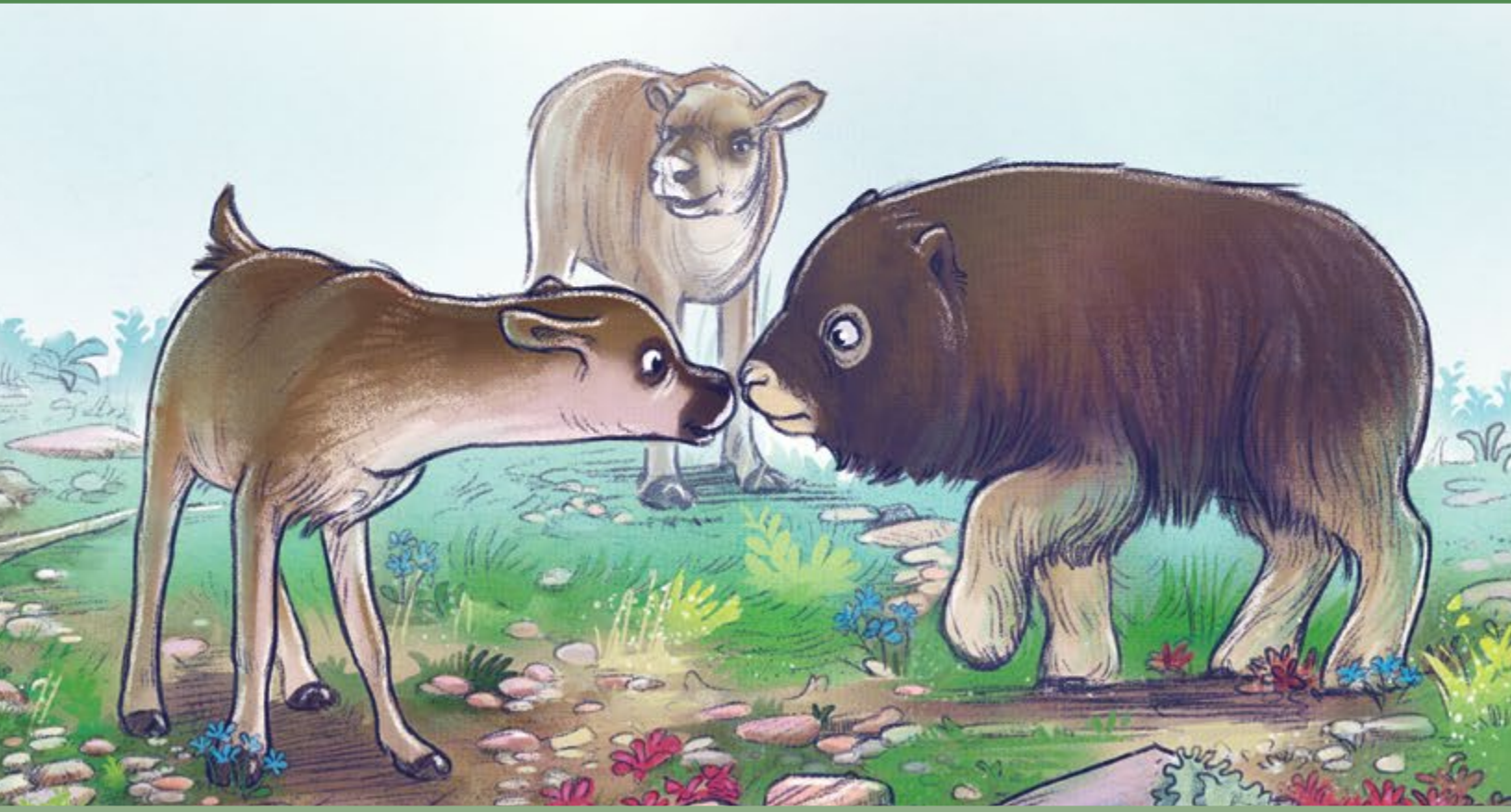


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SOCIAL
EMOTIONAL
LEARNING

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The Muskox
and the Caribou

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Inuktut Titiqqiriniq

This resource is part of Inuktut Titiqqiriniq, a comprehensive Inuktut literacy program that was created in Nunavut. Inuktut Titiqqiriniq was developed by Nunavut educators, linguists, and language consultants, with constant testing and input by Nunavut classroom teachers. Inuktut Titiqqiriniq provides instructional tools and resources to help students develop strong Inuktut language skills.

Inuktut Titiqqiriniq takes a holistic and balanced approach to language learning. Inuktut 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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The Muskox
and
the Caribou

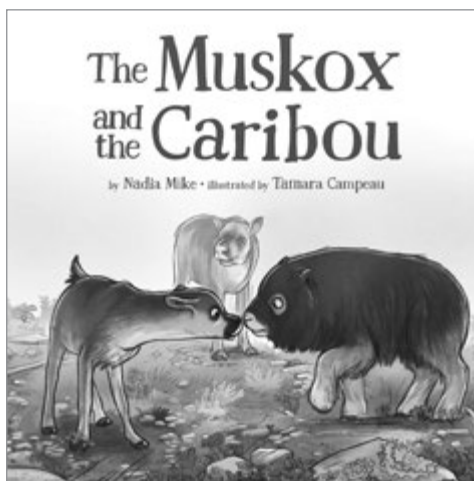
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Book Study

דער מוסקאָס און דער קאַריבֹּו

About the Book

In *דער מוסקאָס און דער קאַריבֹּו* / *The Muskox and the Caribou*, Baby Muskox is all alone on the tundra, lost and very worried. When Mother Caribou and Baby Caribou find him, they bring him back to their herd. Even though Baby Muskox finds comfort with Mother Caribou, he knows he's a bit different from the rest of the herd.

As Baby Muskox and Baby Caribou grow older, the differences between them grow too. But one day, during a walk on the tundra with Mother Caribou, Baby Muskox finally figures out where he belongs.



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About this Book Study

Designed for students in Kindergarten and Grade 1, this book study offers a collection of language arts activities for Inuktitut and English based on the book ᐅᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲ / *The Muskox and the Caribou* by Nadia Mike. It can be used as part of your balanced literacy approach to instruction and contains activities that use read-alouds, modelled writing, shared reading and writing, performance reading, and independent writing.

Other activities in the book study aim to build students' language arts knowledge and skills, and include the following:

- **Pre-reading activities** get students excited about the text and engage their thinking about the knowledge and skills you plan to teach.
- **Extension activities** challenge students to continue developing their skills and take advantage of the unique creative opportunities inspired by the text. They are very useful when students have mastered content and need an extra challenge.

Teachers should select the activities that are best suited to the strengths and needs of their students.

Social Emotional Learning

This book study uses a publication that provides excellent opportunities for social emotional learning (SEL). It contains activities that will assist the teacher in delivering SEL programming while at the same time building critical language arts skills.

Objectives

This resource provides activities based on ᐅᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲ / *The Muskox and the Caribou* by Nadia Mike. By studying this story, students will:

- Learn and practise the principle of *Tunnganarniq* and develop a positive attitude toward difference
- Explore emotions and develop vocabulary for expressing different emotions
- Engage in a variety of listening, speaking, reading, writing, viewing, and representing activities
- Exercise and develop oral communication skills
- Learn and practise key reading strategies and behaviours
- Explore the different physical characteristics of muskoxen and caribou

Community Inclusion

Community involvement in the classroom leads to meaningful learning for students and strengthens the bonds 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 book study concludes with a community inclusion event in which a local expert is invited into the classroom to share knowledge about muskoxen and caribou.

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 we received from our 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.

In this book study, students will mostly read the text as a class through teacher-led read-alouds. This ensures that the text can be understood by students with a wide variety of reading levels and enables students with different reading levels to work together on language arts skills and concepts. This book study is designed to be used as part of a balanced literacy approach to instruction that includes guided reading and independent reading, both of which target students' reading levels directly.

You can complete this book study with a single copy of the text. However, if you feel that students would benefit from reading from their own copy, you can use a class set.

Additional Resources

This book study is part of a series. Additional resources have been created to accompany the different book studies in the series. These resources include posters, films, activity/reading/photo card sets, and audiobooks. See the “ $\Delta\sigma^b\text{D}^c$ $\Pi\sigma^b\rho\sigma^b$ $\Delta\text{D}\sigma^b\text{L}^c$ $\sigma^b\text{D}\sigma^b\text{L}^c\text{L}^c$ ” / “Inuktitut Titiqqiriniq Resource Checklist” located in the $\Delta\sigma^b\text{D}^c$ $\Pi\sigma^b\rho\sigma^b$ / Inuktitut Titiqqiriniq resource binders to learn about what additional resources may be available for this book study.



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.



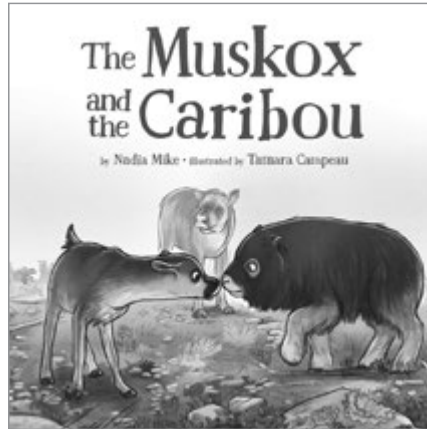
RESEARCH SKILLS Students will develop one or more research skills. Students will work on skills such as generating questions, developing a research plan, locating sources, evaluating sources, gathering and organizing information, forming conclusions, and communicating research results.



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 INCLUSION 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.



