bike Safety with Ukaliq and Kalla*) on the tablet or computer.
2. Cut out the pictures on the ᐋᑕᑕᑕᑕᑕᑕᑕᑕ ᐋᑕᑕᑕᑕᑕᑕᑕᑕ: ᐋᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ (Sort the Pictures: Cut-outs) worksheet.
3. Sort the pictures into two piles: one pile of pictures that show safe bike riding, and one pile of pictures that show unsafe bike riding.
4. Glue the pictures onto the appropriate column of the ᐋᑕᑕᑕᑕᑕᑕᑕᑕ ᐋᑕᑕᑕᑕᑕᑕᑕᑕ: ᐋᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ (Sort the Pictures: Safe) or ᐋᑕᑕᑕᑕᑕᑕᑕᑕᑕ ᐋᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ: ᐋᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ (Sort the Pictures: Unsafe) worksheets.
5. Colour in the pictures.

TEACHING TIP

If students finish an activity early, they can colour in the cover of their booklet.

Tracking Sheet for Teachers

ᐅᑲᑦᑲᑲ ᑲᑦᑲᑲ ᐃᑲᑲᑲᑲ
ᐃᑲᑲᑲᑲ ᐃᑲᑲᑲᑲ ᐃᑲᑲᑲᑲ
ᐃᑲᑲᑲᑲᑲ ᐃᑲᑲᑲᑲᑲᑲ

(LEARNING ABOUT BIKE SAFETY
WITH UKALIQ AND KALLA)

