Takuttalirilli! Issue 4

Teacher Resource Sheet

This *Takuttalirilli!* Teacher Resource Sheet provides support for *Takuttalirilli!* issue 4. You can use it along with the general support provided in the *Takuttalirilli! Teacher Resource*. For each selection, this resource sheet notes:

- The type of selection
- Some vocabulary that may challenge students
- Important concepts and themes
- Possible activities

Following the notes on each selection, you will find an activity suggestion for **shadow reading with readers' theatre.**

Our World

Movie review: *Maliglutit* (pg 2-3)

- movie review
- ᓴᖅᑭᔪᖅ (director), ᐃᓄᖕᒋᑦ (character)
- Inuit culture past and present, story of revenge, making and watching movies

Note: This film review describes the film, offers an opinion, and gives in sidebars key facts about the film and the director. Students might want to watch the film. You can access the film online at www.isuma.tv. Have students use this type of writing to describe and recommend movies, TV shows, or books to each other. You might also refer them to the article in *Takuttalirilli!* issue 7 about *Qapirangajuq*, another film by Zacharias Kunuk.

Photo Essay: Life in Antarctica (pg 4-7)

- photo essay
- ᓄᓇᕐᔪᐊᑉ ᐊᓗᖓ (Antarctica), ᓴᖓᔭᖅ ᓯᑯ (tabular iceberg), ᓯᕐᒥᒃ (glacier), ᐅᒪᔪᐃᑦ ᐊᔾᔨᒌᓐᓂᖕᒋᑦ (species)
- a contrasting polar region

Note: This photo essay includes photos of Antarctica and text about the photos. Have students compare Nunavut and Antarctica in point form or in discussion. You might want to show students where Antarctica is on a map or globe.

Frequently Asked Questions: What Is Consent? (pg 8-11)

- Frequently Asked Questions
- ᐊᖕᒋᕈᑎᖃᕐᓂᖅ (consent), ᐊᖕᒋᕈᑎ (permission), ᐃᒃᐱᒍᓱᑦᑎᐊᕐᓂᖅ (respect)
- consent, healthy relationships, getting help

Note: This article explains the concept of consent, which is a key concept in relationships and law. The article examines the concept through different examples. On the last page, the article presents phone numbers that can be used to get help. This might be a difficult issue for some students. Be sensitive in leading a discussion, and don't force anyone to speak if they are uncomfortable. If a student says something that concerns you, speak with the student in private afterward.

Our Land

Nunavut Prospectors (pg 12-15)

- career profile
- ᐅᔭᕋᑦᑎᐊᕙᑦ (minerals), ᐅᔭᕋᒃᓯᐅᖅᑎᑦ (geologists), ᐅᔭᕋᖕᓂᐊᖅᑏᑦ (prospectors), ᐅᔭᕋᑦᑎᐊᕙᖃᖅᑐᖅ (deposit)
- minerals and how they are used, exploring for mineral deposits, education and work opportunities

Note: This article shares information about what prospectors are and how someone might become a prospector. The end of the article presents information about education and work opportunities.

Racing to Kimmirut: How to Stay Safe and Have Fun on Off-Road Vehicles (pg 16-17)

- information article
- ᓄᓇᐃᓐᓇᕐᒥ ᓄᓇᒃᑯᕈᑎ (off-road vehicles), ᐸᕐᓇᒃ (preparing), ᓯᕗᓕᖅᐹᖅ (lead), ᕿᑦᑕᐃᖓ (alert), ᐊᐅᓚᐅᓯᓇᕙᒌᓇᐊᓕᒃ (service), ᑕᖃᒪᓗᐊᕈᕕᑦ (distracted)
- safety on the land and using off-road vehicles, snowmobiles, yearly race event, preparation

Note: This article uses a personal story of someone who races snowmobiles to share safety information about using off-road vehicles. Have students discuss other events they know about. They could also discuss and add to the list of rules on the second page.

What You Can't See in the Water (pg 18-19)

- information article
- ᐆᒪᔪᕋᓛᖅ (microbe), ᐊᖕᒋᒡᓕᒋᐊᕈᑎ (microscope), ᓯᓚᐅᑉ ᐊᓯᔾᔨᖅᐸᓪᓕᐊᓂᖓ (climate change), ᒪᕐᑯᖃᑦᑕᕐᓂᖓ (precipitation)
- microscopic life in water, what microbes do and why they are studied

Note: This science article is about microscopic living things in water. Have students think about what this means close to home—for example, in their drinking water or in a puddle.

