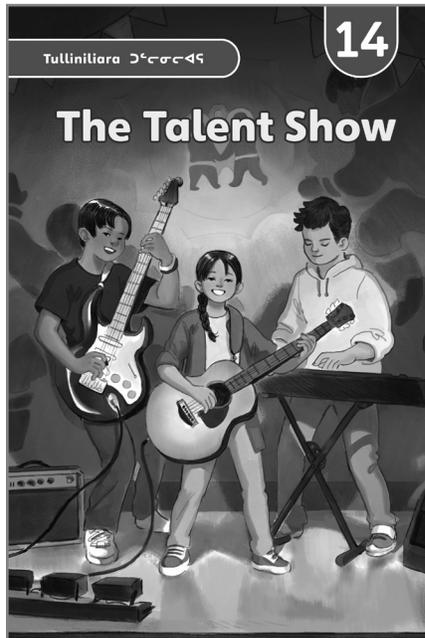


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TULLINILIARA
 EXTENSION ACTIVITY



Level 14: The Talent Show

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
The Talent Show

TOPIC
Skills and Interests

LENGTH
3 Lessons
(20–30 minutes each)

Essential Question

How can we solve problems in our communities? How can this benefit our community? How can this benefit us as individuals?



Lesson Overview

In this lesson, students will consider how the characters in *The Talent Show* demonstrate a selection of IQ principles. Then, they will organize the major events in the story *The Talent Show* on a timeline. Students will reflect on the effect that planning an event can have on a community and the individuals who are planning it. Finally, students will have an opportunity to plan, and perhaps even host, a school or community event.



REQUIRED MATERIALS

- ☞ Book: *The Talent Show*
- ☞ Chart paper
- ☞ Writing utensils
- ☞ **The Talent Show: Events** worksheet
- ☞ Scissors and glue sticks
- ☞ **The Talent Show: Timeline** worksheet
- ☞ **Planning an Event!** template

LEARNING ACTIVITIES



Read the book.



Discuss IQ principles.



Timeline of events and IQ connection.



IQ discussion.



Question response/class discussion.



Planning an event.



Putting on the event (**optional).

LEARNING CONNECTION

Students will work with timelines to help them organize textual information and events that take place over a period of time. They will also have an opportunity to reflect on planning and organizing events and to evaluate their impact on the community and the individuals that plan them.

READING VOCABULARY

Δβϰ^ϰ, αϰη^ϰ ϰδδϰϰ^ϰϰ^ϰσ^ϰ
volunteer, Nattiq Frolics

PRE-LESSON PREPARATION

1. Print out **The Talent Show: Events** worksheet, one for each pair.
2. Print out **The Talent Show: Timeline** worksheet on 11 x 14 (landscape) paper, one for each pair.
3. Write discussion questions on chart paper.
4. Print out the **Planning an Event!** template, one for each student.

LESSON PLAN 1: THE TALENT SHOW

LESSON 1

1. Tell students that you will be reading a book called *The Talent Show* together. Ask students what they know about talent shows:



Have you ever participated in a talent show?



What usually happens at a talent show?

2. Explain that in *The Talent Show*, the characters demonstrate three IQ principles: pijitsirniq, tunnganarniq, and qanuqtuurniq. Write each of the principles on a piece of chart paper and remind students what they mean. Ask students to listen for parts of the story where the characters demonstrate these principles.

IQ principles

Pijitsirniq: Helping family and community.

Tunnganarniq: Making sure everyone feels welcome and included.

Qanuqtuurniq: Finding creative ways to solve problems.

3. Following the discussion, read the story up to the end of Chapter 4 out loud to the class.
4. After reading, ask students to discuss moments in the story where the characters are demonstrating the different IQ principles. Then, spend a bit of time predicting what might happen at the end of the story. How else might the characters demonstrate the IQ principles? Record the students' predictions on the chart paper in a different colour (or put a star beside them to show they are predictions).

