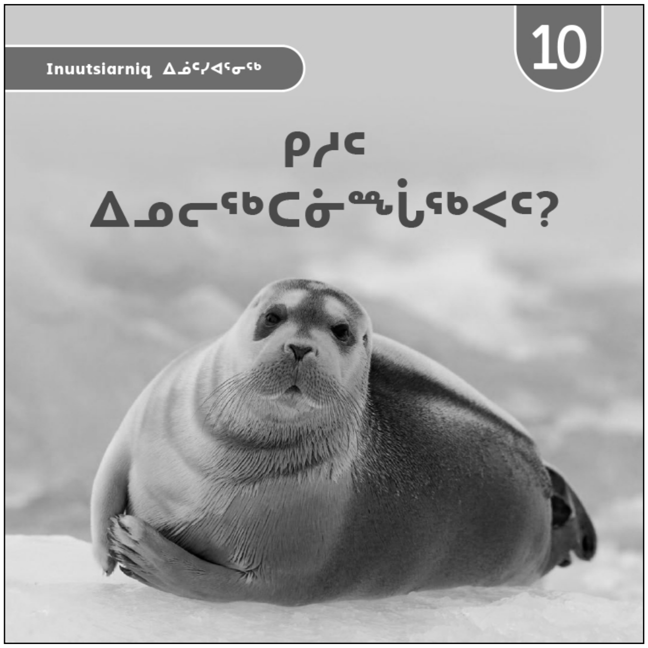
ᐃᓅᑦᓯᐊᕐᓂᖅ
INUUTSIARNIQ
EXTENSION ACTIVITIES

INUKTITUT



Level 10: ᑭᓱᑦ ᐃᓄᓕᖅᑕᓃᖕᒫᖅᐸᑦ? (What's in Country Food?)

- Activity worksheet: ᐃᓄᓕᖅᑕᐃᑦ (Country Foods)

ICON LEGEND

TEACHER SCRIPT

INDIVIDUAL ACTIVITY

IMPORTANT INFORMATION

CLASS DISCUSSION

PAIRS/SMALL GROUP ACTIVITY

LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in Inuktitut to help you guide your lessons. The English extension activities are also available for download.

ᓄᓇᕗᑦ Nunavut

EXTENSION ACTIVITY

LEVEL 10

BOOK TITLE

ᑭᓱᑦ ᐃᓄᓕᖅᑕᓃᖖᒑᖅᐸᑦ?
(What's in Country Food?)

TOPIC
Nutrition and Life Skills

LENGTH
1 Lesson (1 Hour)

Essential Question

How is country food healthy for us?

LESSON OVERVIEW

In this lesson, the teacher introduces students to nutritional components of food, such as vitamins, protein, fat, and other nutrients, with a focus on the nutrients in country food.

REQUIRED MATERIALS

- Book: *ᑭᓱᑦ ᐃᓄᓕᖅᑕᓃᖖᒑᖅᐸᑦ? (What's in Country Food?)*
- Writing utensils
- Activity worksheet: **ᐃᓄᓕᖅᑕᐃᑦ (Country Foods)**
- **Optional:** paper and scissors

LEARNING ACTIVITIES

- Class discussion about country foods.
- Class discussion about the book.
- Completion of the **Country Foods (ᐃᓄᓕᖅᑕᐃᑦ)** activity worksheet.

LEARNING CONNECTION

Before the lesson, have the students think about the food they eat and where it comes from. Throughout the lesson, students will think about how different country foods have nutritional benefits and how the nutrients in the foods affect their bodies. This builds on their understanding of the book *ᑭᓱᑦ ᐃᓄᓕᖅᑕᓃᖖᒑᖅᐸᑦ? (What's in Country Food?)* Individually and in a class discussion, students reinforce what they have learned by creating nutrition labels for various foods.

