



UUMAJUT

VOLUME 1

Uumajut

Learn about Arctic Wildlife

Written By

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Teacher Study Guide

General Accommodations and Modifications	iv
Icon Descriptions	v
Pre-Reading Discussion and Activities.....	01
Activity 1: Arctic Animals	01
Activity 2: Pre-Reading Predictions	02
Activity 3: Non-Fiction Texts.....	03
Reading Uumajut	05
Post-Reading Activities	06
Activity 1: Arctic Words	06
Activity 2: If I Were A...	07
Activity 3: A Day in the Life	07
Activity 4: Comparing Arctic Animals	08
Activity 5: Author Letters	08
Activity 6: Create a Cover	09
Culminating Activity: Animal Masks	10
Handout 1: Predicting	11
Handout 2: Non-fiction Texts	12
Handout 3: Arctic Animals	13
Handout 4: Arctic Words	14
Handout 5: If I Were A	17
Handout 6: A Day in the Life Of	18
Handout 7: Comparing Arctic Animals	19
Handout 8: Letter to the Author	20
Handout 9: New Cover	21
Mark Breakdown	23

GENERAL ACCOMMODATIONS AND MODIFICATIONS

Outlined below are some useful learning strategies that may assist those students who struggle with their learning, or demonstrate some difficulty with everyday classroom tasks. Students, teacher and parents must work together to maximize the student's learning potential and to create a positive, productive and successful classroom community.

Environmental Accommodations

- Arrange seating to reduce distractions.
- Provide the student with an area to keep supplies, books, and so on, away from students' work area.
- Allow breaks between tasks.

Adaptations to Lesson Presentation

- **Note:** Remember that we learn in different ways and we cannot expect that all students will respond in the same way to a specific teaching strategy. (Some different learning styles including auditory, visual, kinesthetic, and tactile).
- Give a structured overview before the lesson.
- Provide verbal and written instruction.
- Establish routines that enable the student to check understanding with a peer.
- Provide frequent repetition of important tasks.

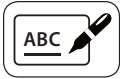
Adaptations to Assignments, Projects and Tests

- Shorten assignments and/or divide assignments into parts.
- Provide extended time for completion of assignments.
- Provide additional time for reading assignments.
- Provide assistance with note taking if needed.
- Use peer support and mentoring (select a classroom buddy).
- Enable students to demonstrate understanding of material using a variety of media, including oral presentations, visual arts/illustrations, audio or video taped assignments, bulletin board displays, dramatizations, and demonstrations.
- Provide assistance with organization and planning of class work and or homework.
- Credit for class participation, effort, and attendance.

Icon Descriptions



READING Students will read assigned passages using a variety of reading strategies.



VOCABULARY Through organized activities, students will review vocabulary from the assigned passages. They will learn definitions of these words and practice integrating them into written and oral communication.



ORAL COMMUNICATION Students will discuss the readings and express what they have learned through oral language in open class discussions, small group work, and presentations.



EVALUATION At the conclusion of each unit, evaluation techniques are suggested to allow instructors to informally assess students' understanding and abilities.



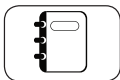
LISTENING Students will be asked to demonstrate effective listening strategies as they attend to verbal instructions, discussions, and presentations.



WRITING Students will develop their written communication skills through a variety of writing activities.



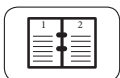
COMPREHENSION ACTIVITIES Students will demonstrate their understanding of the assigned readings, themes, and topics through various discussion activities, group tasks, assignments, and presentations.



REFLECTION Students will reflect on the information learned throughout the lesson. In their reflections they will form connections from the readings to the self, the community, and the world.



VISUAL DEPICTIONS Students will express themselves visually by creating pictures, diagrams, and graphic organizers, demonstrating an understanding of text content and features.



HANDOUT Handouts accompany many activities throughout the guide. These handouts are to be photocopied and handed out to the students, allowing them to practice and expand on the information they are learning.

Pre-Reading Discussion and Activities

This section includes pre-reading activities, which will provide the students with background knowledge of Arctic Animals and provide them with an opportunity to make pre-reading predictions.



Activity 1 **Arctic Animals**



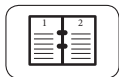
- Explain to students that in this learning unit, they will read *Uumajut* by Simon Awa, Anna Ziegler, and Stephanie McDonald. Throughout the unit, they will learn about Arctic animals.
- Collect a variety of images of Arctic animals. Display them on the board or chart paper. Go through each animal with the students. Ask the students what they know about each Arctic animal and record their answers underneath the corresponding image.
- When you are finished, further question the students. Prompt the students by asking them the following questions:
 - What makes the animals that live in the Arctic different from the animals that live in the southern regions of Canada? How do they survive living in the cold?
 - Why do you think people living in the Arctic depended on these animals for survival?
- Record their answers on the board or chart paper and tell the students that they will continue to learn about Arctic animals throughout the unit.
- Ask the students if there is anything they would like to learn about Arctic animals, and record their answers on the board or chart paper. Refer to this list as you read the book and complete the activities.

