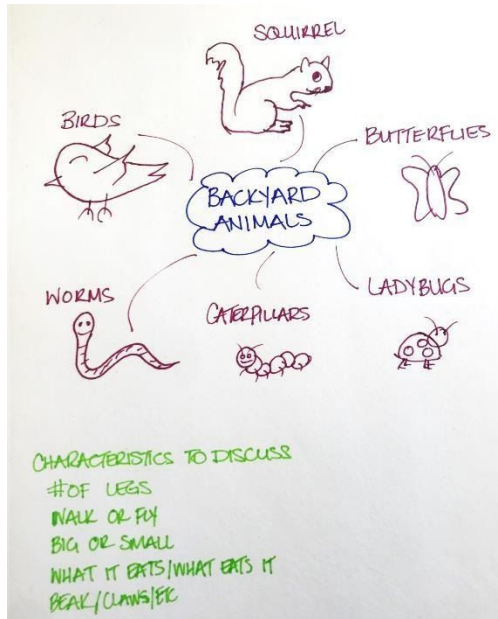


Grade 1 Lesson for **Alego** – Ningeokuluk Teevee
 Created by Rianna Garthus, 2019 Werklund Graduate

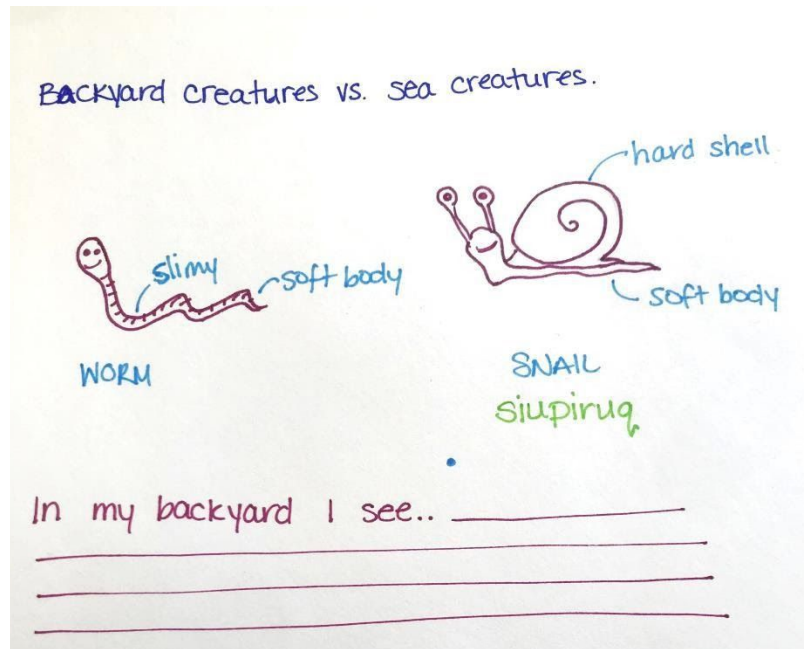
Resources used and possible concerns	Picture Book: Alego – Ningeokuluk Teevee
Author/creator and/or literature background	<p>Ningeokuluk Teevee</p> <ul style="list-style-type: none"> - Is Inuit from Nunavut - Graphic artist known for her extensive knowledge of Inuit legends - Her book was shortlisted for the Governor General’s Literacy Award for children’s illustration
UPE course connections (not exhaustive)	<p>Educ 445 – Individual Learning: Theories & Applications</p> <ul style="list-style-type: none"> - This resource and discussion of learning from others, more specifically our elders about our living environment, fits well into the idea of individual learning. It can be used to highlight the varying ways we learn from each other and our experiences and how everyone is knowledgeable in different areas. <p>Educ 420 – Issues in Learning and Teaching</p> <ul style="list-style-type: none"> - Similar to 445, this resource can be used to highlight the importance of learning from and within all environments, not just the classroom. This resource can be used to emphasize the importance of passing down information and learning from one another. Additionally, it can be used as a way to facilitate inquiry based learning to keep up with the ever-changing teaching profession. <p>Educ 435 – Literacy, Language & Culture</p> <ul style="list-style-type: none"> - At its core, this resource fits into this course due to the levels of linguistic diversity it has. It could be used to contrast how different languages have many layers and details to them. Also, the importance of language development can be highlighted by the complexity each language has.
K-12 Connections	<p>Target age range: grade 1 and 2</p> <p>Related curricular outcomes: Science, Language Arts, Art, Health</p> <p>Grade 1 Science - Needs of Plants and Animals</p> <ul style="list-style-type: none"> - Observe, describe, compare living things - How they are valued (source of food, etc.) - Classify by characteristics - How they maintain life (food, water, shelter, space)

	<ul style="list-style-type: none"> - Compare conditions (temp, land vs. sea) <p>Grade 2 Science – Small Crawling and Flying Animals</p>
Materials	<ul style="list-style-type: none"> - Picture book – Alego by Ningeokuluk Teevee - Chart paper or smartboard - Visual journals - Pencils and art supplies for colouring
Rationale	<p>BIG IDEA: Exploring the diversity of living things in our own backyards while learning from family</p> <p>PURPOSE: This resource is used to engage students with nature and discover the needs of living things around us and how they are interconnected.</p> <p>Whether we are looking at land or sea animals, students are able to identify there is life everywhere and can see how we interact with living things on a daily basis.</p> <p>This book fits into science, language arts, art and health in div 1 (grades 1-3). Students can identify with the girl in the book and see the significance her environment has on her well-being.</p>
Lesson/activities	<ol style="list-style-type: none"> 1. Brainstorm bugs/animals we find in our own backyard/playground (if weather permits go outside on a short walk to explore what living things are in the schoolyard) <ul style="list-style-type: none"> - Describe different characteristics for the animals brainstormed through a mind map or a table



- Discuss similarities and differences / compare and contrast, classify based on visible characteristics (claws, beaks, legs, etc.)
 - Discuss how they maintain life (what do they eat/what eats them/do we eat any of the things from our backyard)
2. Before reading the book, take time to provide context of the environment in which Alego lives and explain the Inuit culture.
Link for information about Nunavut and Inuit culture in Canada
[-https://www.thecanadianencyclopedia.ca/en/article/nunavut](https://www.thecanadianencyclopedia.ca/en/article/nunavut)
 3. Read the book Alego together as a class
 - Discuss the creatures that were found in the book and how they were different from the ones we see in our own backyards
 - Go over the Inuit words that were used for the creatures in the book/ how they use symbols
 - Discuss how different cultures live off the land and provide for themselves beyond the grocery store (do some students have gardens, hunt/fish/etc.)
 - Compare the conditions of backyard animals vs the creatures from the sea (temp, environment, etc.)
 4. In a visual/daily journal draw at least 1 creature from the backyard and 1 from the sea

- Label with name (in English and Inuit) and 2 characteristics about each
- Using a sentence starter, students could write a short sentence about their drawings
- Colour journal entry



OPTIONS/EXTENSIONS:

1. Read Lessons from Mother Earth by Elaine McLeod & Colleen Wood
- Have a bigger discussion surrounding plants and animals, what we eat from nature, how and why we take care of nature
2. Could discuss family traditions/how we spend time with loved ones
3. Use your senses when exploring the schoolyard (what do you hear/smell/see etc.)
4. Language Lesson
 - Discuss how the Inuit use symbols for their alphabet vs. ABC's
 - If using in an older grade, students could create their own alphabet of symbols

Supporting Sources (APA):

Ningeokuluk Teevee. (2017, March 29). Retrieved from
<https://nativecanadianarts.com/artist/ningeokuluk-teevee/>