READING VOCABULARY

ᓂᕆᔭᒃᓴᑦ, ᐅᖅᓱᐃᑦ, ᑎᒥᒧᑦ ᐊᑑᑎᓛᑦ , ᓂᖅᑮᑦ ᐊᑑᑎᓛᑦ, ᕙᐃᑕᒥᓐ A, ᕙᐃᑕᒥᓐ C, ᕙᐃᑕᒥᓐ D

(edible, fatty acids, nutrients, protein, vitamin A, vitamin C, vitamin D)

PRE-LESSON PREPARATION

1. **Optional:** Before the lesson, gather visuals of various foods, including both country foods (seal, maktaaq, seaweed, plant greens, and so on) and non-country foods (oranges, boxes of cereal, cartons of milk, and so on), for use in the class discussion in Step 1 of the Lesson Plan. You can gather visuals from books, magazines, or the Internet, or bring in samples from home.
2. Photocopy one **ᐃᓄᓕᖅᑕᐃᑦ (Country Foods)** activity worksheet for every student in the class.

WHAT'S IN COUNTRY FOOD?

1. Discuss different kinds of foods and where they come from, and show visuals of a variety of foods, including country foods and non-country foods.

   “ᐅᖃᐅᓯᖃᓚᐅᖅᑕ ᐊᔾᔨᒌᖕᒋᑦᑐᓂᒃ ᓂᕿᔅᓯᓂᒃ. ᐃᓚᖕᒋᑦ ᐱᖃᑦᑕᖅᑕᕙᑦ ᓄᓇᓕᖕᓂ, ᐃᓚᖕᒋᓪᓗ ᓄᓇᒥᑦ. ᑕᐃᒍᖃᑦᑕᖅᑕᕙᑦ ᐃᓄᓕᖅᑕᓂᒃ. ᐅᖃᐅᑎᔪᓐᓇᖅᐱᖕᒐ ᓇᓕᐊᖕᓂᑐᐃᓐᓇᖅ ᐃᓄᓕᖅᑕᒥᒃ?”

   Give students a chance to respond.

   “ᐃᓚᖕᒋᑦ ᑕᒪᐅᙵᖃᑦᑕᖅᑐᑦ ᐅᖕᒐᓯᒃᑐᐊᓗᖕᒥᑦ ᐃᓛᓐᓂᓗ ᑕᕆᐅᑉ ᐊᑭᐊᓂᑦ. ᑕᒪᒃᑯᐊ ᓂᐅᕕᖃᑦᑕᖅᑕᕙᑦ ᓂᐅᕕᕐᕕᖕᓂᑦ. ᐅᖃᐅᑎᔪᓐᓇᖅᐱᖕᒐ ᓂᕿᔅᓯᒥᒃ ᓂᐅᕕᖃᑦᑕᖅᑕ ᐃᓚᖕᒐᓐᓂᒃ?”

   Find out what students know about nutrients. Give students a chance to respond.

   “ᑎᒥᒧᑦ ᐃᑲᔫᑎᓕᖕᓂᒃ ᖃᐅᔨᒪᕕᑦ?”

   Explain the meaning of the word “nutrients” and give examples of some.

   “ᑎᒥᒧᑦ ᐃᑲᔫᑎᔪᑦ ᓂᕿᔅᓯᑦᑎᓐᓂ ᑎᒥᑦᑕ ᐱᕈᖅᐸᓪᓕᐊᓂᖕᒋᓐᓄᑦ ᐊᑐᖅᑐᑦ, ᖃᓄᐃᖕᒋᑦᑎᐊᕐᑯᓪᓗᑕ, ᒪᒥᑦᑐᓐᓇᕐᑯᓪᓗᑕᓗ ᐋᓐᓂᕐᓂᕈᑦᑕ. ᐃᖅᑲᐃᔪᓐᓇᖅᐱᑦ ᑎᒥᑦᑎᓐᓄᑦ ᐃᑲᔫᑎᔾᔪᑎᓕᖕᓂᒃ?”

   Answers might include: vitamins, calcium, iron, fat.

   “ᐅᖃᓕᒫᕐᕕᖃᒃᑲᓐᓂᕐᓂᐊᖅᑐᒍᑦ ᐃᑲᔫᑎᓕᖕᓂᒃ ᓱᓇᑦ ᐃᓄᓕᖅᑕᓃᑉᐸᑦ? ᐃᓄᓕᖅᑕᑦ ᑎᒥᒧᑦ ᐃᑲᔫᑎᓂᒃ ᐃᓗᓕᖃᕐᒪᑕ.”