PRE-READING DISCUSSION AND ACTIVITIES



Activity 2

Pre-Reading Predictions



- Gather students on the floor.
- Introduce *Uumajut* by Simon Awa, Anna Ziegler, and Stephanie McDonald to the class. Tell the students that good readers make predictions about what they think the book is about. Each text holds clues, and good readers combine these clues with their own background knowledge to make reasonable predictions. Explain to the students that before reading the text, they will attempt to predict what the book is about based on the text features.
- Distribute **Handout 1: Predicting**. Before allowing the students to complete the handout in pairs, follow along with the handout together and discuss each text feature as follows:
 - Direct the students' attention to the cover of the book.
 - View the illustrations on the front cover. Ask the students to explain the images they see and predict what the story might be about. Use the following suggested questions to engage the students in predictive thinking, recording point-form notes on the board or on chart paper:
 - o What is on the front cover?
 - o What are they doing?
 - o Where do you think they are?
 - Read the blurb on the back cover of the book. Use the following suggested questions to engage the students in predictive thinking:
 - o What will you learn about in this book?
 - o What animals do you think you will read about?
 - Tell the students to flip through the pages of the book and view the illustrations. Ask them to share any reactions or comments they may have, using the following suggested questions:
 - o What is in the pictures?
 - o What are they doing?
 - o Where does the story take place? List three different places.

PRE-READING DISCUSSION AND ACTIVITIES

- Record point-form notes on the board or on chart paper.
- Similar to the whole class activity, students must write predictions in point form on the handout based on the following elements, referring to specific examples from the text:
 - Title
 - Front cover
 - Back cover
 - Illustrations
 - Class discussions
- Send the students back to their desks and ask them to complete the handouts.
- Ask the students to share their predictions before concluding the discussion.

Activity 3

Non-Fiction Texts

- Ask the students to use their predictions from the previous activity to determine if *Uumajut* is a book of fiction or non-fiction. Ask students to discuss the reasons for their answer.
- Reinforce that *Uumajut* is a non-fiction book. Tell students that non-fiction books communicate factual information through text and images. Ask students to brainstorm a list of other types of non-fiction texts. Help students by pointing out examples that are all around them: books about their favourite animals, lunch menus, maps, classroom magazines, etc.
- Have students share experiences they've had with non-fiction, using the following prompts:
 - What books about real people, places, and events have you read?
 - Do you enjoy reading these types of books? Why or why not?
 - When you read an article or a biography, do you look at the illustrations and read the captions?
 - What websites do you visit?
 - Have you ever had to read directions for a board game or ingredients in a cookbook?

PRE-READING DISCUSSION AND ACTIVITIES

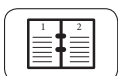
- Tell students that non-fiction texts contain text features, which are there to help the reader locate, prioritize, and make sense of the information.
- Distribute **Handout 2: Non-Fiction Text Features** and explain to students that in partners, they are going to examine the book and identify the various text features.
- When students are finished, bring them together as a class to discuss their results. Discuss each text feature and why it is important.



Reading



Uumajut, written by Simon Awa, Anna Ziegler, and Stephanie McDonald, is a book designed to teach students and adults alike about Arctic wildlife. Using the instructions below, allow students to begin reading the book in guided reading groups.



Pre-Reading Predictions

Pre-Reading:

- Review the students' predictions and allow them to make any additional predictions.
- Read and discuss the introduction with the students.

Reading:

- The book is divided into two sections, “Animals of the Tundra, and Animals” of the Sea and Ice.” Each section includes information about five different animals.
- Divide the class into guided reading groups and assign each group to one or two animals, depending on the numbers in the class.
- Distribute **Handout 2: Arctic Animals**. Together with their group, students will fill in the handout as they read, recording information about their assigned animal(s).
- Ask the students to take turns reading until they are finished (students should read approximately one paragraph or one page before moving on to the next reader).

Post-Reading:

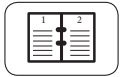
- Ask each group to present what they learned and recorded on their handout to the class.
- After each presentation, allow the students to ask questions.
- Before concluding the discussion, answer any outstanding questions the students may have.
- Combine the students' handouts into two booklets, one titled “Animals of the Tundra” and the other titled, “Animals of the Sea and Ice.”

Post-Reading Activities

Listed are a number of activities that can be used to further explore the book *Uumajut* and Arctic animals. Please feel free to alter the activities to meet the specific needs of your classroom.

Activity 1

Arctic Words



- Choose a list of approximately ten to fifteen Arctic words from the story that you think are important and/or would be difficult for your group of students. (Examples include, lichen: tundra, qulliq, maktaaq.)
- Record the list of words on the board or on chart paper.
- Tell the students that each of these words was selected from the book. Go through each word with the students and ask for volunteers to read and guess the meaning of each selected word.
- Distribute **Handout 3: Arctic Words**.
- On the handout, the students must choose nine important words from the list. They must look up the definition in the dictionary and record the dictionary definition in their own words. The students must then draw a picture representing the Arctic word.
- Tell the students to complete their handouts.
- When the students are finished the handout, go through each word and ask for volunteers to share their answers with the class.