- Look at the cover. Read the title, the name of the author, and the name of the illustrator. Ask: *Where is the muskox? Where is the caribou? What are they doing?*



- *What do you think is happening in this picture? (pages 2-3)*



- *Look at Baby Caribou and the big caribou. What is the same? What is different? (pages 4-5)*



- *What does the mother caribou see? Why do you think the muskox is alone? (pages 6–7)*



- *Look at the faces of the caribou. What do they think about the baby muskox? (pages 8–9)*



- *What do you think is happening here? (pages 10–11)*



- *Why do you think Baby Muskox is watching the caribou?*
(pages 12–13)



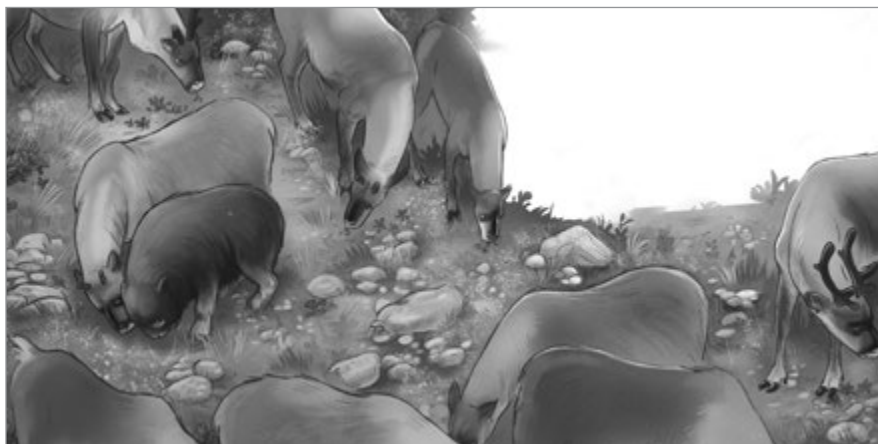
- *Can you see the baby animals? Where are they going?*
(pages 14–15)



- *Why do you think Baby Muskox is so far behind the caribou?*
(pages 16–17)



- *How do you think Baby Muskox feels in this picture? Why does he feel that way?*
(pages 18–19)



- *What do you think Mother Caribou is telling Baby Muskox?*
(pages 20–21)

3. Distribute ᐅᑦᑦᑦᑦᑦᑦ 1: ᐅᑦᑦᑦᑦᑦᑦ ᖃᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦᑦ / Handout 1: **What Will Happen in the Story?** Have students draw a picture of what they think will happen in the story and write a sentence to go with their picture.

Name: _____

What Will Happen in the Story?

What will happen in the story? Draw what you predict will happen.



What will happen in the story? Write what you predict will happen.

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Shared Writing:
What Does Baby Caribou See?
[25 min]



Overview

Students will work with the teacher to write sentences about what Baby Caribou sees on the tundra. Then, students will write a sentence and draw a picture to answer the question, “What does Baby Caribou see?”

Materials

- ᑲᑲᑦᑲᑦᑲᑦᑲᑦ 2: ᑲᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦ? / Handout 2: What Does Baby Caribou See?
- Whiteboard or chart paper
- Colouring utensils

Preparation

- Photocopy ᑲᑲᑦᑲᑦᑲᑦᑲᑦ 2: ᑲᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦ? / Handout 2: What Does Baby Caribou See? (one for each student).
- Write *What does Baby Caribou see?* on the whiteboard.

Teaching Tip

In a shared writing lesson, the teacher works with the students to compose a piece of writing. In most cases, the teacher suggests the topic for the sentence and begins writing the sentence, calling for students’ suggestions whenever possible.



Activity

1. Have students sit in a shared space. Remind students that when they read the story, they learned what happened to the characters: Mother Caribou, Baby Caribou, and Baby Muskox. Tell students they will write about what one of those characters sees during the story.
2. Create a list of things Baby Caribou saw during the story. Ask: *What does Baby Caribou see?* Record students’ responses on the whiteboard using the phrase *Baby Caribou sees...* Consider the list below for examples of students’ responses:
 - Baby Caribou sees tundra.
 - Baby Caribou sees his mom.
 - Baby Caribou sees Baby Muskox.
 - Baby Caribou sees water.
3. Tell students that it is their turn to write about what Baby Caribou sees. Distribute ᑲᑲᑦᑲᑦᑲᑦᑲᑦ 2: ᑲᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦ? / Handout 2: What Does Baby Caribou See?. Tell students to use a sentence from the whiteboard or to write their own sentence that starts with *Baby Caribou sees...* Tell students to draw a picture to go with their sentence.
4. Consider creating a class book using students’ work. You can call the book *What Does Baby Caribou See?*.

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Extension Activity: Baby Muskox



- Encourage students to extend their thinking about the text. Have students draw and write about what happens to Baby Muskox after he joins the herd of muskoxen.

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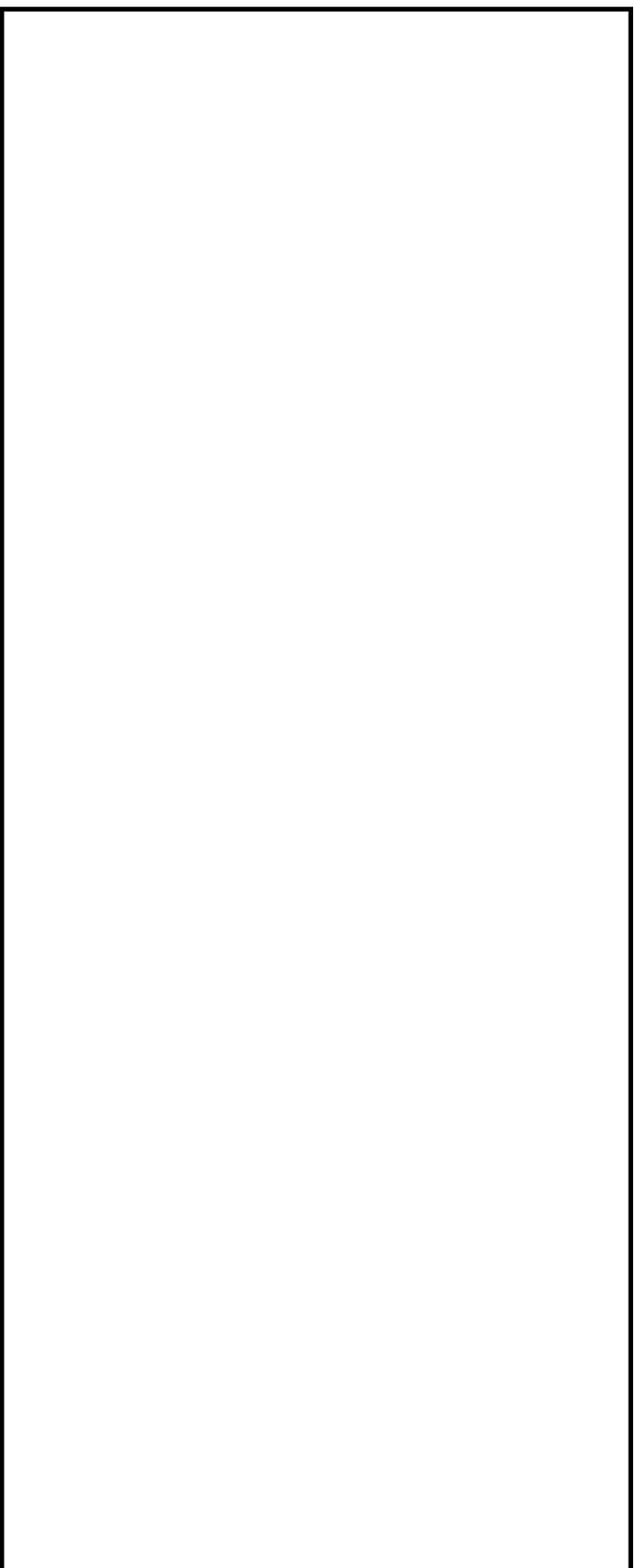
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Name: _____

Handout 2

What Does Baby Caribou See?

Draw what Baby Caribou sees.



Write about what Baby Caribou sees.

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Similarities and Differences

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Activity: Who Are You?

[20 min]



Overview

Students will draw a picture of themselves, fold the page, and place it in a pile. Students will randomly select a page from the pile and then try to identify the person who drew the picture.

Materials

- ᐱᓕᓂᐱᓕᓴᓴᓐᓐ 3: ᐱᓕᓂᐱᓕᓴᓴᓐᓐ? / Handout 3: Who Are You?
- Colouring utensils

Preparation

- Photocopy ᐱᓕᓂᐱᓕᓴᓴᓐᓐ 3: ᐱᓕᓂᐱᓕᓴᓴᓐᓐ? / Handout 3: Who Are You? (one for each student).