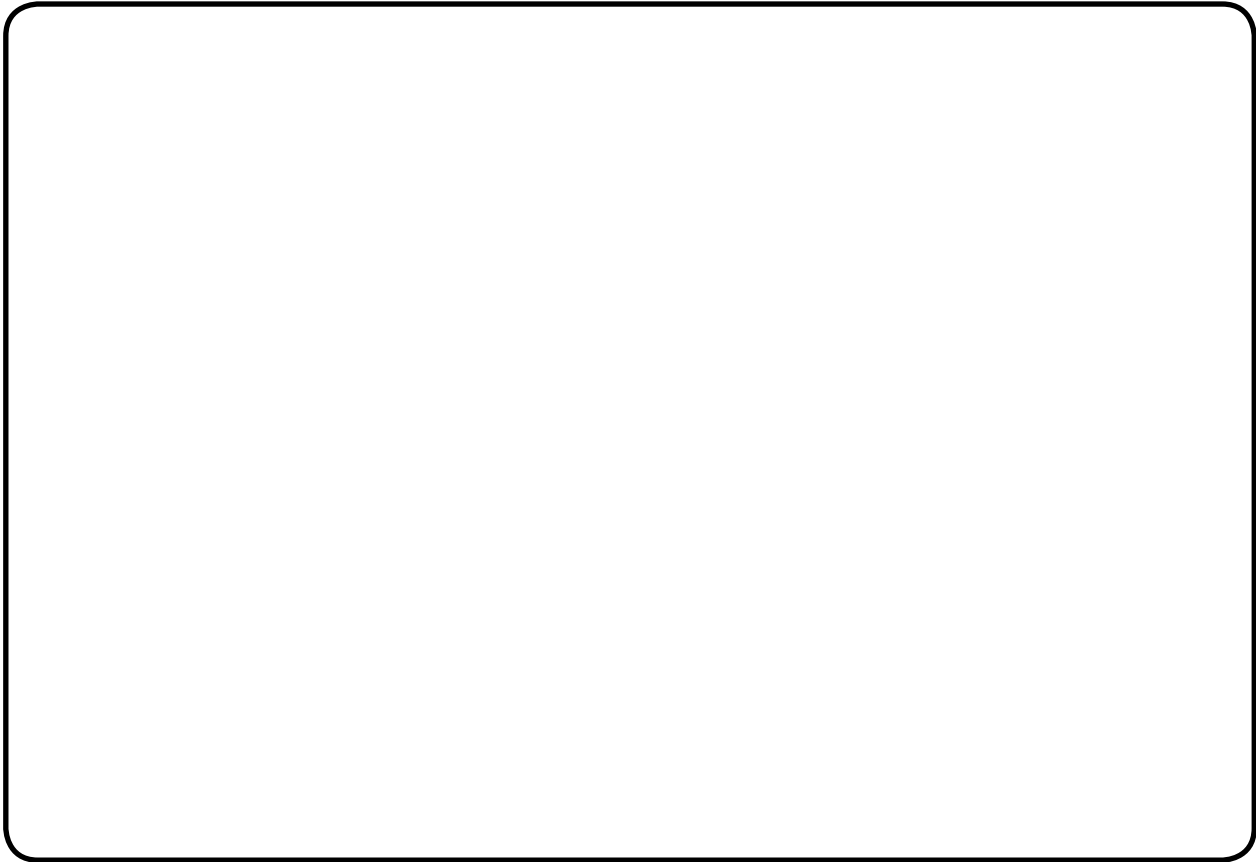
Student Names

	ᐃᑲᑲᑲᑲᑲ ᐃᑲᑲᑲᑲᑲᑲᑲᑲ (I Am Safe on My Bike)	ᑲᑲᑲᑲᑲᑲᑲᑲ (Label the Parts)	ᑲᑲᑲᑲᑲᑲᑲᑲ (What I Like to Do)	ᐃᑲᑲᑲᑲᑲᑲᑲ ᐃᑲᑲᑲᑲᑲᑲᑲ (Sort the Pictures)

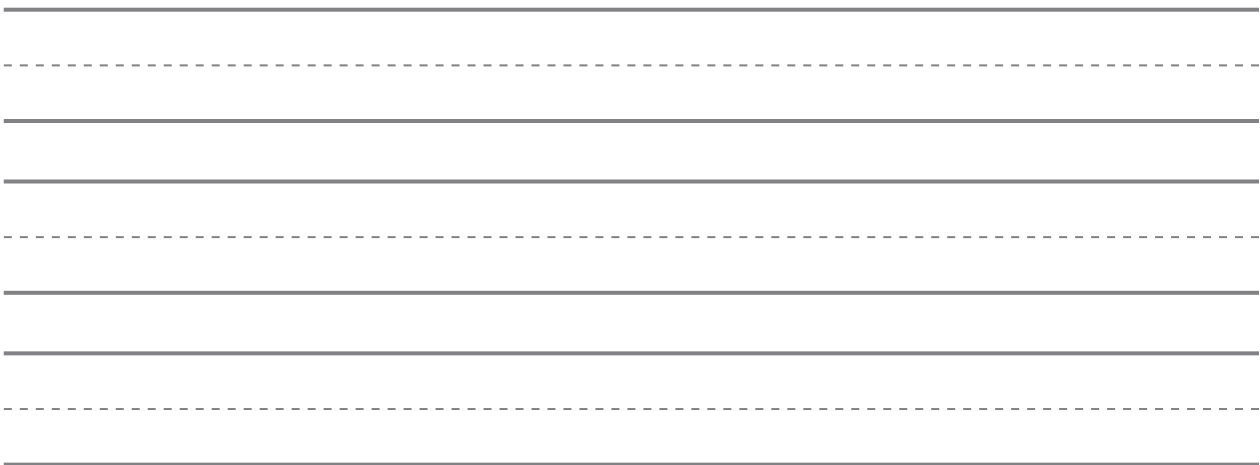
ᐱᐃᑦ: _____

ᑦᐃᐃᐱᐃᐃᑦᑦᑦ

1. ᐃᐃᑦᐃᐃᑦᑦ ᑦᐃᐃᐱᐃᑦᑦᑦ ᐃᑦᑦᐃᐃᑦᑦᑦᑦ.