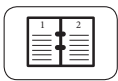
POST-READING ACTIVITIES



Activity 2



If I Were A...

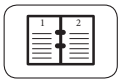


- Re - read aloud to the students about one of the animals in *Uumajut*. Ask them to imagine what it would be like to be that animal.
- Ask the students to share their insights and, if needed, prompt them with questions such as: If you were a(n) (name of animal)...
 - What would it be like to spend the winter in the Arctic?
 - How would you spend your days in the summer?
 - What would make you afraid?
 - What special skills would you have?
- Have the students choose another animal in the book. They can read it alone, with a partner, or in a small group. Distribute **Handout 4: If I Were A...** to each student. They must draw a picture and write a short story with the title “If I were a...”
- Volunteers can show their pictures and/or read their stories aloud to the class.



Activity 3

A Day in the Life



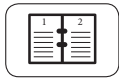
- After students have read about several animals in *Uumajut*, explain to them that they will create a poster called “A Day in the Life.” They will choose one animal from *Uumajut* and draw pictures to show the animal’s different activities in a day.
- With the students’ help, make a list on the board or chart paper of the types of activities that most animals do (for example, sleeping, eating, hunting, fleeing from predators, digging or building, caring for young, etc.).
- Distribute **Handout 5: A Day in the Life** to each of the students.
- Tell the students that they can represent the activities described in the book about their animal, and they can refer to this list of activities and go beyond the information in the book to infer more about their animal, if they wish.
- When the students are finished, invite volunteers to present their animals to the class.

POST-READING ACTIVITIES



Activity 4

Comparing Arctic Animals

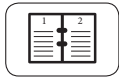


- Display a Venn diagram on the board. Choose two animals from *Uumajut* that the students may find similar—for example, the caribou and the seals.
- Label each circle with the animal's name. Re-read the text aloud, having the students guide you in listing the characteristics of each animal. Then have the students decide which characteristics are unique to each animal (record these in the outer areas of the respective circles) and which characteristics are shared (record these in the overlapping centre of the circles).
- Distribute **Handout 6: Comparing Arctic Animals**, and have the students repeat this process with two or more other animals from the book. (Remind them to choose animals that will share some common characteristics, so they will have some information to put in the centre of the diagram.)



Activity 5

Author Letters



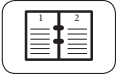
- Ask the students to write a letter to the author(s) or illustrator(s) of *Uumajut*, independently or with assistance.
- Distribute **Handout 7: Letter to the Author(s) or Illustrator(s)**.
- Use the handout to explain the correct way to format a letter, and discuss the types of things they may wish to communicate to the creator—for example, their favourite animal in the book, the most interesting fact in the book, the painting they liked the most, the most surprising piece of information, and so on. Invite the students to ask two or three questions. Be sure to remind the students to be respectful and polite in their writing.
- Ask the students to use the handout to create a rough draft of their letter. When they are finished, ask the students to hand in their letter for teacher edits. When you are finished, give the students their letters back and ask them to write a good copy on a lined piece of paper, or on the computer.
- Send the letters to the publisher when complete.

POST-READING ACTIVITIES



Activity 6

Create a Cover



- Ask the students to examine the front and back cover of *Uumajut*. Discuss the features, such as the illustration, the title and subtitle (in two languages), the name of the publisher, the back cover blurb, and the questions, and the purpose of each. Have the students compare this cover with other book covers. Ask, “Why do you think the authors might not be listed on the front of the book?”
- Distribute **Handout 8: New Cover**.
- Challenge the students to create a new front and back cover for *Uumajut*. When they are done, invite them to share their covers with the class and answer questions about their choices.
- You may wish to have students use the handout to design a rough copy of their covers. Perhaps have two students cut a large piece of bristol board in half to use as the foundation of their book cover.

CULMINATING ACTIVITY



Animal Masks



- Ask the students to create a 3D mask of their favourite Arctic animal.
- Have the students create a cardboard cutout of the animal's face to use as a base. Provide the students with any available materials. **Note:** You may want to provide the students with a variety of stencils to create the base for their animal mask.
- When the students are finished, invite them to present their 3D masks to the class.

Thank you for reading *Uumajut*. We hope you and your class enjoyed the book and are inspired to learn more about Arctic animals.

HANDOUT 1

Predicting

Generate predictions based on two of the following elements, writing point - form notes in the appropriate boxes. Using clues from both predictions, generate a main prediction in the last box.

