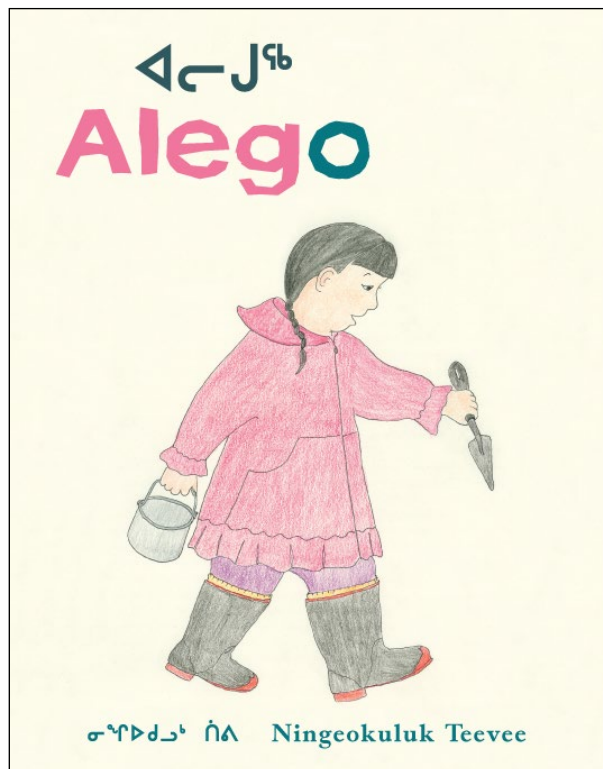




# GROUNDWOOD STUDY GUIDES

## ALEGO

*Written and illustrated by*  
Ningeokuluk Teevee



Written in Inuktitut and English, this is an enchanting and utterly authentic introduction to the life of an Inuit child and her world.

### **CURRICULUM CONNECTIONS**

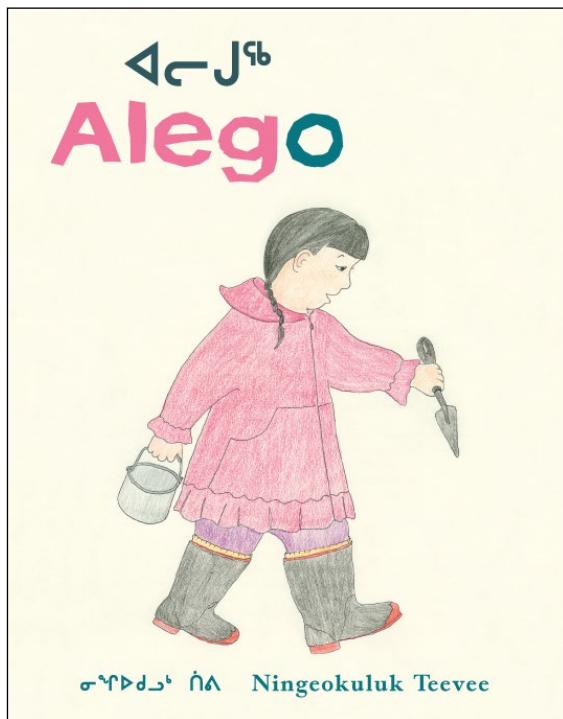
Ages 3 to 7 / Grades PreK to 2

JUVENILE FICTION / People & Places / Canada / Indigenous; Social Studies; Science; Visual Arts

Full-color illustrations / 9.630 x 7.630 / 24 pages

Hardcover with jacket / \$17.95 / 978-0-88899-943-6

[groundwoodbooks.com](http://groundwoodbooks.com)



## BOOK DESCRIPTION

Written and illustrated by Ningeokuluk Teevee, one of the most interesting artists in Cape Dorset, home to the great tradition of Inuit art, this is a beautifully simple story, written in Inuktitut and English, about a young Inuit girl who goes to the shore with her grandmother to collect clams for supper. Along the way she discovers tide pools brimming with life — a bright orange starfish, a creepy-crawly thing with many legs called an ugjunnaq, a hornshaped sea snail and a sculpin. This is an enchanting and utterly authentic introduction to the life of an Inuit child and her world.

This book highlights the natural surroundings of the Arctic and daily living of Inuit in their community. The importance of family and the unique relationship between children and their grandparents are also shared in this story. Curriculum connections include Science, Social Studies and the Arts through a variety of co-curricular activities, meeting the needs of diverse learners in the 21st century classroom.