2. Read *ᑭᓱᑦ ᐃᓄᓕᖅᑕᓃᙲᖅᐸᑦ? (What's In Country Food?)* with students. Students can follow along in their own copies at their desks.

3. Ask the class to name all the country foods mentioned in *ᑭᓱᑦ ᐃᓄᓕᖅᑕᓃᙲᖅᐸᑦ? (What's In Country Food?)* (Encourage them to refer to the book, if they wish.) Give students a chance to respond and write their list on the board or on chart paper.

   “ᑕᐃᓯᓇᓱᓚᐅᖅᑕ ᐃᓄᓕᖅᑕᓂᒃ ᑎᑎᕋᖅᓯᒪᔪᓂᒃ ᐅᖃᓕᒫᒐᒥ. ᑕᑯᒥᐊᕈᓐᓇᖅᑐᑎᑦ ᐅᖃᓕᒫᒐᓂᑦ ᐃᖅᑲᐃᓂᐊᕋᕕᑦ.”

4. Read out the question on pages 2–3 (“What is your favourite country food?”) and give students a chance to respond.

   “ᓱᓇ ᐃᓄᓕᖅᑕᖅ ᒪᒪᕆᔮᕆᕕᐅᒃ? ᑲᓄᐃᒻᒪᑦ ᐱᐅᒋᔮᕆᕕᐅᒃ? ᐅᖃᓕᒫᒐᕐᒦᖕᒋᒃᑲᓗᐊᖅᐸᑦ ᖃᓄᐃᖕᒋᑦᑐᖅ, ᐃᓕᓂᐊᖅᐸᕙᑦ ᑎᑎᕋᖅᓯᒪᔪᕐᑯᑎᑦᑎᓐᓄᑦ.”

5. Go through the book, and have student volunteers read aloud only the “Did You Know?” information. As they do, discuss each fact with the class, making sure they understand the main concept: that country foods contain nutrients that are helpful to our bodies. Ask students to think about how each nutrient will help them in their everyday life.

“ᖃᐅᔨᒪᓕᖅᑐᒍᑦ ᓇᑦᑎᐅᑉ ᐅᖅᓱᖕᒋᑦ ᐆᕙᓂᑦᑎᓐᓄᑦ ᐱᐅᔪᑦ. ᖃᓄᕐᓂ ᐅᕙᓂᑦᑎᐊᕆᖕᓂᖅ ᐊᑑᑎᖃᕐᒪᑦ ᖃᐅᑕᒫᑦ ᐃᓅᓯᑦᑎᓐᓄᑦ?”

Answers might include: Having healthy skin means that we will heal from scrapes and bruises faster. Having healthy skin keeps our whole body healthy because it defends us against bacteria and infections.

“ᓱᓇᑦᑕᐅᖅ ᓂᕆᔭᒃᓴᑦ ᐱᐅᒋᕚᑦ ᐅᕙᓂᑦᑎᓐᓄᑦ?”

Answers might include: Arctic char, walrus, and plants and berries.

“ᖃᐅᔨᒪᓕᕿᑦᑕ ᐃᖃᓗᐃᑦ ᕚᐃᑕᒥᓐ D-ᖃᕐᓂᖕᒋᓐᓂᒃ ᓴᐅᓂᑦᑎᓐᓄᑦ ᐱᐅᑎᑦᑎᔪᓂᒃ. ᖃᓄᕐᓂ ᓴᐅᓂᑦᑎᐊᕆᖕᓂᖅ ᐃᓅᓯᑦᑎᓐᓄᑦ ᐃᑲᔫᑎᖃᕐᒪᑦ?”

Answers might include: Having healthy bones helps us grow and stay strong, helps us play outside, helps us heal from injuries faster, etc.

“ᓱᓇᓪᓗ ᓂᕆᔭᒃᓴᑦ ᓴᐅᓂᑦᑎᓐᓄᑦ ᐱᐅᒋᕚᑦ?”

Answers might include: Plants and berries.