Elements	Predictions
Title	
Front Cover	
Back Cover	
Illustrations	
Main Prediction	

HANDOUT 2

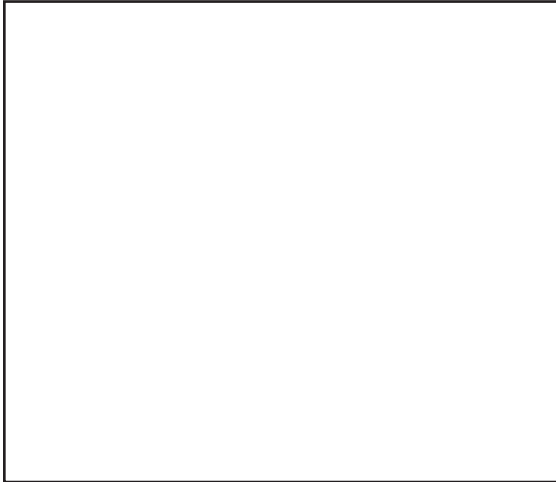
Non-Fiction Texts

Complete the following handout with a partner.

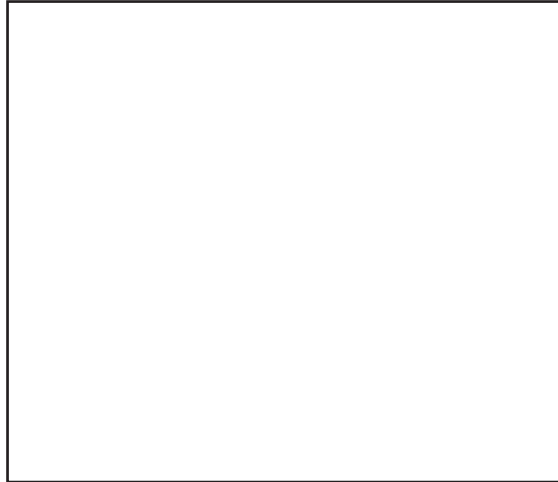
Text Feature	Purpose	How does this text feature help you as a reader? Provide one example from <i>Uumajut</i> for each text feature.
Table of Contents	Identifies key topics in the book in the order they are presented.	
Introduction	Sets a reason for reading and gives an overview of the content.	
Titles	Contextualize different sections in the text.	
Headings	Identify topics throughout the book.	
Subtitles	Divide sections of the text.	

Name of Animal: _____

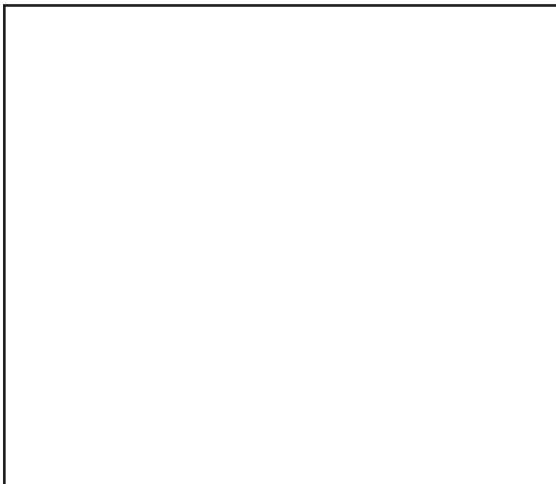
Appearance



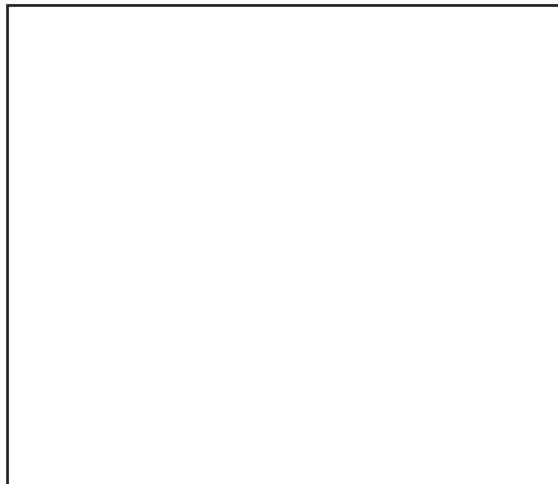
What It Eats



Habitat



WOW Facts

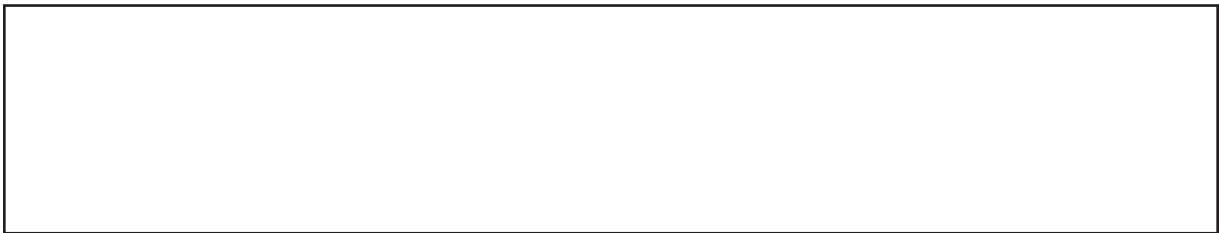


HANDOUT 4 ARCTIC WORDS

Choose nine important words from the story. Find the word in the dictionary and record it in your own words. Draw a picture to represent each Arctic word in the box below.