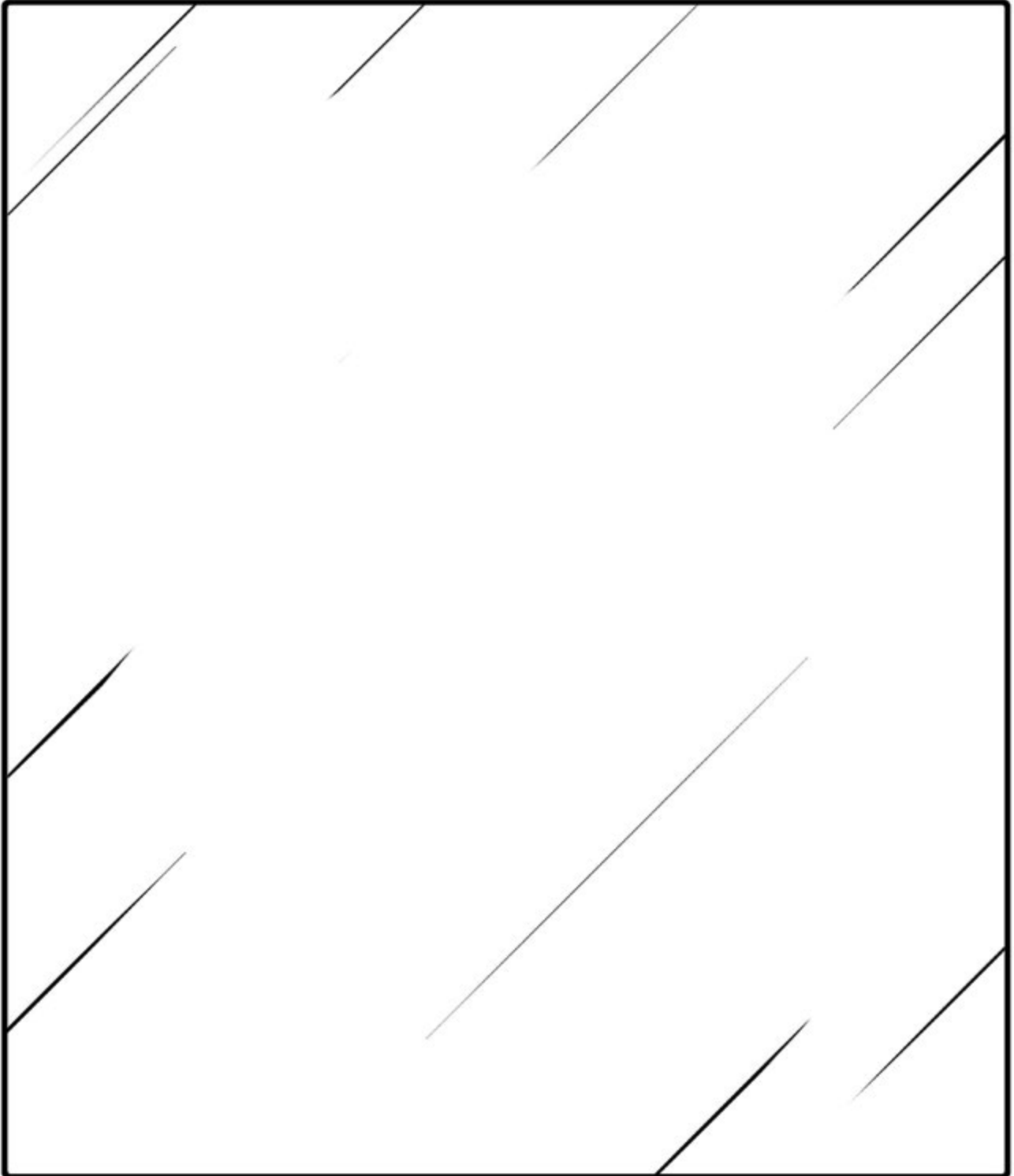
Activity

1. Distribute ᐱᓕᓂᐱᓕᓴᓴᓐᓐ 3: ᐱᓕᓂᐱᓕᓴᓴᓐᓐ? / Handout 3: Who Are You?. Tell students to draw a picture of themselves that shows exactly what they look like that day. Remind students to use the correct colours to match the colours of their clothes and shoes. Tell students not to write their names on the page. Choose a location in your classroom for students to place their completed pages. When students have completed their pictures, instruct them to fold their pages and place them on the pile. One at a time, have students go to the pile and pick out a page at random without looking at the picture. When they return to their desks, have students look at the picture.
2. Once all of the students have a page, explain to students that their job is to find the person in the class who drew the picture.
3. Have a whole-class discussion about the topic of differences in ᐱᓕᓂᐱᓕᓴᓴᓐᓐ ᐱᓕᓂᐱᓕᓴᓴᓐᓐ / *The Muskox and the Caribou*. Ask students how Baby Muskox was treated by the young caribou because he was different. Ask students how they feel about how Baby Muskox was treated. Explain to students that it was wrong for Baby Caribou to tease Baby Muskox because of his differences. Explain to students that when you look closely, everyone is different from each other. Tell students that the differences between people make life more exciting and interesting.
4. Ask students if they enjoyed the activity. Explain that Baby Caribou and his friends did something wrong by teasing Baby Muskox. Explain that they also missed out on the fun of celebrating their differences. Ask students to get up from their desks and go and stand with the person who drew the picture.

Name: _____

Who Are You?

Look in the mirror. Draw what you see!



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Activity: Strength in Differences
 [30 min]



Overview

Students will discuss how the differences between people can create a stronger community. Then, students will collaborate to put together a puzzle that shows the unique characteristics of muskoxen and caribou.

Materials

- ᐅᖃᑦᑦᑦᑦᑦᑦ 4: ᐅᖃᑦᑦᑦᑦᑦᑦ ᐱᑦᑦᑦᑦᑦᑦᑦᑦ / **Handout 4: Muskox and Caribou Puzzle**
- Whiteboard or chart paper

Preparation

- Record the following chart on the whiteboard:

Muskox	Caribou

- Photocopy ᐅᖃᑦᑦᑦᑦᑦᑦ 4: ᐅᖃᑦᑦᑦᑦᑦᑦ ᐱᑦᑦᑦᑦᑦᑦᑦᑦ / **Handout 4: Muskox and Caribou Puzzle** (one copy for every six students and one teacher copy). Cut out the different puzzle pieces and hide them around the classroom. Cut out and assemble a teacher copy of each puzzle and post it on the whiteboard.

Activity

1. Gather students in a shared space. Tell students that you want to talk about the differences between muskoxen and caribou. Have students look at the chart. Use the discussion prompts below and record student responses on the chart:

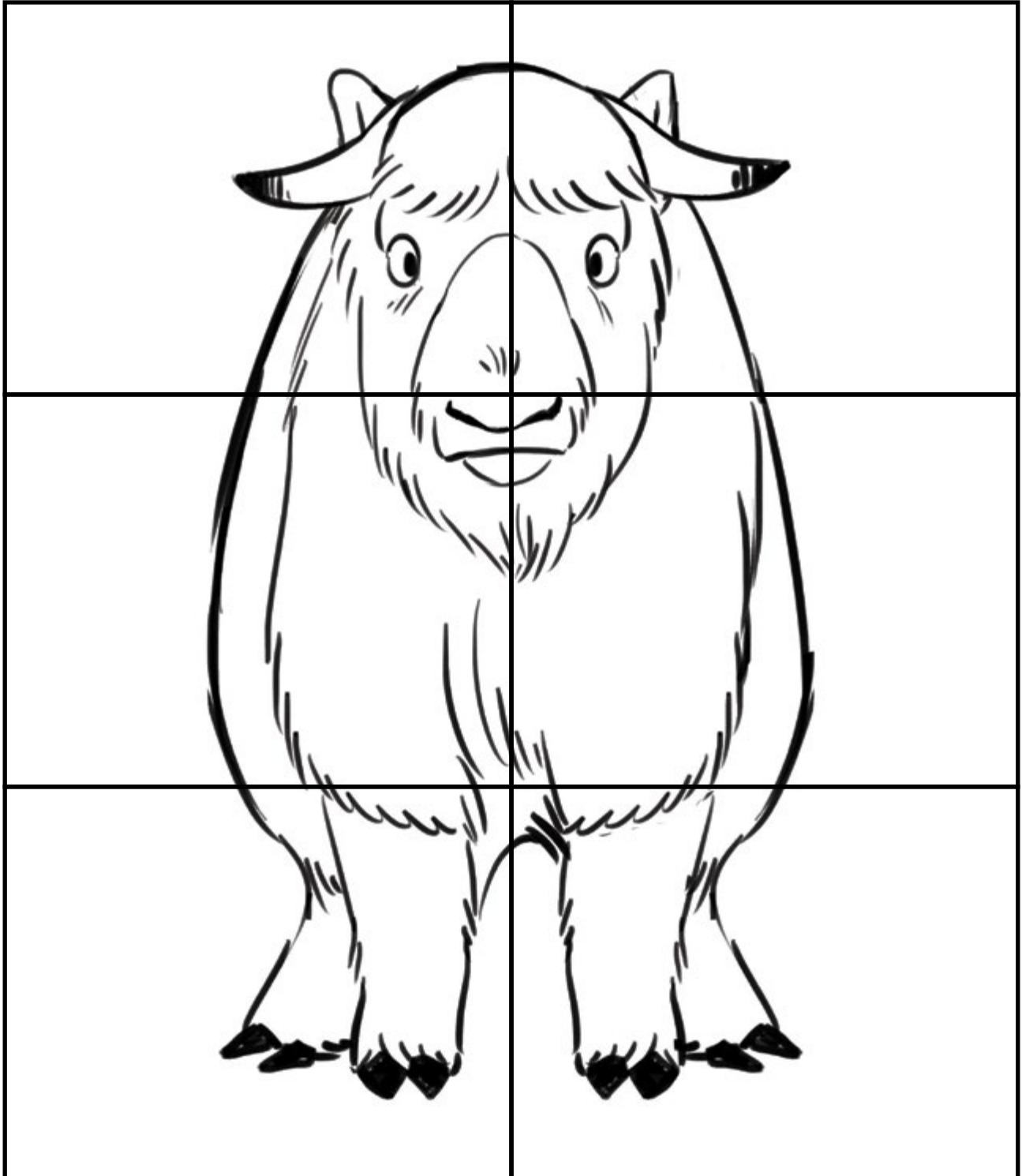
- *How do muskoxen and caribou look different?*
- *What can muskoxen do that caribou cannot?*
- *What can caribou do that muskoxen cannot?*

2. Ask students what muskoxen and caribou do when they get attacked by wolves. Explain to students that each animal does different things when they get attacked because their bodies are different. Caribou try to run away on their long legs. Muskoxen form a circle with other muskoxen and face the wolf with their horns.

3. Explain to students that our differences make us stronger. For that reason, we need to celebrate the things that make us different rather than worry about whether or not everyone looks or acts the same. Explain to students that Baby Caribou and his friends choose to make fun of Baby Muskox—they do not notice how his differences could actually be helpful to the herd.