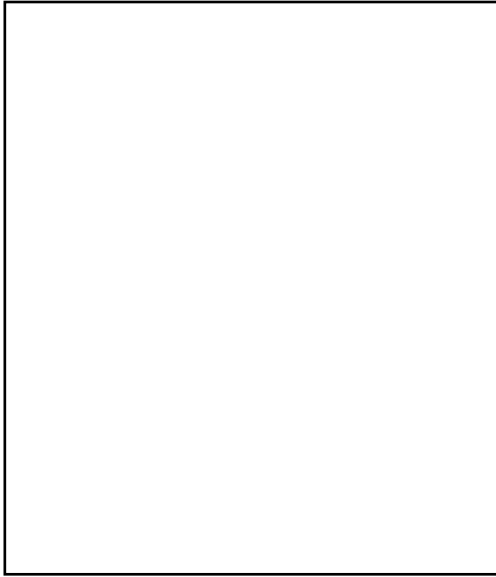
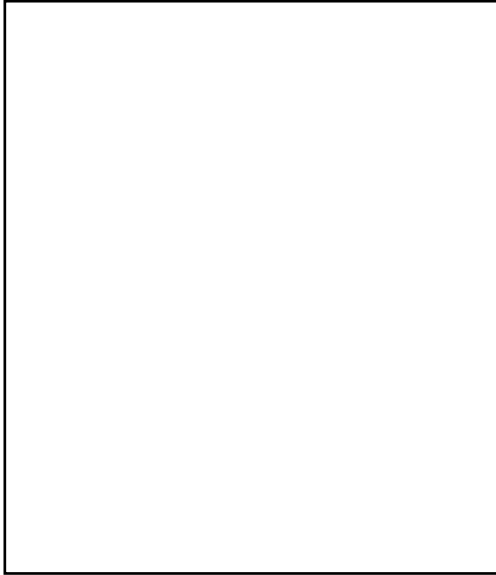
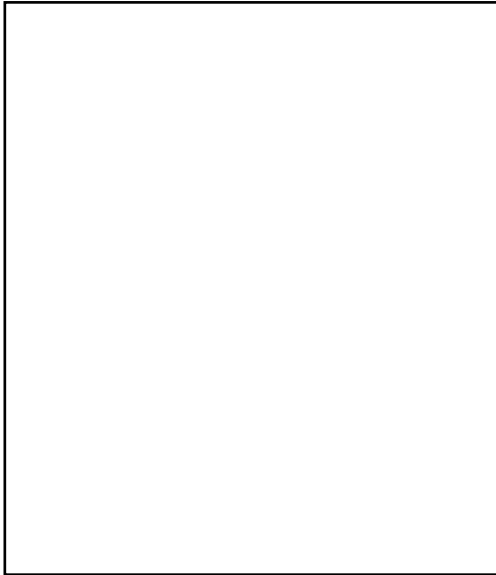
2. ᐃᐃᑦᐃᑦ ᐃᑦᑦᐃᐃᑦᑦᑦᑦ ᑦᑦᑦᑦ ᑦᐃᐃᐱᐃᑦᑦᑦᑦᑦᑦᑦᑦ.



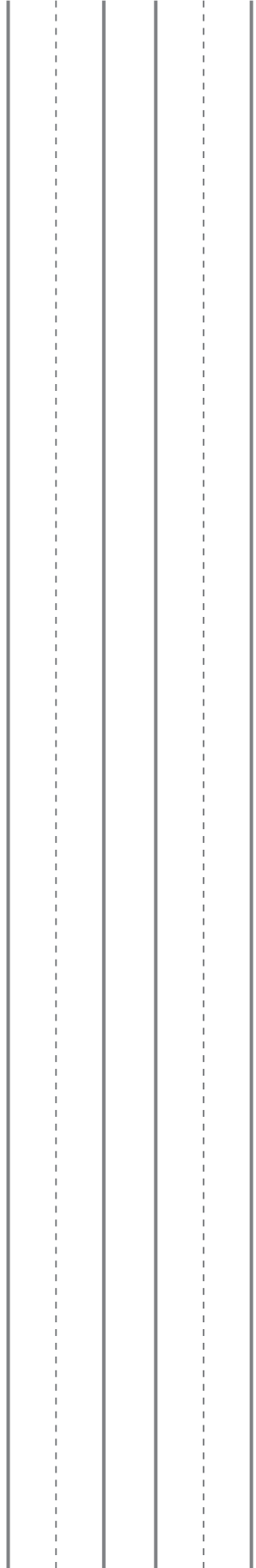
ᐱᑎᓃᑦ:

ᐱᓃᑦᑲᑦᑲᑦ ᐱᓃᑦᑲᑦᑲᑦ ᐱᓃᑦᑲᑦᑲᑦ ᐱᓃᑦᑲᑦᑲᑦ

1. ᐱᓃᑦᑲᑦᑲᑦ “ᐱᓃᑦᑲᑦᑲᑦᑲᑦ” ᐱᓃᑦᑲᑦᑲᑦ ᐱᓃᑦᑲᑦᑲᑦᑲᑦ.