1. Word: _____

In your own words: _____



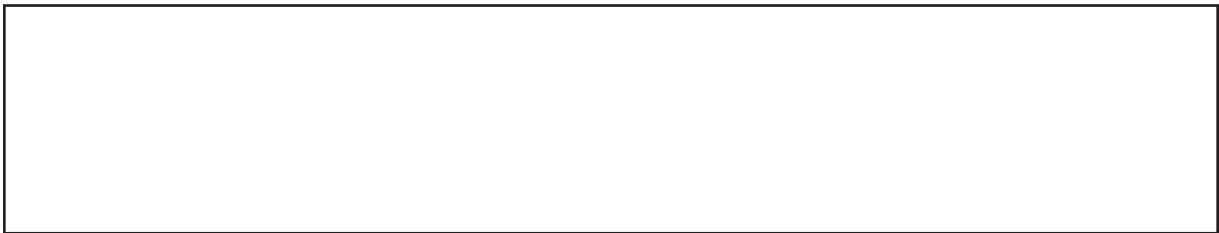
2. Word: _____

In your own words: _____



3. Word: _____

In your own words: _____



HANDOUT 4 ARCTIC WORDS

4. Word:

In your own words:

5. Word: _____

In your own words: _____

6. Word: _____

In your own words: _____

HANDOUT 4 ARCTIC WORDS

Choose nine important words from the story. Find the word in the dictionary and record it in your own words. Draw a picture to represent each Arctic word. in the box below.