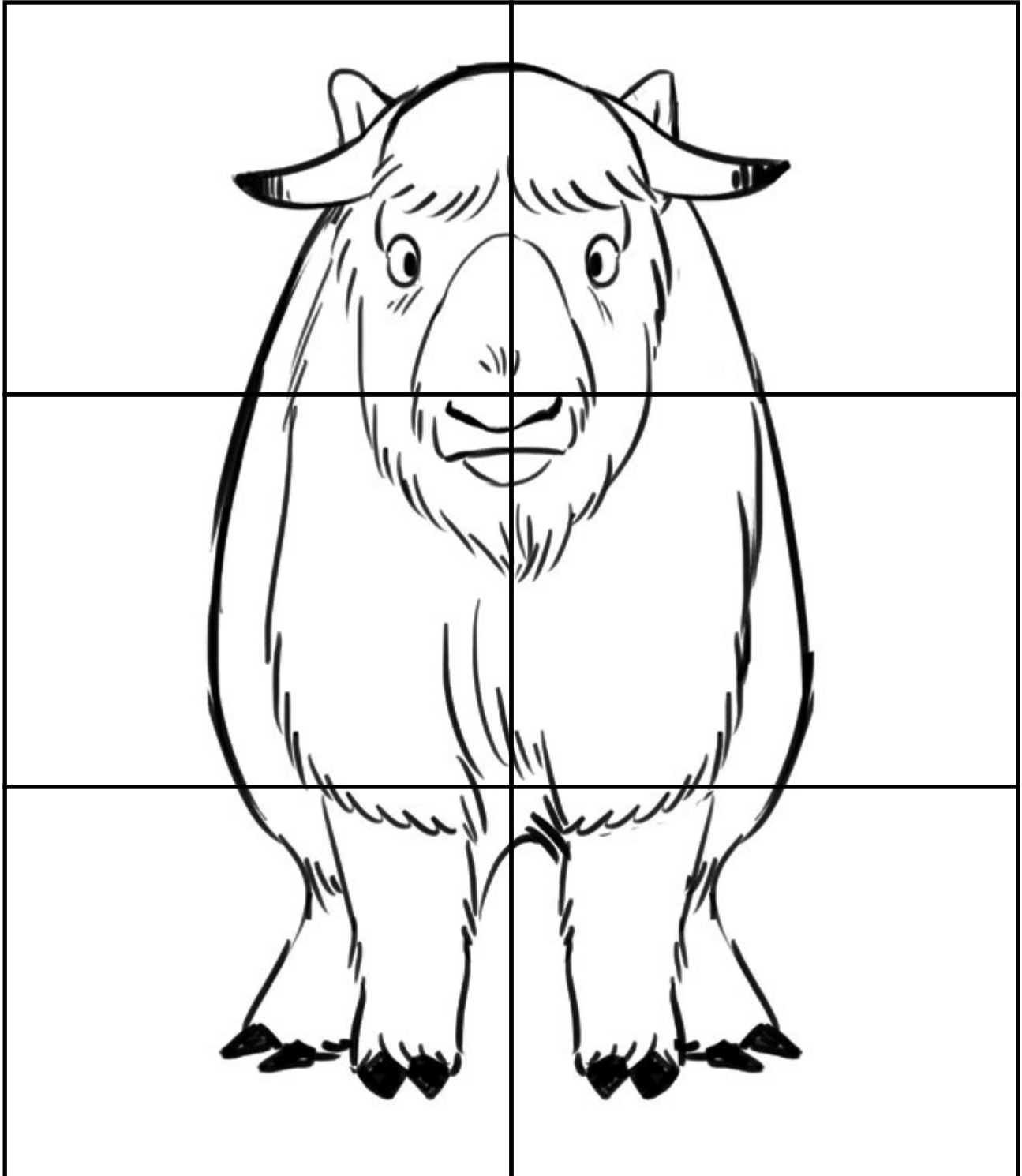
4. Tell students that they will be going on a scavenger hunt for puzzle pieces in order to learn more about the importance of differences. Explain that there is a puzzle piece for every student hidden around the room. Have students look at the completed puzzles you have posted. Tell students that each puzzle piece is part of either a muskox or a caribou. Tell students that their job is to find one puzzle piece and then help to build a puzzle by bringing their piece up to the whiteboard. There will be one puzzle for every six students in your classroom. You will help students assemble the puzzle when they bring their pieces to the whiteboard.

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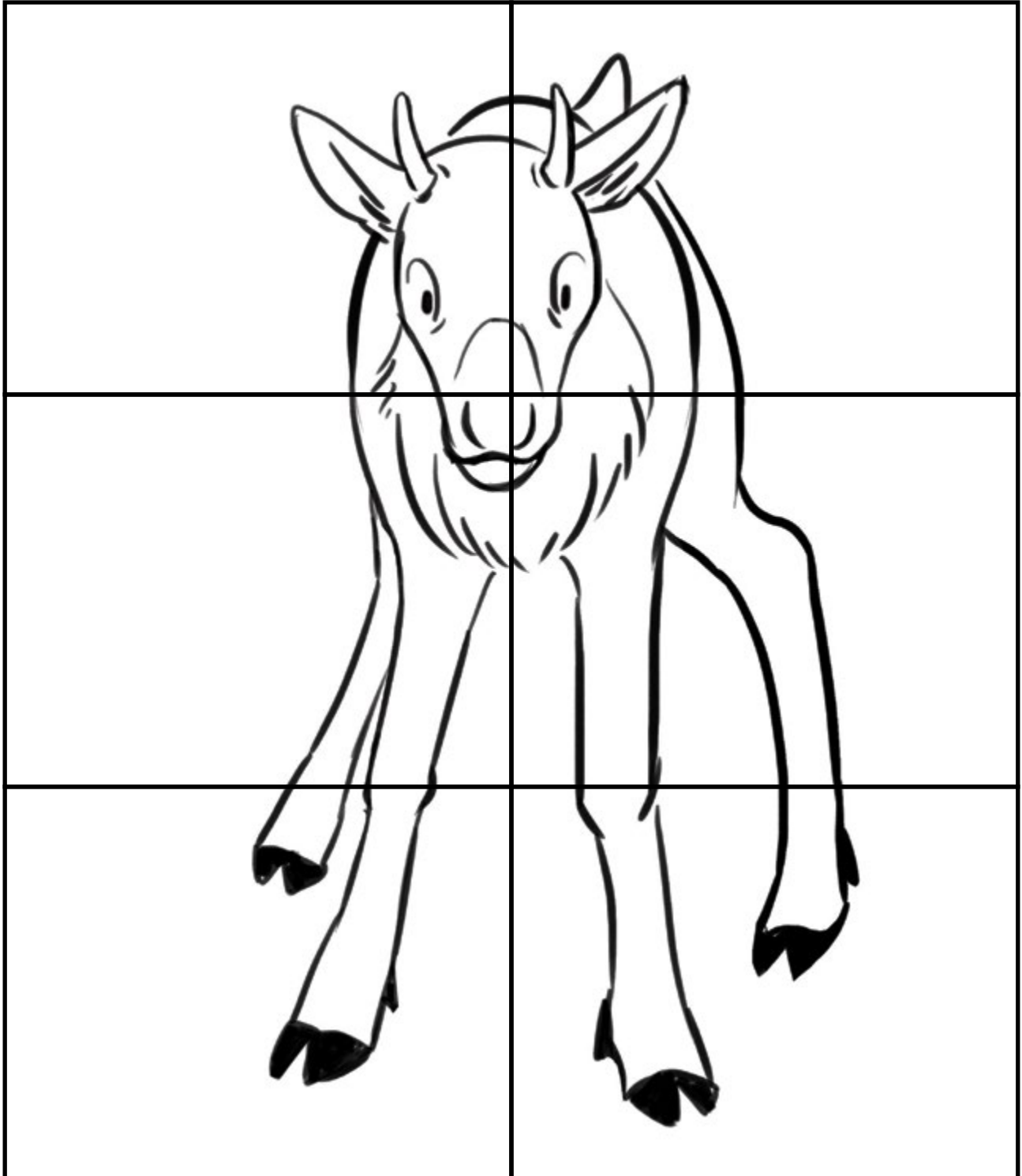
Handout 4

Muskox and Caribou Puzzle



Handout 4

Muskox and Caribou Puzzle



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Emotions

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Activity: Emotion Words
 [25 min]



Overview

Students will work together as a class to match emotion words with scenes from the text.

Materials









- ᐅᑦᑦᑦᑦᑦᑦᑦᑦ 5: ᐃᑦᐱᑦᑦᑦᑦᑦᑦᑦ ᐅᖃᑦᑦᑦᑦᑦᑦᑦ / Handout 5: Emotion Words
- ᐅᑦᑦᑦᑦᑦᑦᑦᑦ 6: ᖃᑦᑦᑦᑦᑦᑦᑦ ᐅᖃᑦᑦᑦᑦᑦᑦᑦ ᐅᖃᑦᑦᑦᑦᑦᑦᑦᑦ / Handout 6: Scenes from *The Muskox and the Caribou*
- Whiteboard or chart paper
- Masking tape

Preparation

- Photocopy ᐅᑦᑦᑦᑦᑦᑦᑦᑦ 5: ᐃᑦᐱᑦᑦᑦᑦᑦᑦᑦ ᐅᖃᑦᑦᑦᑦᑦᑦᑦ / Handout 5: Emotion Words (one copy for every four students). Cut out the different emotion words and hide them around the room.
- Photocopy ᐅᑦᑦᑦᑦᑦᑦᑦᑦ 6: ᖃᑦᑦᑦᑦᑦᑦᑦ ᐅᖃᑦᑦᑦᑦᑦᑦᑦᑦ ᐅᖃᑦᑦᑦᑦᑦᑦᑦᑦ / Handout 6: Scenes from *The Muskox and the Caribou* (one copy). Place the four scenes on the whiteboard.

Activity

1. Explain to students that the characters in ᐅᖃᑦᑦᑦᑦᑦᑦᑦᑦ / *The Muskox and the Caribou* experience lots of different emotions in the story. Have students look at the four scenes from the book on the whiteboard. Explain to students that they will be working together to figure out the different emotions in each scene.
2. Tell students that there are emotion words hidden around the classroom. Show an example of an emotion word. Instruct students to find two different emotion words hidden in the classroom and bring them back to the group. Remind students to walk, not run, and to be thoughtful of others as they move around the classroom.
3. Look at each scene, one at a time, with students. As you work through the questions below, make sure that students think about all of the characters in the scene. Tell them that it is possible for there to be more than one emotion word to describe the scene. Tell students to raise their hand if they think they have an emotion word that matches the scene. If a student has an emotion word that matches the scene, tape the word to the whiteboard below the scene. Make sure that students are thinking about the emotions of the characters in the scene and not their own emotions.
4. For each scene, ask:
 - *What emotion word is the best match for this scene?*
 - *Are there any other emotion words that match this scene?*

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	הוא עצוב		הוא שמח
	הוא עצוב		הוא עצוב
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המורה מרת מרים • מרכז הוראה וחינוך • משרד החינוך

Handout 5

Emotion Words

happy



sad



confused



scared



happy



sad



confused



scared



6 ספרים

הספרים החדשים



המסע אל הים התיכון



Handout 6

Scenes from *The Muskox and the Caribou*



Handout 6

Scenes from *The Muskox and the Caribou*



Handout 6

Scenes from *The Muskox and the Caribou*



Handout 6

Scenes from *The Muskox and the Caribou*



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Tunnganarniq

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Activity: Tunnganarniq!
[40 min]



Overview

Students will work together as a class to discuss examples of bullying and examples of Tunnganarniq in the text. Students will then play a card game based on the book to help them identify the differences between Tunnganarniq and bullying.