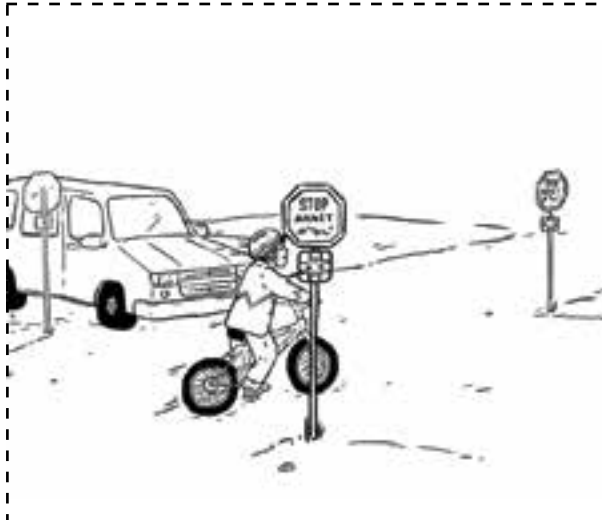
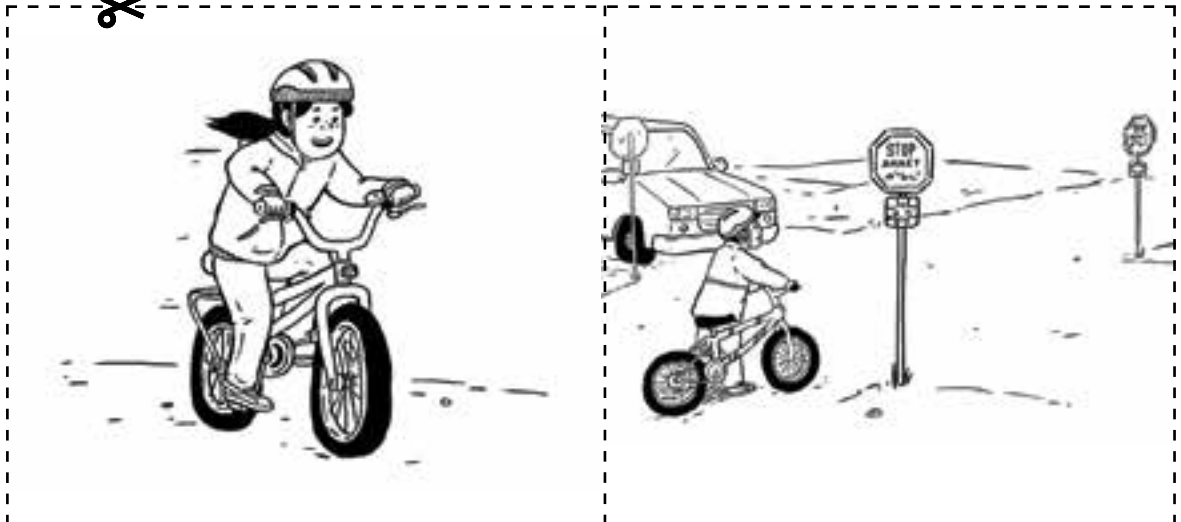


2. ᐱᓃᑦᑲᑦᑲᑦ ᐱᓃᑦᑲᑦᑲᑦ ᐱᓃᑦᑲᑦᑲᑦ ᐱᓃᑦᑲᑦᑲᑦ ᐱᓃᑦᑲᑦᑲᑦ.