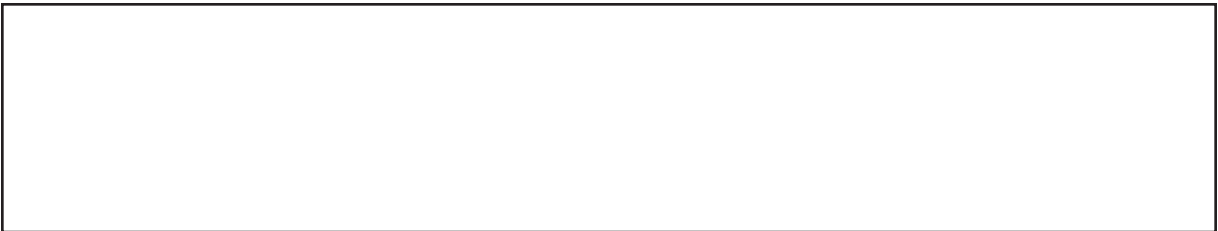
7. Word: _____

In your own words: _____



8. Word: _____

In your own words: _____

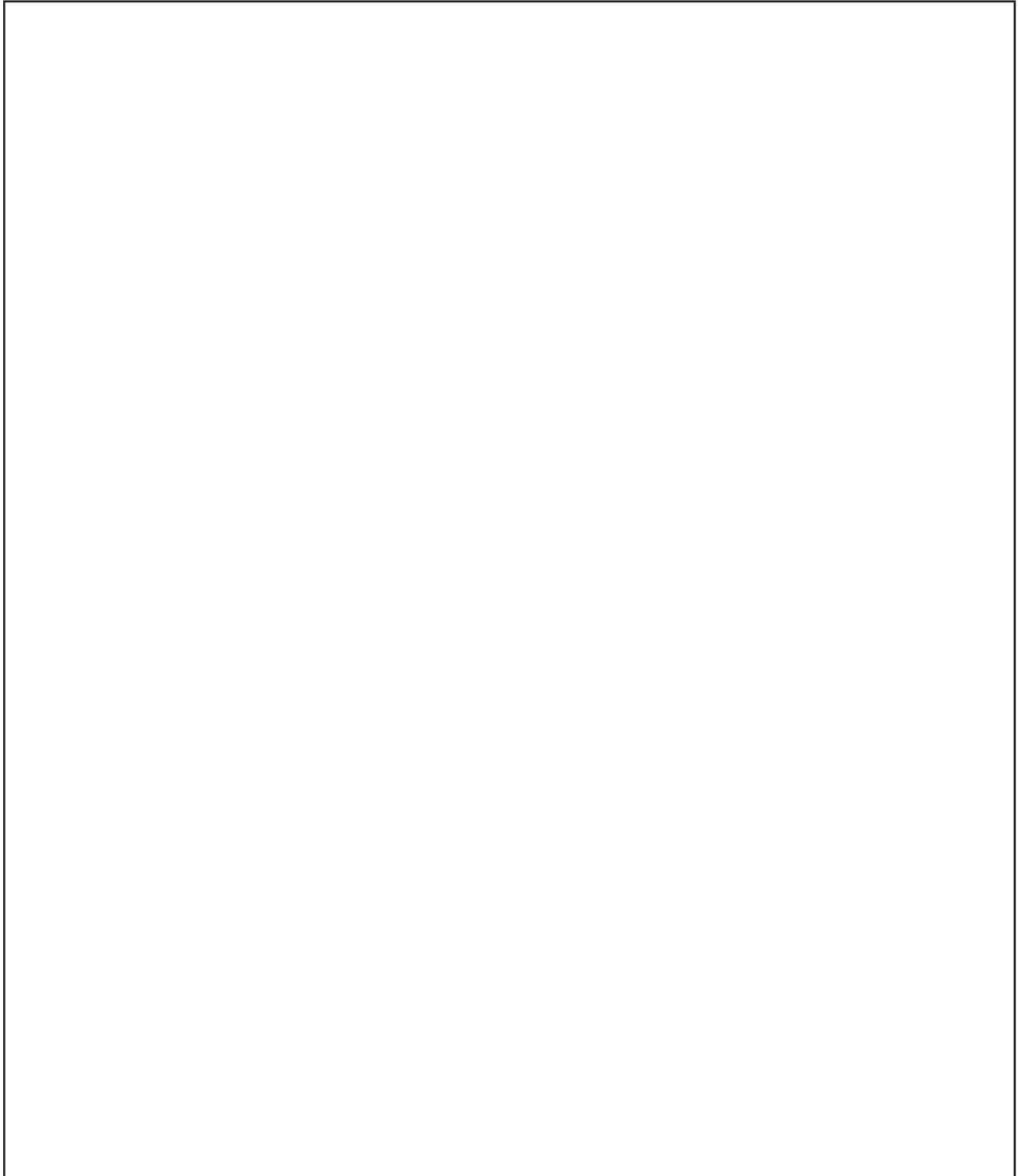


9. Word: _____

In your own words: _____

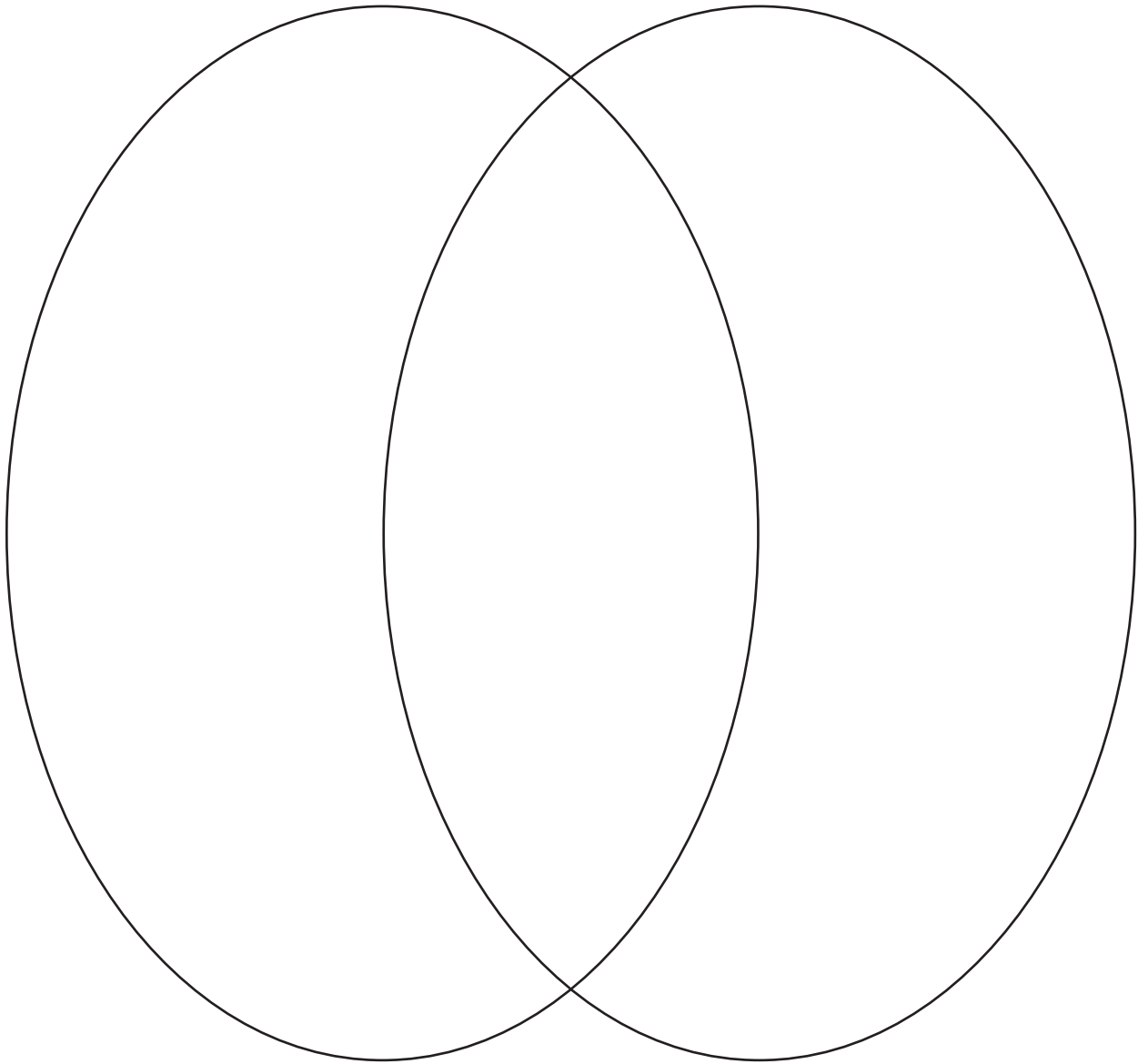


A Day in the Life of a(n) _____

A large, empty rectangular box with a thin black border, intended for students to write their response to the prompt 'A Day in the Life of a(n) _____'.