## CURRICULUM CONNECTIONS

### SOCIAL STUDIES

Gr. 1: Community Celebrations

Gr. 2: Communities

### SCIENCE

Gr. 1: Needs and Characteristics of Living Things

Gr. 2: Growth and Changes in Animals

Gr. 3: Growth and Changes in Plants

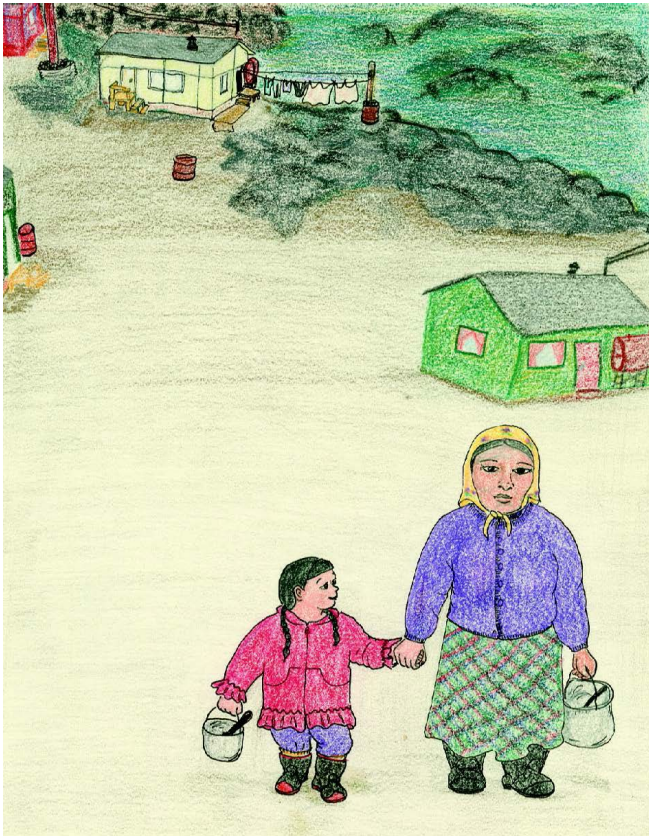
Gr. 4: Habitats and Communities

Gr. 6: Biodiversity

### THE ARTS

Visual Arts

Music



## BEFORE READING

### VOCABULARY BUILDING

Preview Inuktitut vocabulary using the glossary at the end of the book. The glossary can be projected on the Smartboard or written on chart paper.

ammuumajuq/ammuumajuit	clam/clams
kanajuq/kanajuit	sculpin/sculpins
aggaujaq	starfish
ugjunnaq	creepy-crawly thing with many legs
siupiruaq	snail
kinguq/kinguit	sea louse/sea lice

Other vocabulary may be searched on the internet during the Read Aloud.

### CURRICULUM CONNECTIONS

#### *Science*

Gr. 4: Habitats and Communities

Gr. 6: Biodiversity

### MAKING PREDICTIONS

Show the front cover of the book to students. Ask students to make predictions about the story, including the setting, and record their predictions on a word web titled “Alego.” Continue with a picture walk and make changes/additions to the predictions recorded on the word web. Predictions will be confirmed after reading the story aloud.

## WHILE READING

These are guiding questions that can be discussed orally, done as a shared response as a class or small group, or completed as individual responses.

### FAVORITE ACTIVITY

In the story, we learn that Alego enjoys digging for clams with her grandmother. Share an activity that you like to do with a family member, friend or pet.

### TRADITION

Describe a tradition that you have with your family or friends.

### CURRICULUM CONNECTIONS

#### *Social Studies*

Gr. 1: Community Celebrations

Gr. 2: Communities

### WHERE DOES FOOD COME FROM?

Alego and her grandmother go digging for clams for their supper on the ocean shore. Where does the food that you eat come from? (i.e. grocery store, garden, trees, shrubs, forest, water, etc.)

### CURRICULUM CONNECTIONS

#### *Science*

Gr. 1: Needs and Characteristics of Living things

Gr. 2: Growth and Changes in Animals

Gr. 3: Growth and Changes in Plants

Gr. 4: Habitats and Communities

Gr. 6: Biodiversity

## WHILE READING

### STORY MAP

Create a story map with students to sequence events in the book. This activity can be done individually, in small groups or as a whole class.

### INTERNET RESOURCES

Make a Story Map (Great Schools):

<https://www.greatschools.org/gk/articles/make-a-story-map/>

Story Map Directions as explained by a teacher:

[https://www.youtube.com/watch?v=OAxvDLEkl\\_w](https://www.youtube.com/watch?v=OAxvDLEkl_w)



## AFTER READING

### DISCOVERING SOMETHING NEW

While digging for clams with her grandmother, what did Alego discover? Have you ever unexpectedly discovered something new and exciting?

### DAILY LIFE

How is your daily life similar to that of Alego? How is it different? This activity can be done with a partner, in a small or large group or as a whole class. Provide students with a chart paper divided into two columns labeled “Similarities / Differences.” Have students write their ideas on the chart.

### AUTHOR’S MESSAGE

What is the author’s message? Ask students to turn and talk to their elbow partner. Share ideas with the whole class. Students may do a written response or an illustration of the author’s message.

### MAKING CONNECTIONS (TEXT TO TEXT)

How does Alego remind you of another book we have read? This text reminds me of the story \_\_\_\_\_ because \_\_\_\_\_.

### SOURCES OF FOOD

Have students research a food item and where it comes from. Students can present their findings as a poster or pamphlet, a poem, an oral presentation or written report. Students may also choose to present their findings as a group performance (roleplay or tableau).

## CROSS-CURRICULAR CONNECTIONS

### SOCIAL STUDIES — COMMUNITY

How is the community where Alego lives similar to and different from the community where you live? As a class, create a T-chart to record students' ideas.

<b>Alego's Community</b>	<b>My Community (Thunder Bay)</b>
Tundra (no trees)	Canadian Shield
On the ocean	On Lake Superior
Clams and other ocean creatures	Fresh water fish
Dirt or gravel roadways	Highways
Small community	City

Have students work individually or with a partner to create a Venn diagram using the ideas in the T-chart to compare and contrast Alego's community with their community.

### ARCTIC COMMUNITY

Make a visual representation of an Arctic community. Students may choose to present the information in a painting, a collage, a poster or to build it with recyclable materials.

### THE ARTS — SONG

Create a song inspired by the question "Where does our food come from?" This activity can be done with a partner or in small groups. A performance of student-created songs may follow.

### THE ARTS — MURAL

Create a mural inspired by the question "Where does our food come from?" Students may use paint or cut and paste images from newspapers, magazines or the internet to create their mural. Murals may be displayed and viewed in a gallery walk or in an oral presentation by students.



## ADDITIONAL RESOURCES

### WEB RESOURCES

Aboriginal Perspectives: A Guide to The Teacher’s Toolkit – Teaching Resources and Strategies for Elementary and Secondary Classrooms:

[https://www.tncdsb.on.ca/Programs/Program/IndigenousEd/Documents/Guide\\_Toolkit2009.pdf](https://www.tncdsb.on.ca/Programs/Program/IndigenousEd/Documents/Guide_Toolkit2009.pdf)

Fostering Literacy Success for First Nations, Métis and Inuit Students. Student Achievement Division. Ontario Ministry of Education: 2013.

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW\\_Fostering\\_Literacy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Fostering_Literacy.pdf)

Reading Rockets features a variety of graphic organizers and other literacy resources for teachers: [www.readingrockets.org](http://www.readingrockets.org)

### PRINT RESOURCES

Danks, F., & Schofield, J. (2007). *Nature’s Playground: Activities, Crafts, and Games to Encourage Children to Get Outdoors*. Chicago IL: Chicago Review Press, Incorporated.

Harvey, S., & Goudvis, A. (2007). *Strategies That Work: Teaching Comprehension for Understanding and Engagement. 2nd Edition*. Portland ME: Stenhouse.

Miller, Debbie. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Portland ME: Stenhouse.

## ADDITIONAL RESOURCES

### CONNECT TO THESE GROUNDWOOD TEXTS

*A Salmon for Simon* written by Betty Waterton, illustrated by Ann Blades  
ISBN 9780888992765

*Ancient Thunder* written and illustrated by Leo Yerxa  
ISBN 9781554981274

*Lessons from Mother Earth* written by Elaine McLeod, illustrated by Colleen Wood  
ISBN 9780888998323

*A Family Is a Family Is a Family* written by Sara O’Leary, illustrated by Qin Leng  
ISBN 9781554987948

*P’ésk’a and the First Salmon Ceremony* written and illustrated by Scot Ritchie  
ISBN 9781554987184

*Salmon Creek* written by Annette LeBox, illustrated by Karen Reczuch  
ISBN 9780888996442

*Once Upon a Northern Night* written by Jean Pendziwol, illustrated by Isabelle Arsenault  
ISBN 9781554981380

## AUTHOR & ILLUSTRATOR BIOGRAPHY



**Ningeokuluk Teevee**, an exceptionally gifted artist, is one of the major contributors to the Cape Dorset Annual Print Collection, which is distributed to art galleries across North America. Much of her art draws on the Inuit stories and legends that she heard as a child, although this book recalls her childhood experiences of digging for clams with her grandmother. She lives with her family in Kinnigait (Cape Dorset), Nunavut.