LESSON PLAN 2: THE TALENT SHOW

LESSON 2

1. Together, discuss what happened in the first four chapters of *The Talent Show*. Review the IQ principles the characters have demonstrated. Ask students to continue to listen for parts of the story where the characters demonstrate these principles to see if their predictions were correct.
2. Read the rest of *The Talent Show* out loud to the class.
3. After reading, have students revisit their IQ principle predictions. Were they correct? Fill in any new moments in the story where the characters demonstrate the different IQ principles.
4. Next, divide students into pairs. Hand out one copy of **The Talent Show: Events** worksheet and **The Talent Show: Timeline** worksheet to each pair, as well as scissors and a glue stick. Ask students to cut out each event on **The Talent Show: Events** worksheet, as well as the IQ principles at the bottom of the page. Ask them to arrange the events in the order they happened (chronologically) in *The Talent Show* on **The Talent Show: Timeline** worksheet. They do not need to glue them down yet.
5. Explain to students that on the timeline, some of the events have an additional box beside them. Students should decide which IQ principle they believe that event best demonstrates and place the IQ principle in the box. They do not need to glue these down yet.
6. Once each pair has placed the events on the timeline and made their IQ connections, discuss as a class how students have ordered the events and which IQ principles they have connected to the major events in the book. Following the discussion, each pair will glue the events on **The Talent Show: Timeline** worksheet.
7. Next, assign one of the following questions (that you have written on chart paper) to each pair (multiple pairs will be discussing the same question):
 - At the start of the book, no one had volunteered to help with the talent show. Why did Nanmak, Pokok, and Aitaok agree to organize it?
 - How did the talent show benefit the community?
 - What skills or lessons did Nanmak, Pokok, and Aitaok learn as they planned and performed in the talent show?
8. In their pairs, students will determine their responses to their questions and then share and discuss their answers with the class. As a class, reflect on the effect that planning an event can have on a community and the individuals who plan the event.

LESSON PLAN 3: THE TALENT SHOW

LESSON 3

1. As a class, revisit the story of *The Talent Show*, asking students to share the key events of the story. Ask students to revisit their learning from the previous lesson, focusing particularly on how the community in the story benefitted from the talent show and the skills and lessons that Nanmak, Pokok, and Aitaok learned as they planned it.
2. Explain to students that they will imagine they are planning an event like the students in *The Talent Show*. Have students think of and share event ideas that would benefit the whole community. Write them on a piece of chart paper.
3. Hand out the **Planning an Event!** template, one for each student. Read through the questions out loud, explaining further where needed.
4. Once students have completed their planning, invite student volunteers to share their ideas. Spend some time discussing how each event would benefit the community and what students think they would learn along the way.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

Consider putting on a simple school or community event with your students. Be sure to emphasize how the event is helping others and stop frequently to reflect on the skills and lessons students learn on the way. You may consider:

- ☛ Setting up a bake sale, with proceeds going to a community cause
- ☛ Distributing notes of kindness to staff and students of the school
- ☛ Running a school spirit week
- ☛ Hosting a social gathering for Elders
- ☛ Running a class talent show
- ☛ Hosting an assembly

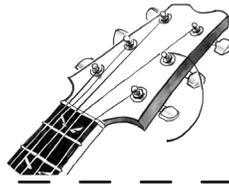
Names: _____

The Talent Show: Events

Nanmak agrees to be in the talent show. She is very nervous.



Nanmak goes to the talent show so Alex will have a guitar to use.



Alex's guitar string breaks. Nanmak gets on stage and plays for her while Alex sings.



Nanmak quits the talent show after dropping a speaker.



Pokok, Nanmak, and Aitaok go to the arena and volunteer to organize the talent show.



The kids ask Leonard if they can borrow the musical instruments they need for the talent show. He says yes!



The kids ask Jorgen, the school community counsellor, for help. He tells them to let anyone who wants to be in the talent show.



Pokok, Nanmak, and Aitaok find out the talent show has been cancelled.



Pokok calls many of his friends, but none can play in the talent show.



IQ principle:
Pijitsirniq

Helping family and community.