Comparing Arctic Animals

Choose two animals from *Uumajut* that have similar characteristics. Label each circle with the animals' names. Decide which characteristics are unique to each animal and record these in the outer areas of the appropriate circles, then decide which characteristics are shared and record these in the overlapping centre of the circles.

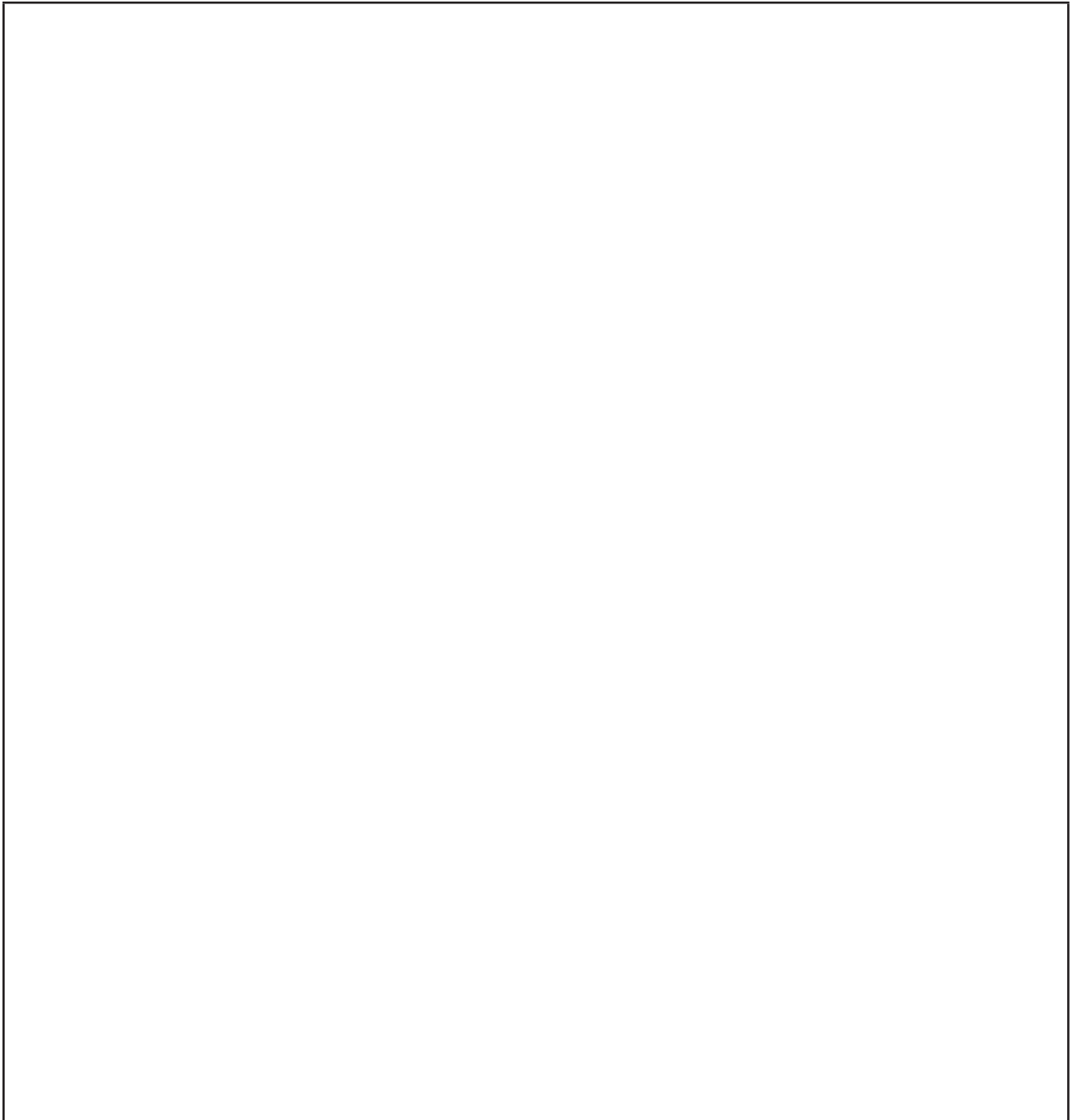


HANDOUT 9

New Cover

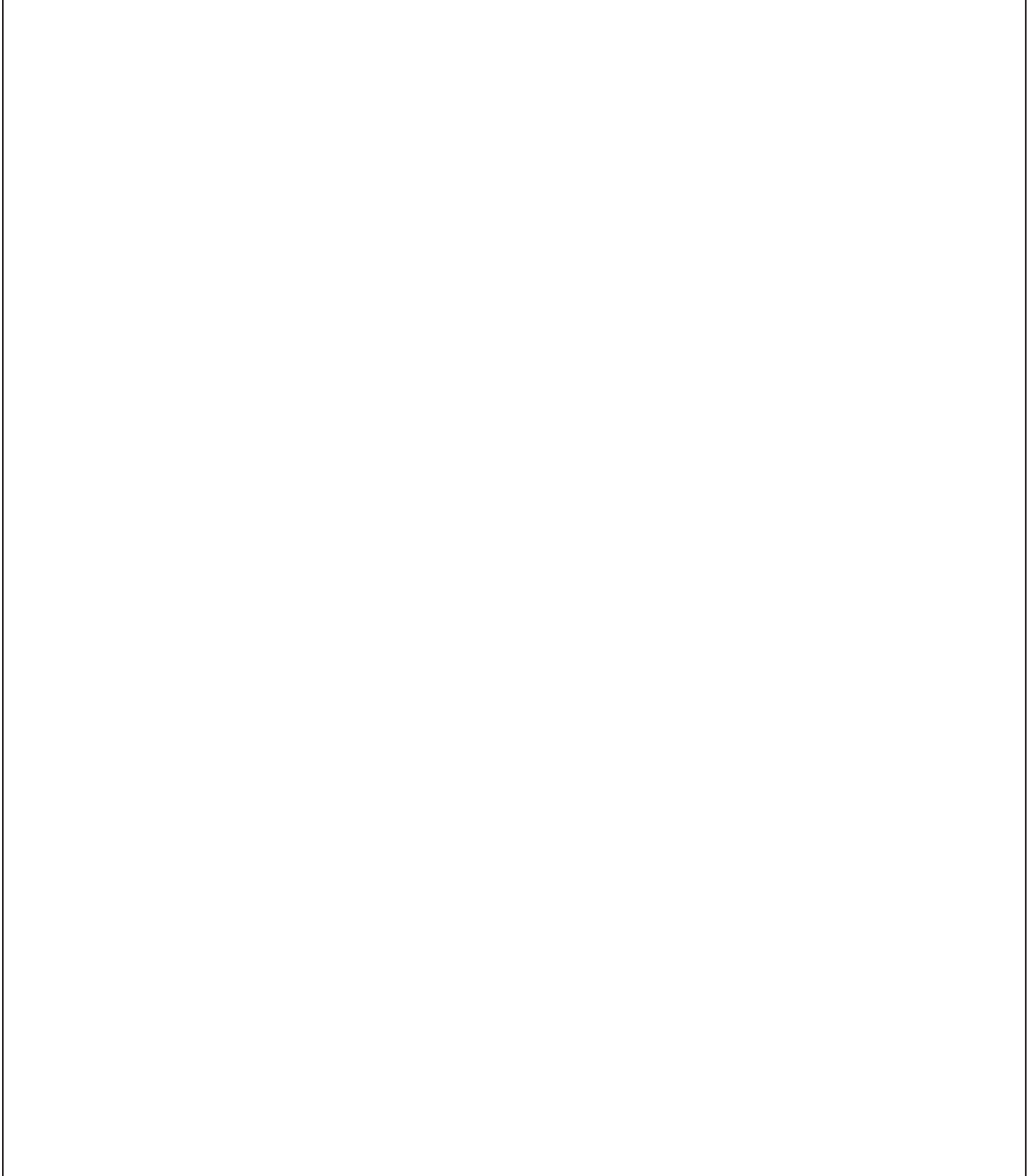
Use your knowledge of Arctic animals to create a new cover of Uumajut in the space provided.

Front Cover

A large, empty rectangular box with a thin black border, intended for a student to draw a new cover for the book 'Uumajut'. The box occupies most of the page below the instructions.

HANDOUT 9

Back Cover



MARK BREAKDOWN

	Mark Breakdown	Final Mark
Pre-Reading Activities		
Predicting	2 marks / section	/ 6
Non-Fiction Texts	2 marks / section	/ 10
Arctic Animals	4 marks / box	/12
Reading		
Arctic Animals	Completion and Accuracy	/10
Post-Reading Activities		
Arctic Words	3 marks / question	/18
If I Were A...	Illustration - 5 marks Written - 5 marks	/10
A Day in the Life...	Completion and Accuracy	/10
Comparing Arctic Animals	Completion and Accuracy	/10
Author Letters	Rough Draft - 5 marks Final Draft - Completion and Accuracy - 10 marks	/15
Create a Cover	Completion - 5 marks Creativity - 10 marks	/15
Animal Masks	Completion - 5 marks Creativity - 10 marks	/15
Final Mark		/131