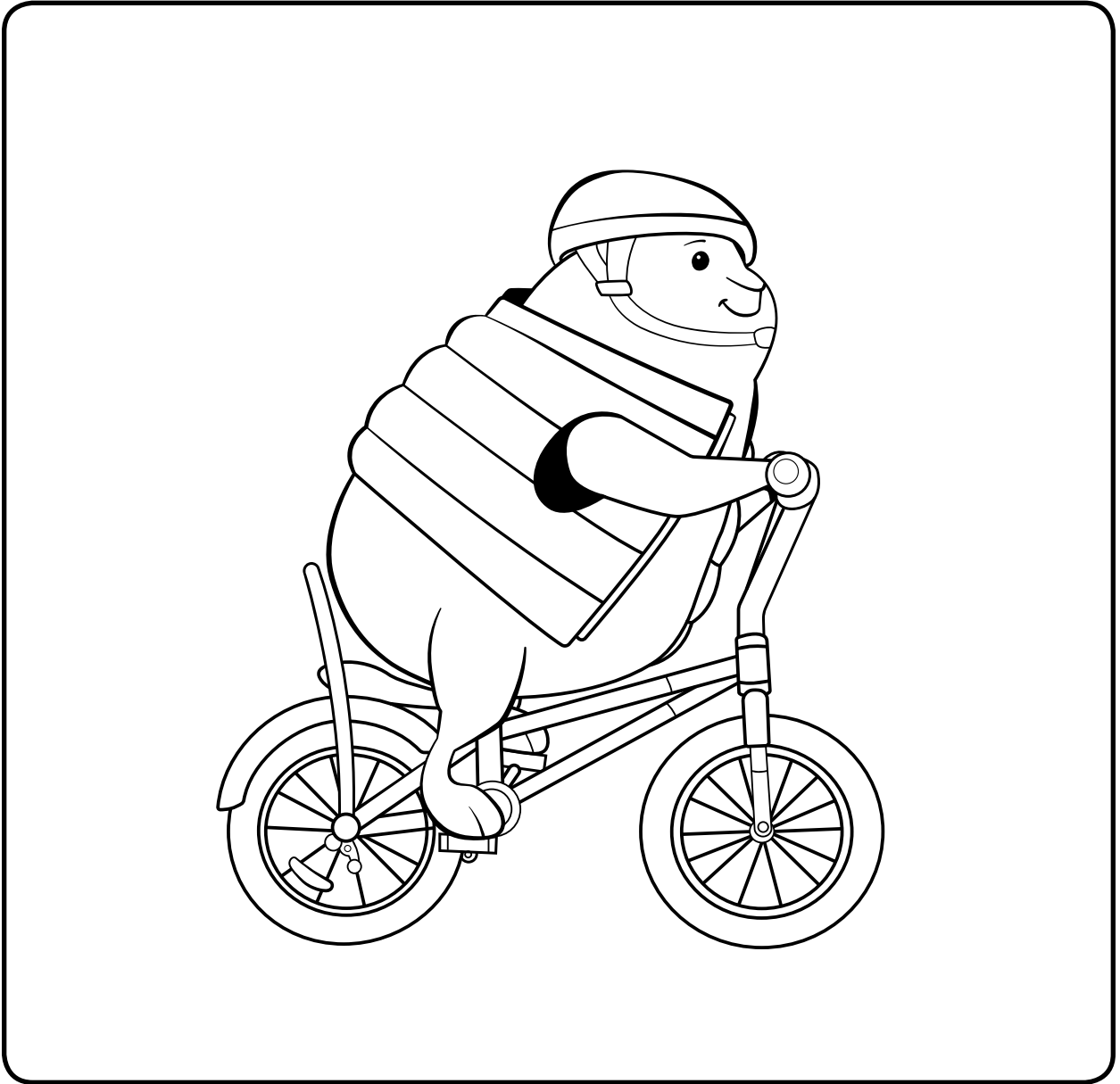
ᐱᓃᑦᑭᑦᑭᑦᑭᑦ ᐱᓃᑦᑭᑦᑭᑦᑭᑦ: ᐱᓃᑦᑭᑦᑭᑦᑭᑦ

ᐱᓃᑦᑭᑦᑭᑦᑭᑦ ᐱᓃᑦᑭᑦᑭᑦᑭᑦ. ᑭᐱᑎᓃᑦᑭᑦ ᐱᓃᑦᑭᑦᑭᑦᑭᑦ ᑎᑎᓃᑦᑭᑦᑭᑦᑭᑦ ᐱᓃᑭᑦ
ᐱᓃᑦᑭᑦᑭᑦᑭᑦ ᐱᓃᑦᑭᑦᑭᑦᑭᑦ ᐱᓃᑦᑭᑦᑭᑦᑭᑦ.



Name: _____

Learning about Bike Safety with Ukaliq and Kalla



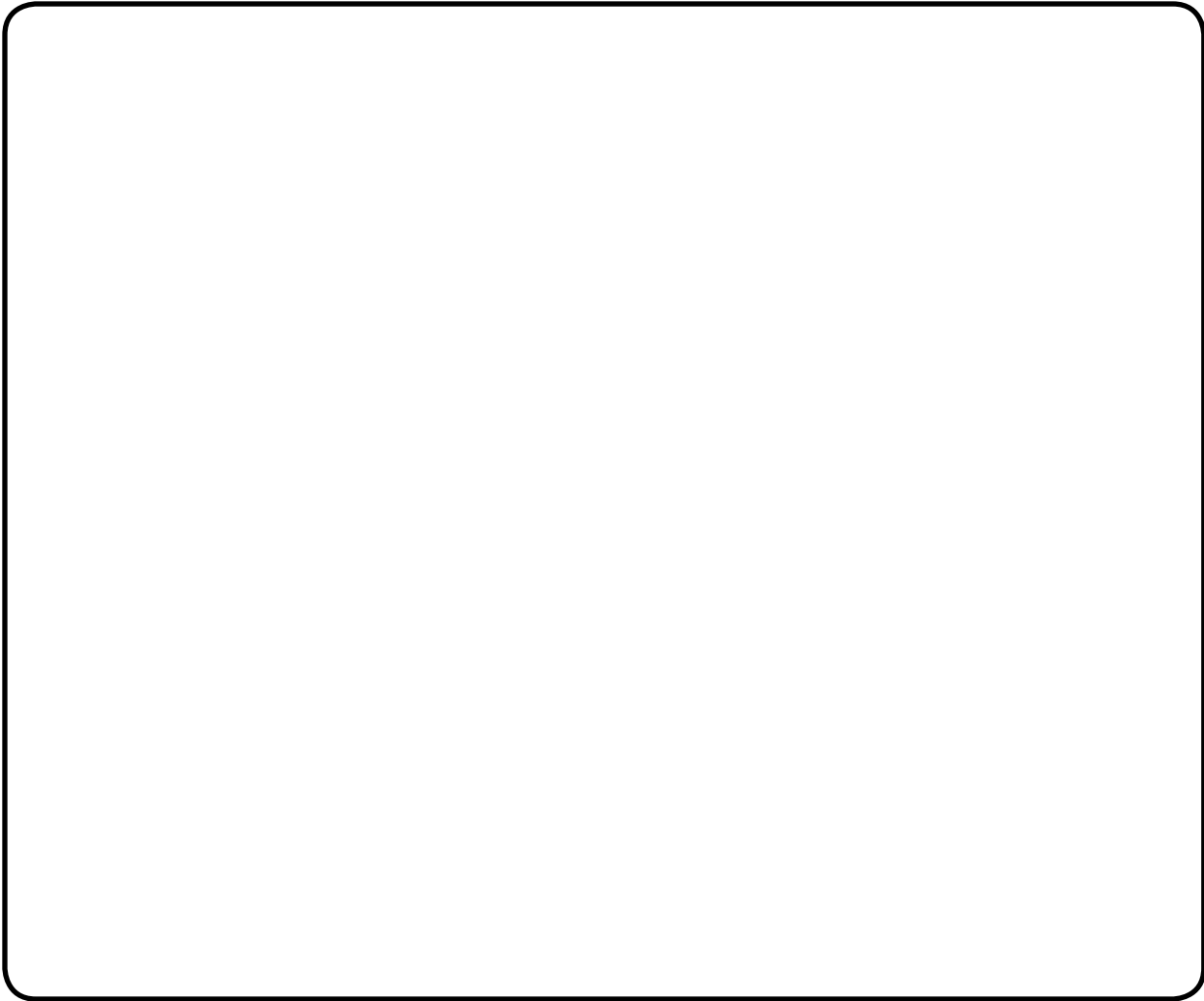
- I Am Safe on My Bike
- Label the Parts
- What I Like to Do
- Sort the Pictures

Check off each activity
when you have finished it!