IQ principle:
Tunnganarniq

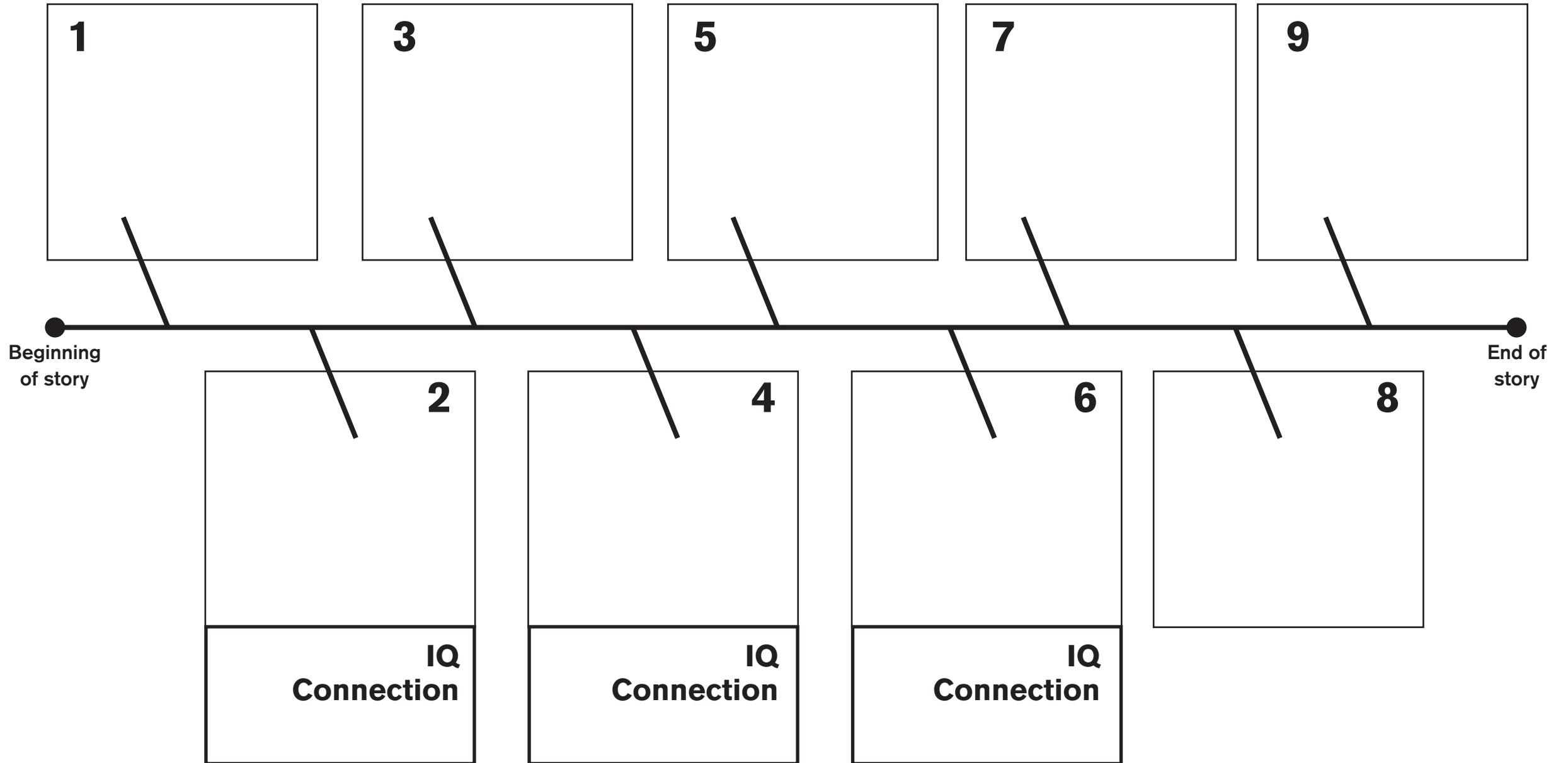
Making sure everyone feels welcome and included.

IQ principle:
Qanuqtuurniq

Finding creative ways to solve problems.