The Benefits of Berries and a Recipe for Qungulliq Fruit Salad (pg 20-21)

- recipe
- ᐃᑲᔫᑎ (nutrients), ᕙᐃᑕᒪᓐ (vitamin), ᑎᒥᐅᑉ ᓴᐳᓘᑕᖕᒋᑦ (immune system), ᓄᕙᒐᔪᓐᓇᖅᑐᖅ (flu), ᔫᒐᑦ (yogurt)
- berries, food from the land and their benefits, healthy food, recipe

Note: This recipe includes information about berries and a recipe. This text provides a good model of instructional text. As you teach students about writing instructional text, refer back to this recipe.

Our Culture

Elijah & Elisapee: Preparing Skins (pg 22-25)

- comic
- ᐅᖅᓱᖅ (blubber), ᒪᒥᖅ (membrane), ᓴᓕᒍᑦ (saliguut, scraper)
- learning from elders, preparing skins to make traditional clothing, helping family

Note: Point out, or have students review, the characteristics of comics and graphic novels: they tell a story in panels of pictures and words (words in speech bubbles, thought bubbles, and narration). Have readers discuss what they know (or would like to know) about the repeating characters in the series.

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ᑐᓴᐹᒪᓂᖅᓯᒃᑯᖅᑦ?

The Sila Rainbow Dance Competition (pg 26-27)

information article

ᔪᒥᖅᓂᑭᓴᐅᑎᐊᒃᑲᑦ (dance competition), ᐅᓴᒪᑎᐸ ᑎᖏᓕᖅᓂᖕᓄᒐ (heart rate), ᖃᓄᓂᐃᓕᐅᖅᓯᒪᓕᖅᓂᐊᓂᖅᑕᒥᖕᓂᒃ ᐋᖅᑭᑭᒃᓯᑦᓗᑎᒃ (routine)

dance competition, remembering people who have died by suicide

Note: This article focuses on a yearly event, and the event is also mentioned in the profile that follows. For that reason, you might ensure that students read this article in one reading session, and the next article in the next reading session. The last page of the article presents ways to get help, including phone numbers.

Northern Beats! Listen to DJ Gigi (pg 28-29)

music profile

ᐃᖏᓗᑦᐅᖅᑎ (construction), ᑲᑎᖅᓯᐃᓂᖅ (mixing), ᐱᖅᓭᑦᓴᒃᓕᑦᑐᖅ (bass), ᓂᐱ (track)

music in Nunavut

Note: This profile focuses on a musician from Italy. Help readers locate where Turin, Italy, is in Europe. Also note for them that the term “DJ” comes from the term “disc jockey,” which is someone who plays music (originally recording discs on turntables) and might also introduce or even combine the music.

Our Selves

Advice Column: Should I Quit Smoking if I’m Pregnant? (pg 30-31)

advice column

ᓯᖏᑦᐊᖅᑐᖅᑎᐅᓚᓂ ᓂᐅᖅᑕᖅᓂᖅ (second-hand smoke), ᐅᐃᓗᖓᓚᖅᑐᑦ (nicotine)

healthy choices, pregnancy, quitting smoking

Note: This health advice column takes the form of a question and answer. The answer was written by the writer profiled on the second page.

Career Spotlight: Victoria’s Arctic Fashion (pg 32-33)

career profile

ᒥᖅᓯᖅᑎ (seamstress), ᐱᐅᓯᑎᑕᓂᖅ (design), ᖃᕆᓕᐅᕗᑦᑯᑦ (online)

Inuit clothing, learning from elders, learning from a college program, developing skills, owning a business

Note: This career profile includes boxed text about the business, college programs, and a community project the business owner participated in.

Our Words

A Script for Readers’ Theatre: The Tale of Kiviuq (pg 34-41)

readers’ theatre script

ᐊᐳᔪᒃᖦᑎᑦᑐᑦ (versions), ᐱᕆᖃ (villains), ᐃᓄᐅᑐᖅᑎ (cannibal), ᖃᑯᓕᓂᖅ (grateful)

legend, Kiviuq, travels and adventures, villains, helping spirits, returning home

Note: This script is based on the legend of Kiviuq as told in the North Baffin region. Have students write about other Kiviuq stories they know. The script includes one speaking role for “other characters,” which combines many different minor characters. The student or students taking on this role could try using a different voice for each minor character.

See below for a shadow reading activity.

Shadow Reading with Readers’ Theatre

The readers’ theatre scripts provide a great opportunity for modelling fluent and expressive reading. Try this shadow reading exercise with students:

1. Make a photocopy of the script for each member of the reading group. This is so that students can mark up a copy of the script.
2. Read the script out loud to students. Have them follow along with their copies.
3. Read the script out loud again. This time, have students highlight or underline the words you stress or any pronunciations they have difficulty following along with.
4. Read the script a third time. This time, have students read along with you. Have them mimic your intonation and pronunciation as they read.
5. Assign roles and have students read the script on their own. Ask them to read as fluently and expressively as possible.

You could use this shadow reading exercise with any selection that you’d like to use to emphasize pronunciation or expressive reading.