Materials

- A copy of ᐅᖃᑦᑲᑦᑲᑦᑲᑦ ᐅᖃᑦᑲᑦᑲᑦ / *The Muskox and the Caribou*
- ᐅᖃᑦᑲᑦᑲᑦᑲᑦ 7: ᐅᖃᑦᑲᑦᑲᑦᑲᑦ ᐱᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᐱᑦᑲᑦᑲᑦᑲᑦᑲᑦ / Handout 7: Tunnganarniq! Card Game

Preparation

- Photocopy ᐅᖃᑦᑲᑦᑲᑦᑲᑦᑲᑦ 7: ᐅᖃᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᐱᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᐱᑦᑲᑦᑲᑦᑲᑦᑲᑦ / Handout 7: Tunnganarniq! Card Game (one copy for every two students).

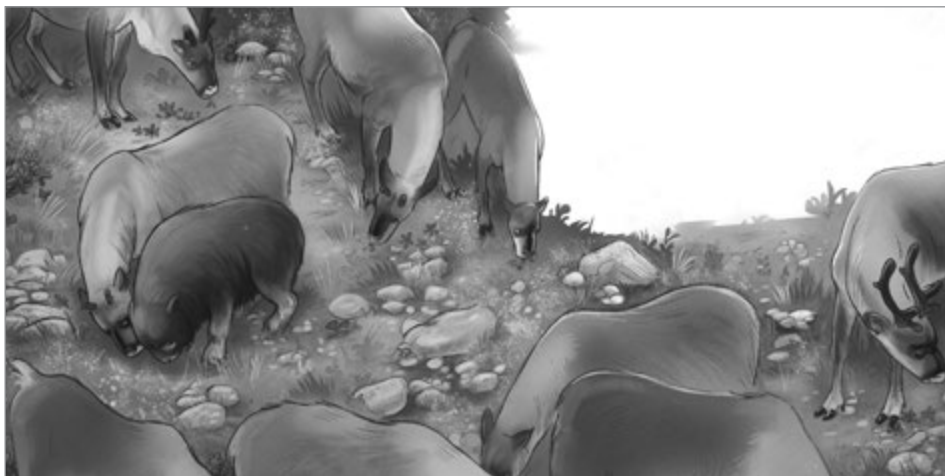
Activity

1. Ask students if they have ever heard of Tunnganarniq. Explain that Tunnganarniq means *being welcoming*. Ask students about some ways that they use Tunnganarniq in the school. Explain to students that saying *hello* and sharing are ways of using Tunnganarniq.
2. Tell students that Tunnganarniq is very important when new people come to the school. Ask students if they have ever been the new person. Ask how it feels to be the new person. Allow students to talk about any stories or experiences they may have.
3. Have a whole-class discussion about Tunnganarniq in ᐅᖃᑦᑲᑦᑲᑦᑲᑦ ᐅᖃᑦᑲᑦᑲᑦ / *The Muskox and the Caribou*. Ask students if there are any examples of Tunnganarniq in the story. Reread the sections of the story listed below. For each section, ask: *How is this an example of Tunnganarniq?*
 - Reread pages 6 and 7. Mother Caribou practises Tunnganarniq by accepting Baby Muskox into the herd and raising him as if he were her own caribou.
 - Reread pages 8 and 9. Mother Caribou practises Tunnganarniq by telling Baby Caribou and Baby Muskox to play together.
 - Reread pages 20 and 21. Mother Caribou practises Tunnganarniq by helping Baby Muskox when he feels sad.

4. Ask students if there are any examples of characters not practising Tunnganarniq. Reread the sections of the story listed below. For each section, ask: *How is this an example of a character not practising Tunnganarniq?*
- Reread pages 10 and 11. Baby Caribou and his friends do not practise Tunnganarniq when they tease Baby Muskox.
 - Reread pages 16 and 17. Baby Caribou and his friends do not practise Tunnganarniq when they run ahead of Baby Muskox.
 - Reread pages 18 and 19. Baby Caribou and his friends do not practise Tunnganarniq when they leave Baby Muskox out of their game.
5. Explain to students that all of the things that Baby Caribou and his friends do to Baby Muskox are examples of bullying. Tell students that bullying is the opposite of Tunnganarniq.
6. Tell students that they are going to work in pairs to create a game to help them identify the differences between Tunnganarniq and bullying. Distribute ᐅᓂᓂᓂᓂᓂᓂ 7: ᐅᓂᓂᓂᓂᓂᓂ! ᐱᓂᓂᓂᓂᓂᓂ ᐱᓂᓂᓂᓂᓂᓂ / Handout 7: **Tunnganarniq! Card Game.** Instruct students to cut out each card. Tell students to organize cards into two piles: a Tunnganarniq pile and a bullying pile.
7. Once students have finished organizing the cards, play the game with students. Collect all of the cards from students. Make a neat pile of the cards and shuffle them. Select the card from the top of the pile and hold it up for students to see. Students must say either “Bullying!” or “Tunnganarniq!” based on what is happening in the scene.
8. You may want to give your students the opportunity to play the game on their own in pairs.
- Organize students into pairs.
 - Give students a random deck of six cards from the pile of collected cards.
 - Have students take turns being the *dealer* and the *caller*.
 - Remind students to shuffle the cards between games.
 - After students have played a few games with a deck, have them trade decks with another pair of students.

Names: _____

Tunnganarniq! Card Game



Tunnganarniq! Card Game



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Shared Writing: Mother Caribou's Rules
 [60 min]



Overview

Students will discuss Tunnganarniq in relation to the story. Next, students will write a list of rules based on the character of Mother Caribou. Students will then create posters to display Mother Caribou's Rules.

Materials

- Whiteboard or chart paper
- Blank paper (8.5" x 11")
- Colouring utensils

Preparation

- Photocopy ᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲ 8: ᑲᑲᑲ ᐱᑲᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲᑲᑲ / **Handout 8: Mother Caribou's Rules** (one for each student).

Teaching Tip



In a shared writing lesson, the teacher works with the students to compose a piece of writing. In most cases, the teacher suggests the topic for the sentence and begins writing the sentence, calling for students' suggestions whenever possible.

Activity

1. Review Tunnganarniq in relation to ᐅᑲᑲᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲ / *The Muskox and the Caribou*. Review the character Mother Caribou and how she practises Tunnganarniq.
2. Have students sit in a shared space. Tell students that you want everyone in your school to be like Mother Caribou: always following Tunnganarniq. Tell students that you want to write a list of rules to make sure that everyone treats others the way that Mother Caribou would. Below are some possible rules:
 - Be kind to everyone.
 - Celebrate differences.
 - Take care of everyone.
 - Help others if they feel sad.
 - Make people feel good about themselves.
3. Explain to students that they are going to turn each of Mother Caribou's rules into a poster so that other students in the school can learn to use Tunnganarniq. Record each rule on separate copies of ᑲᑲᑲᑲᑲᑲᑲᑲᑲᑲ 8: ᑲᑲᑲ ᐱᑲᑲᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲᑲᑲᑲ / **Handout 8: Mother Caribou's Rules**. Create enough copies with rules written on them for the number of students in your class and distribute them randomly to students.
4. Once students have completed the activity, give them the opportunity to share how they illustrated the rule they were given.

Name: _____

Mother Caribou's Rules

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Activity: Paper Puppets
[30 min]



Overview

Students will use puppets to act out positive interactions between Baby Caribou and his friends and Baby Muskox.

Materials

- A copy of ᐅᓂᓄᓂᓄᓂᓄᓂ ᐅᓂᓄᓂᓄᓂ / *The Muskox and the Caribou*
- ᐅᓂᓄᓂᓄᓂᓄᓂᓄᓂ 9: ᓄᓂᓄᓂᓄᓂᓄᓂᓄᓂ ᐸᓄᓂᓄᓂᓄᓂᓄᓂ / **Handout 9: Baby Caribou and Baby Muskox Cut-Outs**
- Colouring utensils
- Glue sticks
- Popsicle sticks

Preparation

- Photocopy ᐅᓂᓄᓂᓄᓂᓄᓂᓄᓂ 9: ᓄᓂᓄᓂᓄᓂᓄᓂᓄᓂᓄᓂ ᐸᓄᓂᓄᓂᓄᓂᓄᓂᓄᓂ / **Handout 9: Baby Caribou and Baby Muskox Cut-Outs** (one for every group of four).

Teaching Tip

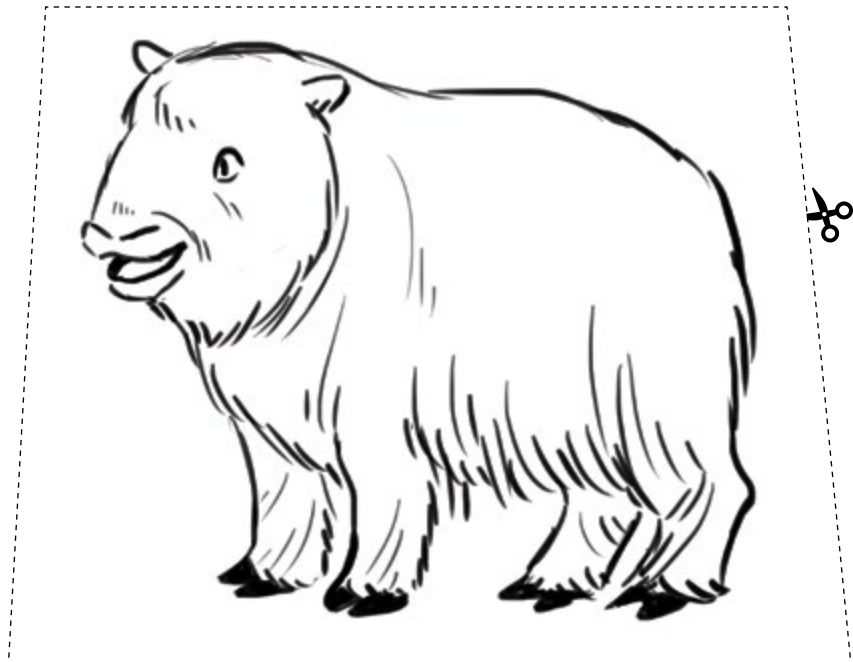
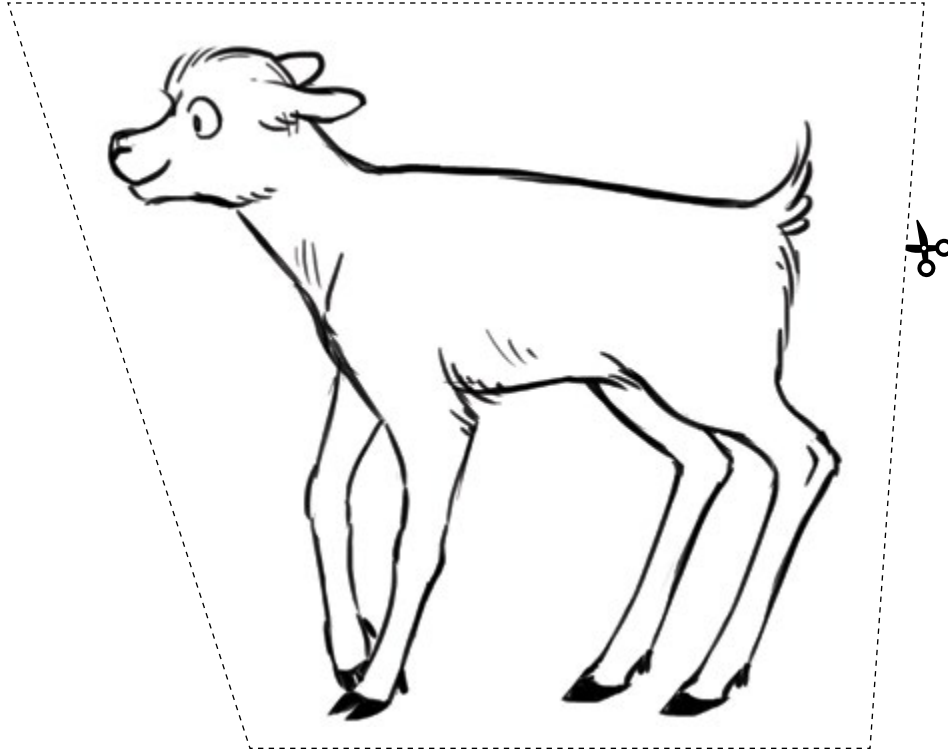


This activity will work best after completing all of the other Tunnganarniq activities. If you do not have time to complete the activities, be sure to discuss Tunnganarniq in relation to ᐅᓂᓄᓂᓄᓂᓄᓂᓄᓂ ᐅᓂᓄᓂᓄᓂ / *The Muskox and the Caribou* and the actions of Mother Caribou. The discussion is outlined in the first few steps of ᐱᓕᓂᓄᓂᓄᓂᓄᓂᓄᓂ: ᐅᓂᓄᓂᓄᓂᓄᓂᓄᓂ! / **Activity: Tunnganarniq!**

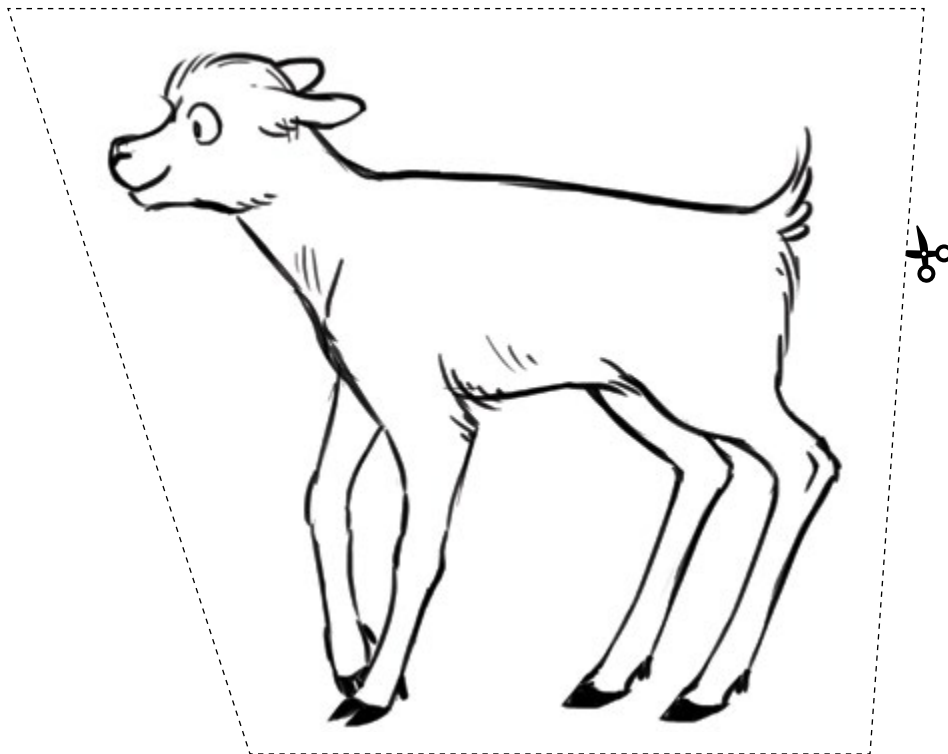
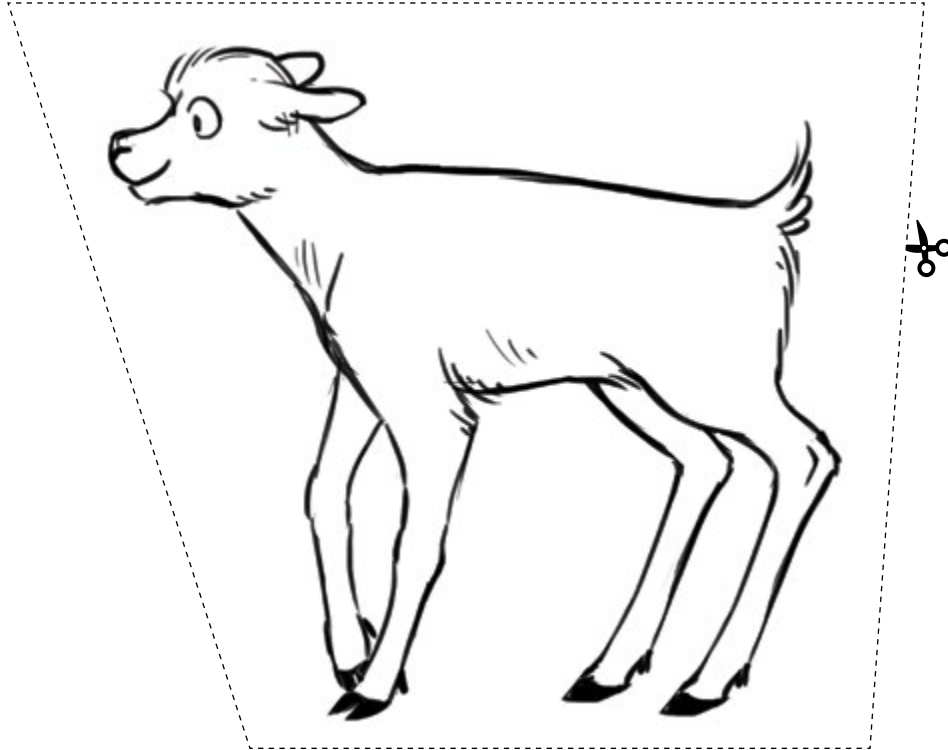
Activity

1. Review Tunnganarniq in relation to ᐅᓂᓄᓂᓄᓂᓄᓂᓄᓂ ᐅᓂᓄᓂᓄᓂ / *The Muskox and the Caribou*.
2. Tell students they are going to act out a scene from the book using paper puppets to portray Baby Caribou, his caribou friends, and Baby Muskox.
3. Explain that they are going to work in groups to show how Baby Caribou and his friends can use Tunnganarniq. Organize students into groups of four. Distribute ᐅᓂᓄᓂᓄᓂᓄᓂᓄᓂ 9: ᓄᓂᓄᓂᓄᓂᓄᓂᓄᓂᓄᓂᓄᓂ ᐸᓄᓂᓄᓂᓄᓂᓄᓂᓄᓂ / **Handout 9: Baby Caribou and Baby Muskox Cut-Outs** to each group. Give students time to colour their paper puppets. Have students glue their paper puppets to popsicle sticks. After students have completed their puppets, give them some time for free play with the puppets.
4. Reread pages 14–15, when Mother Caribou sends the baby caribou and Baby Muskox out onto the tundra to look for food. Ask students if they remember what happens. Explain to students that Baby Caribou and his friends run ahead of Baby Muskox and then go into deep water so he can't play with them.
5. Tell students that they are going to pretend that Mother Caribou gives Baby Caribou and his friends another chance to practise Tunnganarniq with Baby Muskox. Ask students to come up with ways that the baby caribou could use Tunnganarniq. Consider the examples of Tunnganarniq below and instruct students to act them out one at a time:
 - Baby Caribou and his friends ask Baby Muskox how he is feeling.
 - Baby Caribou and his friends ask Baby Muskox what game he wants to play.
 - Baby Caribou and his friends find some cloudberry to share with Baby Muskox.
6. Give groups the opportunity to perform their scene in front of the class.