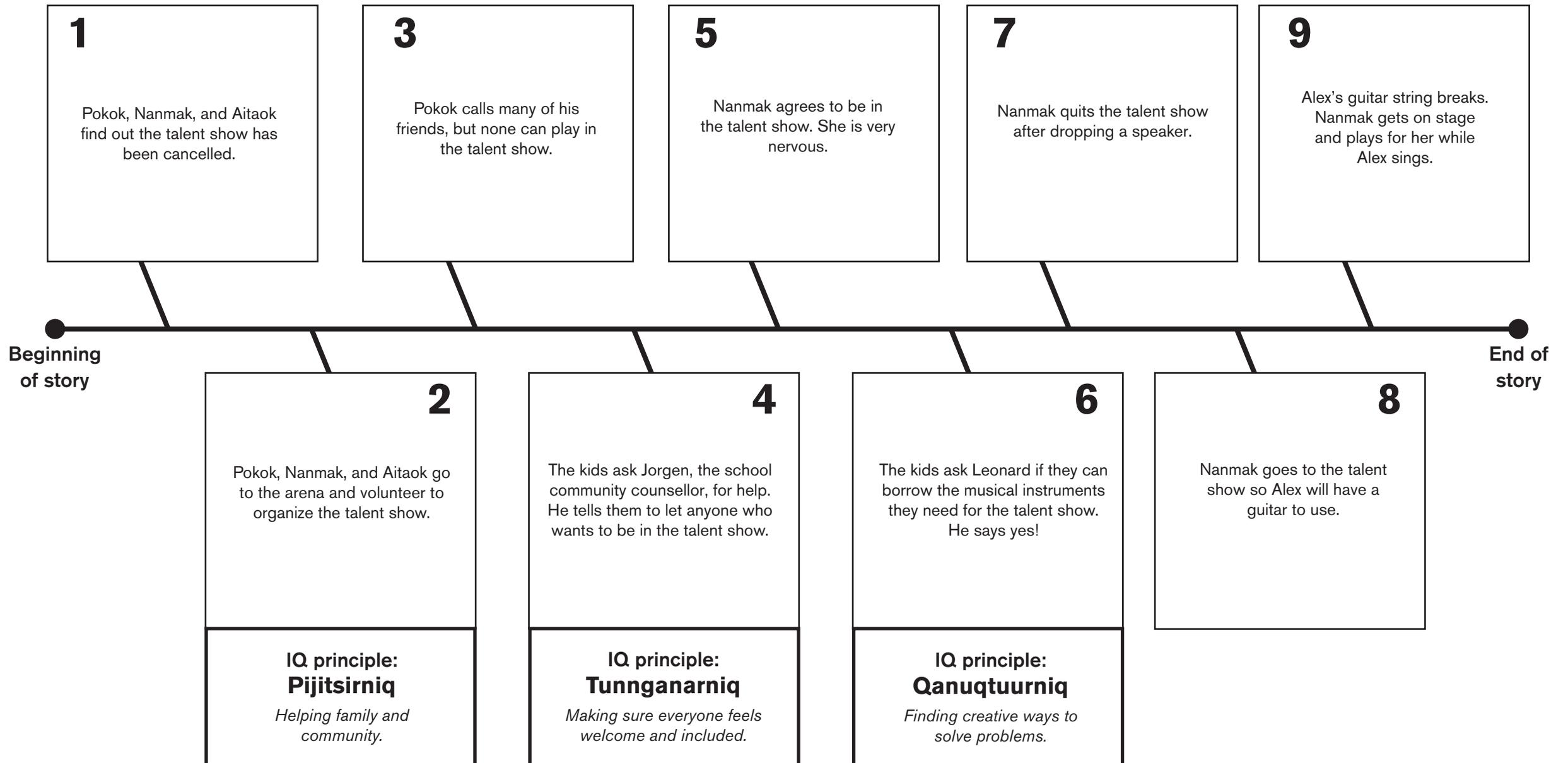
The Talent Show: Timeline

Names: _____



The Talent Show: Timeline

ANSWER KEY



Name: _____

Planning an Event!

1. What event are you planning?

2. When and where will the event happen?

3. How will your event benefit the community?

4. What do you think you will learn at your event?

5. Draw a picture of what your event will look like:

