On-The-Land – Activities and Ideas to support the books

Materials:

* Stuffed fish
* Language blocks – animal pictures, preposition of place pictures (with girl)
* Animal pictures - puppets, plastic small animals, (any of these listed)
* Poster with on, in etc.(Dog in the car) and one with animals
* Images of a lake, and land
* Image or a sled or an actual sled (could be mini one)
* On-The-Land- barrier game (arctic and sub-arctic versions)
* Mr. Potato Head barrier game (for reviewing body parts)
* Mystery Box (for vocabulary for big, bigger, biggest, small, smaller)

Books:

* Bones – ECE developed and on line
* On the ice – bıg book– fısh above and below the ıce – great for numeracy
* How Many Anımals Dıd We SeeɁ
* Bıg, Bıgger, Bıggest
* Goıng on the Land – wıth sled and skidoo on front
* What We need for Our Trıp –

**Activity 1: Which Animal Is This? – to review animals and question**

* Students start in circle.
* Ask question, which animal is this? – using puppets or plastic animals, or language blocks with images
* Go around randomly and practice the question – and the students using the phrase, this is…

**Activity 2: Where is the Wolf? – to review prepositions of place**

* Take one of the animal puppets (doesn’t need to be the wolf) that they now know for sure from the previous activity. Ex. wolf
* Using a chair – make sure they know the word for chair – and place the wolf puppet or plastic toy in different positions until they know on, under, behind, infront etc.
* Introduce the question, *where is the wolf* – and they should be able to answer, the wolf is under the chair etc.
* Don’t introduce too many new words at once – maybe only three for the first time you do this…then move on to another activity and the next day repeat these three and add another one
* When you place the wolf on the chair – also point to the poster, the dog is on the car – emphasize the word ON in both – repeat, the wolf is **behind** the chair – then use the poster, the dog is **behind** the chair – again, emphasizing the word **behind**.

**Activity 3: Knowing Body Parts - song**

* Invite students to sing the song they likely know – head and shoulders. After reminding them of the song, instead of saying knees point to a leg – now sing I with…(head, shoulders, leg and toes)
* Try a version to see if the students know where to point without your help –
* Sing the song but with the words in different order – legs and head and toes and eyes, toes and eyes etc.
* Now seated, using the raven puppet and their own bodies - introduce the words for wing, back and teeth. Sing the song as if they are ravens (wings and legs and back and head, back and head) etc.
* Randomly point to different parts of your body to ensure they’re activity listening.
* Bring out the poster again and ask the question, *where is the raven* – but this time introduce beside, inside and in-between. Have the raven beside the chair and then repeat with the dog is beside the car emphasizing the word beside. Etc. Again, don’t introduce too many words at once – each day repeat the activity with the same words and adding one new one.

**Activity 4: Big and Small with Mystery Box**

* Have ready the mystery box and three items that are the same type (three animals, or three balls or three blocks) – they need to know the vocabulary for all the items already - but each of the three are different sizes (big, bigger and biggest or small, smaller and smallest)
* Place the three items on top of the mystery box and hold up one – and say the name to remind them of what the name of the items are (balls, or blocks or the three diff. animals)
* Once they have reviewed the name of the item (the noun) you can begin to teach the vocabulary for the adjectives describing their size (big, small etc.)
* Let’s say you chose to use a ball…Hold the smallest and say, small ball –hold the biggest and say, big ball – repeat using your arm gestures or any action with your body so they understand what you are saying. (big, small) – it’s best to start with these opposites before moving on to big, bigger biggest book
* Put two in the box – the smallest and the biggest – and ask for a volunteer to give you the small one and then the big one – repeat until they are confident with these two words
* Move on to activity with reading the book to introduce the other words using the images from the book

**Activity 5: Birds, Animals, Bugs**

* Students often know the individual animal names (ie caribou, raven, spider) but they may not know the larger grouping words such as animals, birds, bugs, fish etc. or perhaps its four legged, those that swim or live in the water, or those that fly – use the words that are appropriate for your language
* Put together as many of the plastic animals as you have and put them all on the floor together
* Ask students to give you one animal (birds and bugs are considered animals in English, not sure about each of your languages) – again, use the words that are appropriate in your language
* Continue asking students until they are comfortable with the categories for sorting the individual animals into groupings
* When they are comfortable you are ready to read the book, How Many Animals Did We See?

**Activity 6: I’m going on the land and I’m going to bring…**

* Ask the students to sit in a circle – with a grub box as a prop
* If you want you could have images of many items on the floor and students could select from the images and put them on the picture of the sled or you could do it without the images
* If you want to hold up a picture of the book going on the land (in winter) or a picture of land to help – use what you need – but they need to get the gist, going on the land
* Say, *I’m going on the land and I need to bring and then name one item – the sled*
* Then ask the next student, *what are you going to bring?*
* The student needs to say*, I’m going on a trip or on the land and I am going to bring* – and then they can name an item.
* Items could include: Gerry can, food, tea, ski-do, parka, mitts, tent, knife, stove, gas
* A higher level version of this game is also a memory game and a way to practice pronouns for example, *We’re going on a trip and she’s going to bring the sled and I’m going to bring the gas. What are you going to bring?* You can see how this changes the level of language proficiency when you add the different pronouns (intermediate level).