Name: _____

I Am Safe on My Bike

1. Draw a picture to show how to ride a bike safely.

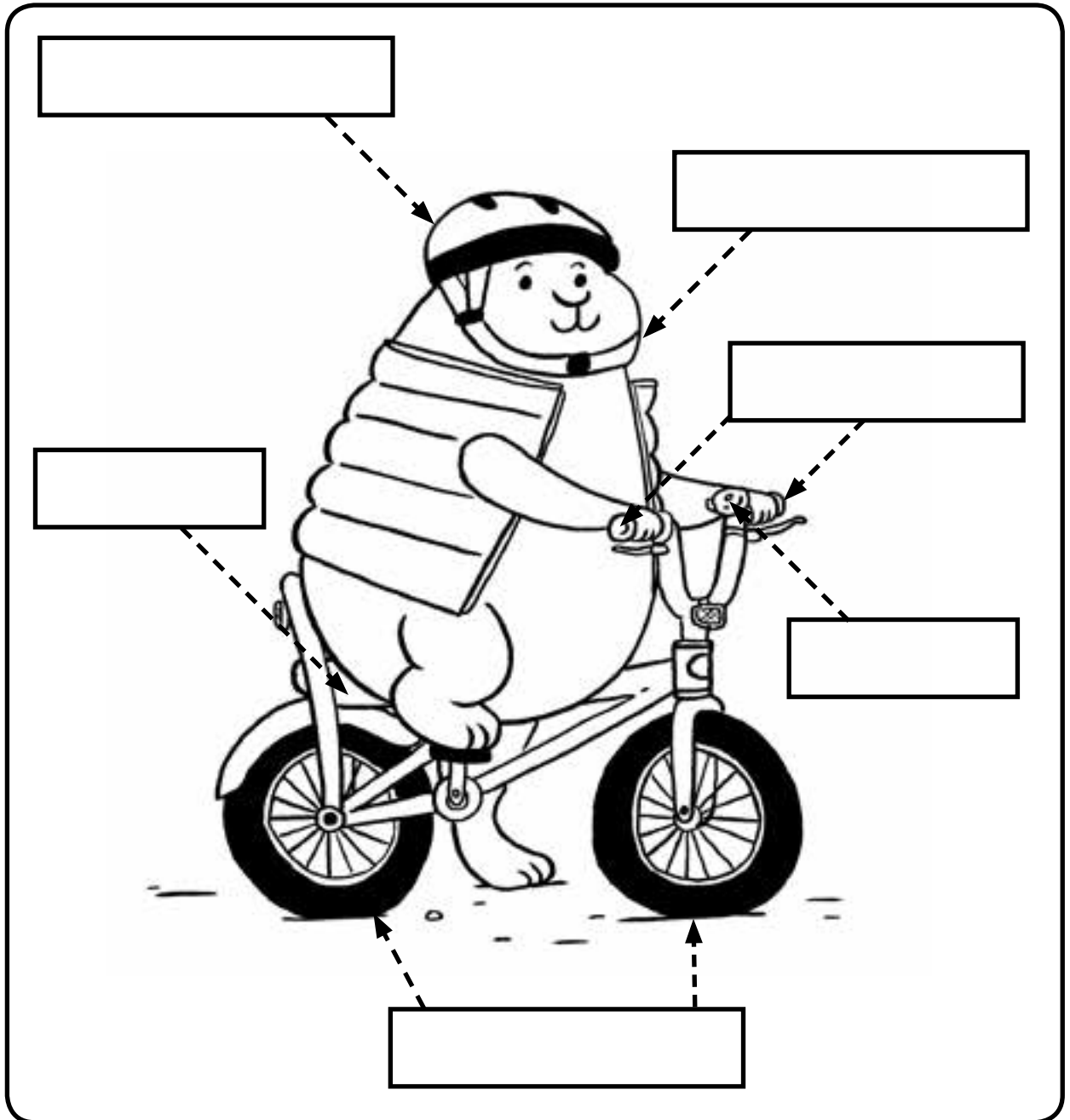


2. Write a sentence about your picture.

Name: _____

Label the Parts

Label the parts of the bike using the words in the box at the bottom of the page.