“ᖃᐅᔨᒪᓕᕿᑦᑕ ᑐᒃᑐᑦ ᑎᒥᑦᑎᓐᓄᑦ ᐃᑲᔫᑎᓛᑦ ᕚᐃᑕᒪᓐ A-ᖃᕐᓂᖕᒋᓐᓂᒃ ᐃᔨᑦᑎᓐᓄᓪᓗ ᐱᕈᖅᐸᓪᓕᐊᓂᑦᑎᓐᓄᓪᓗ ᐊᑑᑎᓂᖕᒋᓐᓂᒃ. ᖃᓄᕐᓂ ᐃᔨᑦᑎᐊᕆᖕᓂᖅ ᐃᓅᓯᑦᑎᓐᓄᑦ ᐊᑐᕐᒪᑦ?”

Answers might include: Having healthy eyes helps us see the board at school, helps us read our books, etc.

“ᓱᓇᒃᑲᓐᓃᑦ ᓂᕆᔭᒃᓴᐃᑦ ᐱᕈᖅᐸᓪᓕᐊᓂᕐᒧᑦ ᐃᑲᔪᖅᐸᑦ?”

Answers might include: Narwhal and beluga.

“ᖃᐅᔨᒪᓕᕿᑦᑕ ᐊᐃᕼᑦ ᑎᒥᑦᑎᓐᓄᑦ ᐃᑲᔫᑎᖃᕐᓂᖕᒋᓐᓄᑦ ᐆᒻᒪᑎᑦᑎᓐᓄᑦ ᐱᐅᔪᓂᒃ. ᖃᓄᕐᓂ ᐃᑲᔪᖅᐸ ᐃᓅᓯᑦᑎᓐᓄᑦ ᐆᒻᒪᑎᑦᑎᐊᕆᖕᓂᖅ?”

Answers might include: Having a healthy heart helps us play Inuit games, helps us play sports, helps us breathe deeply and throat sing, etc.

“ᖃᓄᕐᓂ ᐆᒻᒪᑎᑦᑎᐊᕆᖕᓂᖅ ᐃᓅᓯᑦᑎᓐᓄᑦ ᐱᐅᖕᒪᑦ?”

Answers might include: Narwhal and beluga, Arctic char, and cloudberries.

6. Hand out one set of the **ᐃᓄᓕᖅᑕᐃᑦ (Country Foods)** activity worksheet to each student. Explain that they will work individually or in pairs to label each country food. Then, they will write a sentence about one of the country foods on the sheet that explains what nutrients are in this food and how these nutrients help them in their everyday life. Encourage them not to refer to their books. When they are finished writing, they can colour in the country food or write more sentences about the other foods.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

1. Have the students share their **ᐃᓄᓕᖅᑕᐃᑦ (Country Foods)** activity worksheets with the class or display them in the classroom.

ᐊᑏᑦ: ______________________________

ᐃᓄᓕᖅᑕᐃᑦ

ᑎᑎᕋᕐᓗᒋᑦ ᐃᓄᓕᖅᑕᐃᑦ ᑕᑯᓂ ᐱᓕᕆᐊᒃᓯᓂᑦ. ᐊᓱᐃᓛᒃ,
ᓂᕈᐊᕐᓗᒋᑦ ᐃᓄᓕᖅᑕᒥᒃ ᐊᒥᐊᕐᓂᐊᖅᑕᕐᓂᒃ ᑎᑎᕋᐅᓯᕆᓗᒍᓗ
ᐋᑎᖅᑲᕐᓂᙱᓂᒃ ᑎᒥᒧᑦ.

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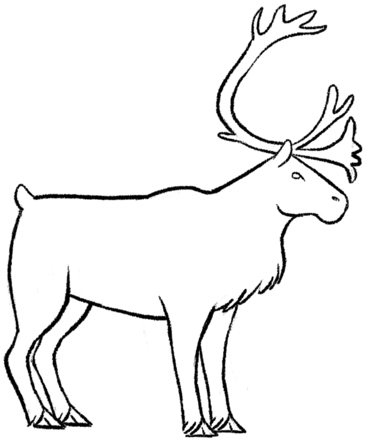

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