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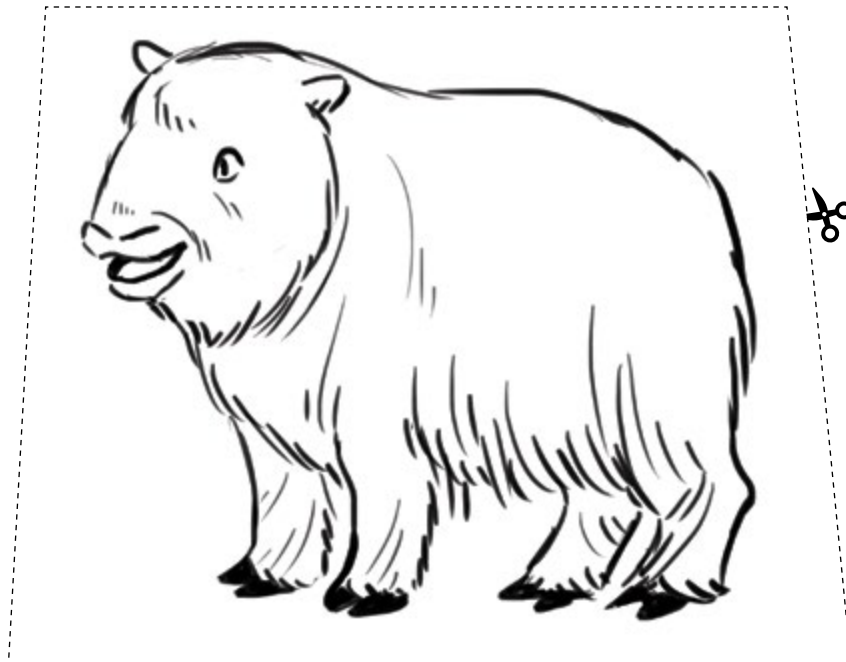
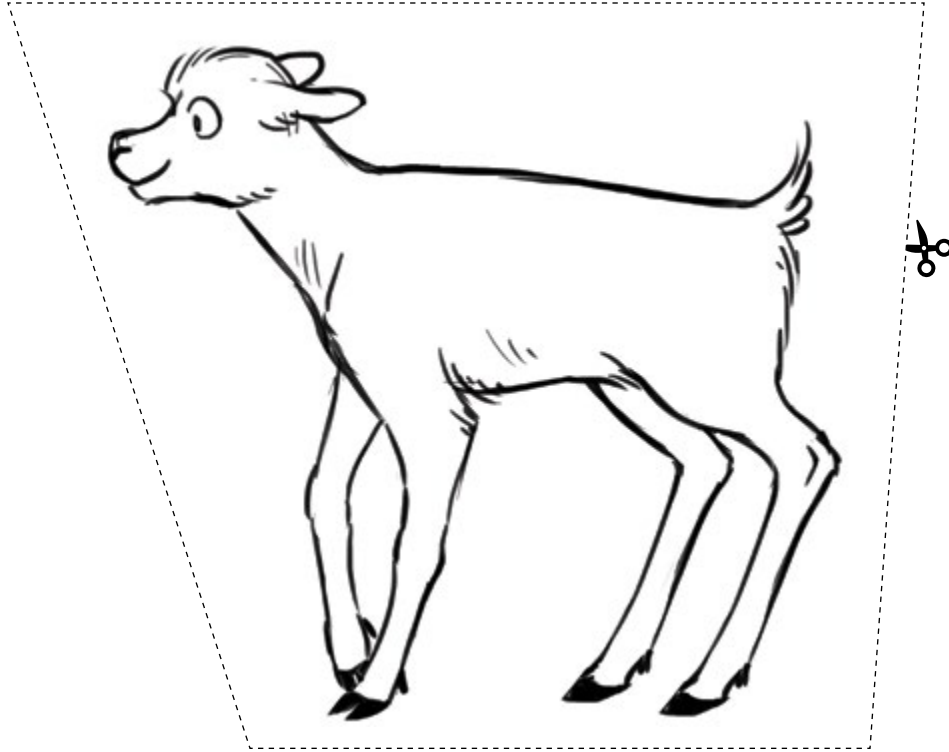
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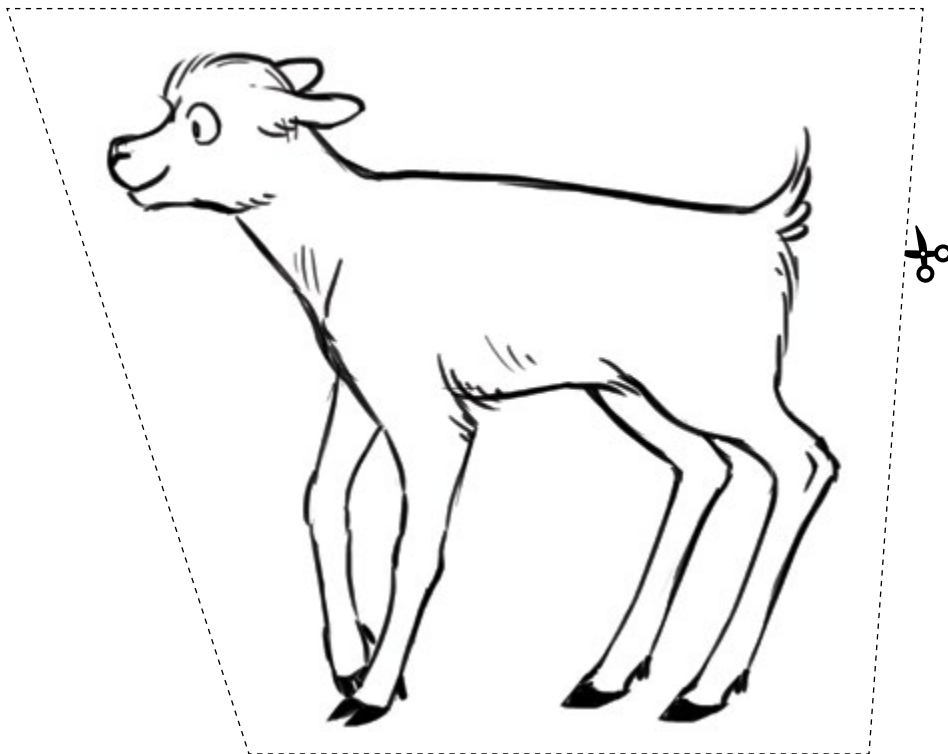
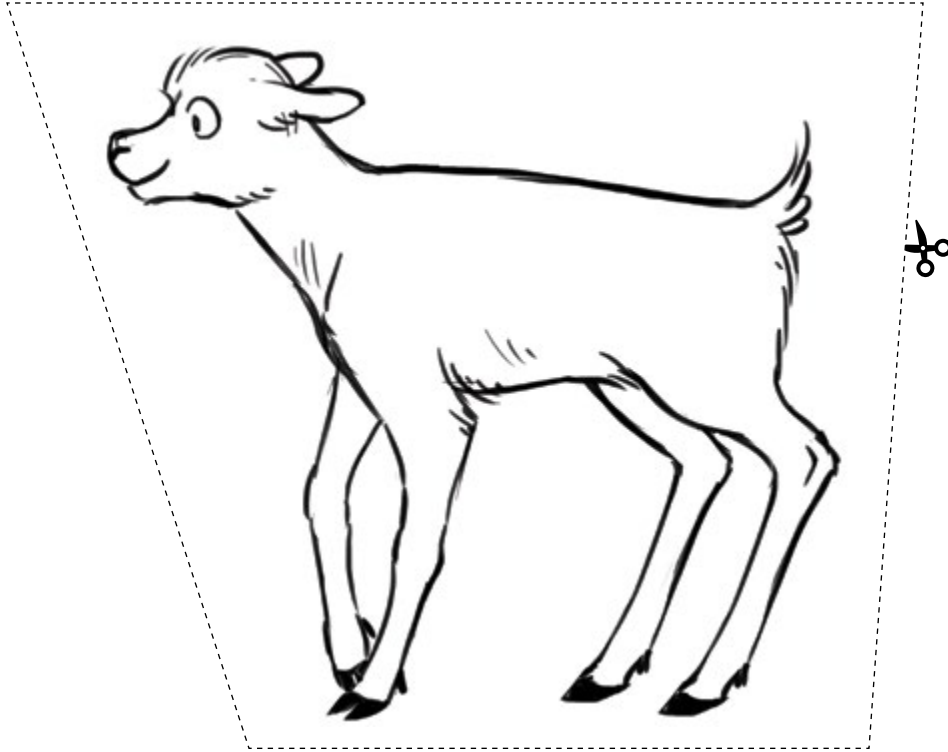
Handout 9

Baby Caribou and Baby MuskoX Cut-Outs



Handout 9

Baby Caribou and Baby Muskox Cut-Outs



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Additional Activities

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Shared Reading: What Is Tunnganarniq?
 [30 min]



Overview

Students will collaborate with the teacher to perform the script “What Is Tunnganarniq?” as an echo reading. The teacher will say each line with a specific expression, and the students will match the teacher. After practising with the teacher, students will put on a final performance in front of an audience in the school.

Materials

- ᐅᖃᑦᑲᑦᑲᑦᑲᑦᑲᑦ 10: ᐱᑦᑲᑦᑲᑦᑲᑦᑲᑦ? / **Handout 10: What Is Tunnganarniq?**
- Overhead projector, digital projector, whiteboard, or chart paper

Preparation

- Project or copy ᐅᖃᑦᑲᑦᑲᑦᑲᑦᑲᑦ 10: ᐱᑦᑲᑦᑲᑦᑲᑦᑲᑦ? / **Handout 10: What Is Tunnganarniq?** onto chart paper large enough for students to read.

Activity

1. Have a discussion about the importance of Tunnganarniq in relation to the book ᐅᑦᑲᑦᑲᑦᑲᑦᑲᑦ / *The Muskox and the Caribou*. Ask students if any characters in the book practise Tunnganarniq. Explain to students that Mother Caribou practises Tunnganarniq by accepting Baby Muskox into the herd and raising him as if he were her own caribou. Ask students if there are any examples of characters acting against Tunnganarniq. Explain that Baby Caribou goes against Tunnganarniq by teasing Baby Muskox and then excluding him from the game. Tell students that they are going to perform a play to teach others how to practise Tunnganarniq.
2. Have students look at ᐅᖃᑦᑲᑦᑲᑦᑲᑦᑲᑦ 10: ᐱᑦᑲᑦᑲᑦᑲᑦᑲᑦ? / **Handout 10: What Is Tunnganarniq?**. Tell students that you are going to perform a play together as a class. Tell them that you will be the *voice* and they will be the *echo*. After you read part of the play, students will repeat what you said in the same way you said it. Be sure to use clear expression when reading the questions.
3. Practise the first line with students to make sure that they understand the activity. Then practise the whole script with students.

Handout 10

What Is *Tunnganarniq*?

What is Tunnganarniq?

Tunnganarniq is saying "hello."

What is Tunnganarniq?

Tunnganarniq is playing with friends!

What is Tunnganarniq?

Tunnganarniq is helping our friends and family.

What is Tunnganarniq?

Tunnganarniq is cheering up someone who is sad!

What is Tunnganarniq?

Tunnganarniq is listening and learning.

What is Tunnganarniq?

Tunnganarniq is being kind to everyone.

Preparation

- Write either *Muskox Facts* or *Caribou Facts* on the chart paper, depending on which animal is the focus of the lesson.
- Review the text and the **suggested discussion prompts** for after reading.

Activity

Before Reading

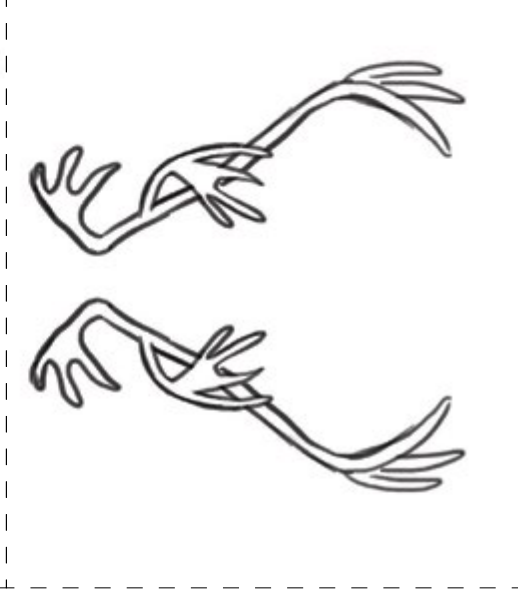
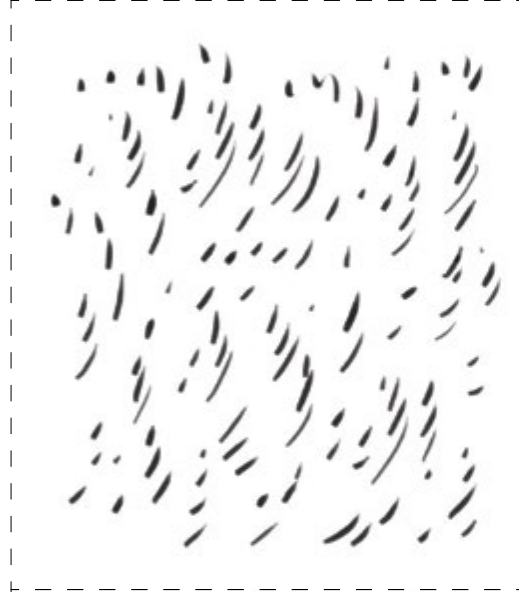
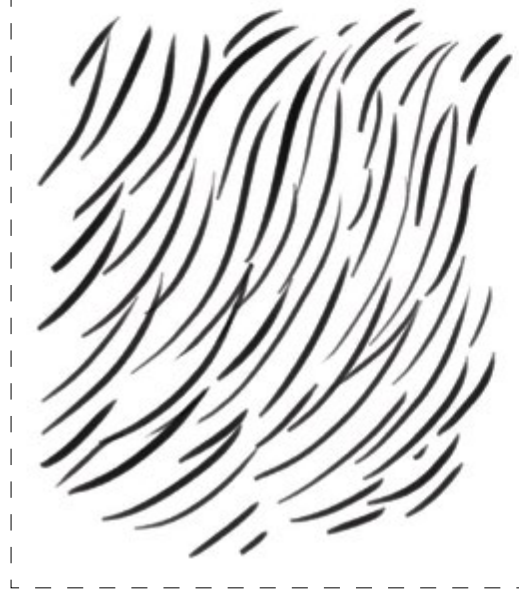
1. Gather students in a shared space. Tell them they will be reading about muskoxen and caribou again. However, instead of reading a story about muskoxen and caribou, they will be reading about muskoxen and caribou in real life.
2. Tell students that before reading, it is important to think about what they already know about the subject. Tell students to look at the chart paper. Ask students what they learned about muskoxen and caribou from the story, and what else they know about the animals. Record student responses on the chart paper.
3. Tell students that you are going to read a book about each animal so that you can continue adding to the list.

During Reading

4. Read ᓂᓕᐸᑎᓕ ᑎᑎᓕᐸᐸᓕᑲᐱᐱᓕ: ᐸᐱᓕᐱᐱᓕ / *Animals Illustrated: Muskox* or ᓂᓕᐸᑎᓕ ᑎᑎᓕᐸᐸᓕᑲᐱᐱᓕ: ᐸᑲᐸ / *Animals Illustrated: Caribou* out loud to the class.

After Reading

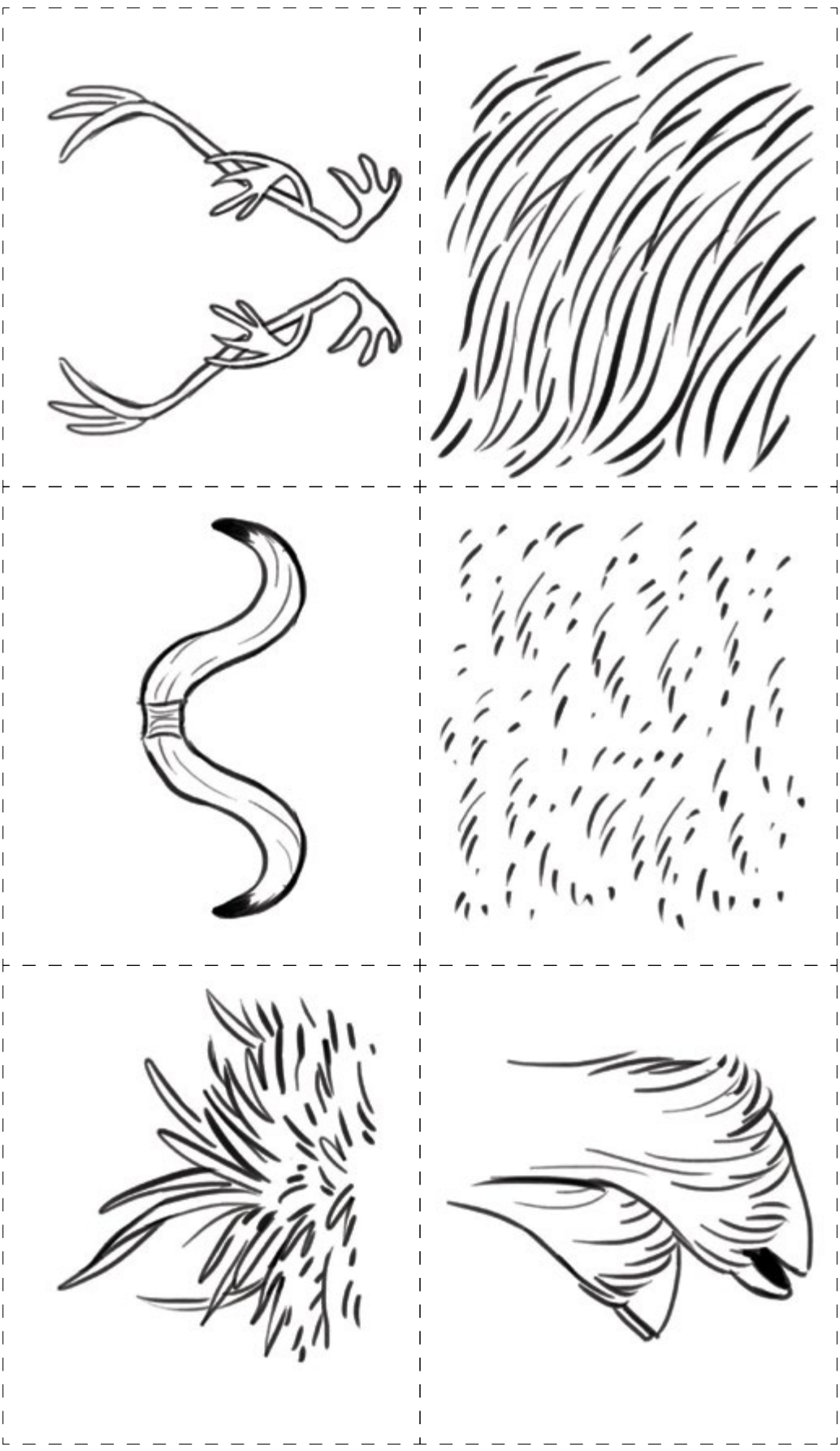
5. **Suggested discussion prompts:** Here are some examples of questions you can ask after reading the text. Your students may find it helpful if you return to the illustration for the part of the story you are discussing.
 - *Why does this animal need to travel great distances?*
 - *Why is this animal important to Inuit?*
 - *How is this animal equipped to deal with cold temperatures?*
 - *How does this animal find food?*
 - *How does this animal protect itself from predators?*



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Handout 11

Muskoxen and Caribou Clues



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The Muskox and the Caribou



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The ᐅᐱᓴᐅᐅ ᐅᐅᐅ / *The Muskox and the Caribou* book study is part of Inuktut Titiqqiriniq, a comprehensive literacy program that was developed by Nunavut educators, linguists, and language consultants, with constant testing and input by Nunavut classroom teachers. Inuktut Titiqqiriniq provides instructional tools and resources to help students develop strong Inuktut language skills.

This resource provides activities based on ᐅᐱᓴᐅᐅ ᐅᐅᐅ / *The Muskox and the Caribou*, by Nadia Mike. Finding Baby Muskox scared and alone on the tundra, Mother Caribou decides to raise him as one of her own. Growing up in a herd of caribou, Baby Muskox searches for a feeling of belonging. This book study provides opportunities for social emotional learning (SEL) in addition to activities that build critical language arts skills. Students will participate in a variety of listening, speaking, reading, writing, viewing, and representing activities as they develop a positive attitude toward difference.