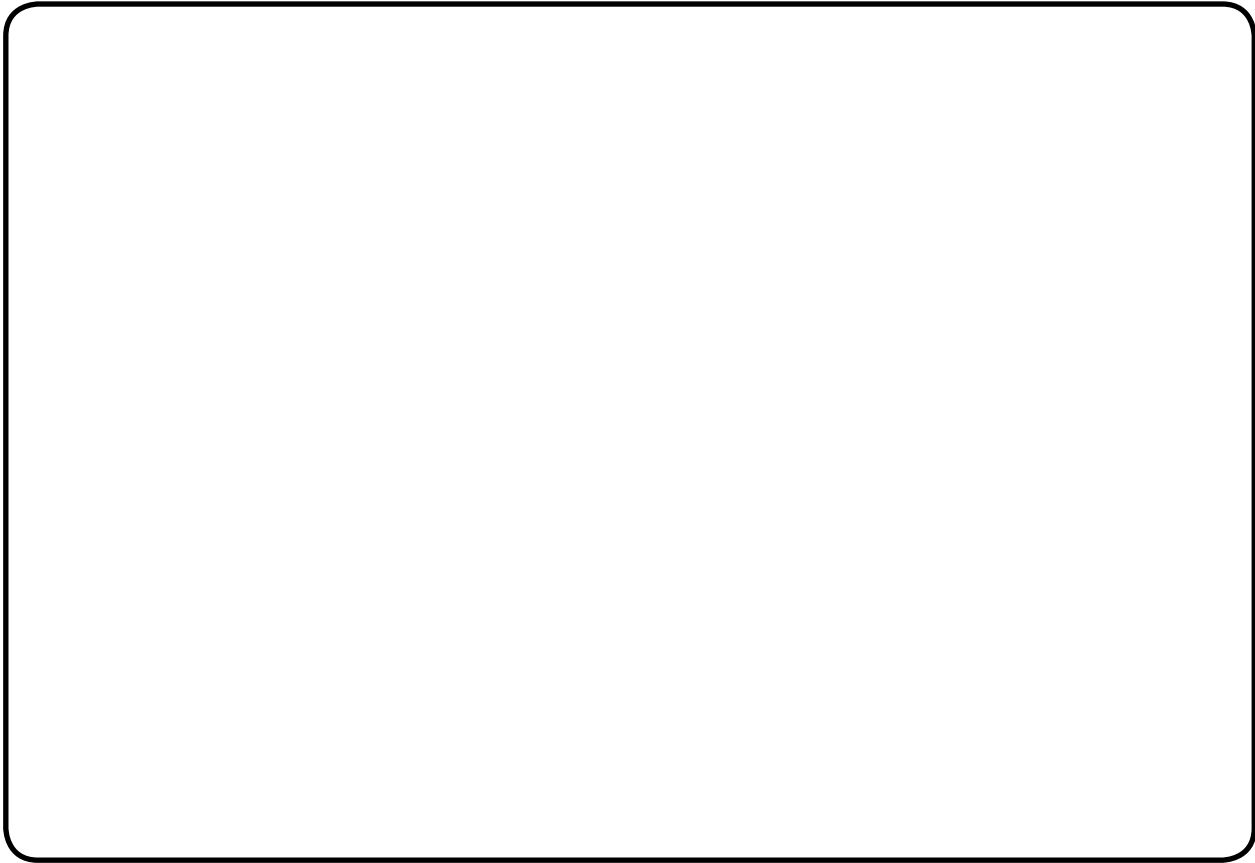


helmet chin strap handlebars
wheels seat bell

Name: _____

What I Like to Do

1. Draw a picture of a physical activity that you like to do.



2. Write a sentence about this activity and what you enjoy about this activity.

Name: _____

Sort the Pictures: Safe

1. Glue the "safe" pictures into the boxes below.



2. Circle one of the pictures above. Write a sentence about how this picture is showing bike safety.

Name: _____

Sort the Pictures: Unsafe

1. Glue the "unsafe" pictures into the boxes below.

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2. Circle one of the pictures above. Write a sentence about how this picture is showing bike safety.

Name: _____

Sort the Pictures: Cut-outs

Cut out the pictures. Glue the pictures onto the Safe or Unsafe pages.