**Activity 4: Centres for Review**

1. Have three centres set up using language blocks with pictures of the animals AND the preposition of place pictures from the black box – (it’s a girl standing beside a table, under a table etc.)
   1. First Centre: two **language blocks** – one block has the animals and the other has the preposition of place – students roll the two dice and have to put the sentence together – the raven is under the table, the wolf is on the table etc. when they can’t remember the words they should use the poster
   2. Second Centre: 4 **blank posters** of the preposition of place with dry erase markers – ask students to write down how many they know – when they don’t know they can go look and fill it in, see if they can have races with each other if that helps motivate.
   3. Centre Three: **Barrier Games –**using the plastic animals and if possible, the plate or cup from the dish set – have kids play the game saying name of animal and if it’s on the plate, beside the cup etc.
   4. Centre Four: **Barrier Games** – Mr. Potato Head – to practice the body parts
   5. Centre Five: **Mystery Box** – students can practice with different items in the box for names of animals and big and small items, what we need for our trip or any vocabulary you want to focus on for their reading
   6. Centre Six: **Sorting Animals** – Have students group a set of random plastic animals on the desk so that they all go into categories (those that fly (birds), four legged or mammals, those that swim (fish), those that crawl (spiders, mosquitoes) – when they are done they need to share with you the names of the categories and what animals went into each grouping

**Activity 5: Lives on the Land, Lives in the water, Lives in Yellowknife, Lives in Fort McPherson**

* Use a large image of a lake (could be frozen) with land in the background –
* Using plastic animals such as a fox and fish say, *I live in Detah* while you point to yourself. Then, hold the fox and put him in the land area of the picture and say, *fox lives on the land,* hold the plastic fish over the water and say *fish lives in the water* –
* then just move the plastic fox from the kit and fish to the different places – use fish to extend the sentence to the negative as well (*fish do NOT live on the land*)- agaın reınforcıng the negatıve and ıntroducıng an ımportant phrase.
* From this activity they should get *I live in Fort McPherson, where do you live, where does a fish live* etc.?
* Use different animals they know and ask them, *where does it live?* Then they should say, polar *bear lives in the water* *and on the land*, *wolf lives on the land* etc. *Fish lives in the lake* – etc.
* You can bring out the ımage and use thıs quıck actıvıty often a refresher – or exit routine as kids leave the class.

**Book 1: Bones**

By now – when you read the book they will be able to follow along with you – they’ll quickly get the repeated question, *whose bones are these* – but you can also do the following on each page…

1. Whose bones are these?
2. Where is the spider? – kids will be able to answer, *the spider is on the wing* etc.
3. Also point out different parts of the animals – wings, legs, etc. – ask them, where is the wing? This will check for comprehension so the students should be able to point to the right body part on the picture. This is the wing etc.
4. Where does the animal live? – it lives on the land, it lives in the water etc. when you get to the different images of habitat

**Book 2: On-the-Ice** – big book with fish above and below the ice

* Have ready a table or chair to represent the ice so you can put the fish above and below
* Have some stuffed fish ready
* Start by saying *we’re going fishing* – mime jigging when you say the words
* Place one fish on the ice (table or chair) and say, *one fish on the ice*, then move the fish below and say, *one fish below the ice* (use whatever words make sense in your language – below/under) – repeat several times above/below, above/below so they understand (don’t translate)
* If you have two stuffed fish place one below and one on top and say, *one fish above the ice AND one fish below the ice* – mime with several fish
* Place two fish on the ice (table) and ask, *how many fish are on the ice?* – see if the students can answer
* Go to any page in the book and ask, *how many fish on the ice*?, *how many fish below the ice* – see if they can answer – *how many altogether* (notice that every combination on each page with the numbers adds to 10
* Go back to the beginning and say as much as you can within the storyline. For example, in the English version the book starts with, “*It was a beautiful winter day. Tyson and Neevee set out with their grandmother and grandfather to go ice fishing. When they arrived at the ice-fishing spot, they unloaded their rods and supplies. They were excited to catch some Arctic char. Below the ice, there were 10 fish swimming*.” There is no need to ‘read’ or say all that. You could simply say, *The family went out on the ice to go fishing*. You could even change the names to have the kids from your class. This is a great way to practice the kinship language of Mom, Dad or Grandma, Grandpa and two children (brother or sister or boy, girl or whatever you’d like). Change the name of the fish to a species in your area.
* Use the fish you have to replicate what’s in the picture.
* *No fish above ice* is very good to learn the negative. *There are no fish*.
* 10 fish altogether.
* Continue at the level that your students are ready for. Add more details to the book each time you read it. Example. *Neevee caught a fish*. OR…add more details, *Neevvee put her line in the fishing hole first. When she felt a tug she pulled out her line. I caught the first fish said Neevee.* As you can see, the same book can be shared at different levels.
* The idea is to be engaging with the students so that they are answering and ‘reading’ the page to you in their language
* You could randomly open a page and ask students to ‘read’ what they see on that page
* For more math literacy language ideas see the back of the book

**Book 3: Big, Bigger, Biggest**

* Review the vocabulary of big and small by using the mystery box prior to reading the book –
* Review, using the pictures in the book – all the animals including; polar bear, caribou, dog, raven, dog, squirrel (or hik hik), lemming
* You don’t need to read the book exactly how the English is – use the book as makes sense in your language – getting if possible, big and small at a minimum but also, if it makes sense in your language, big, bigger, biggest and small, smaller, smallest – but if it does make sense in your language you could start by...
* Start by saying the dog is big…the caribou is bigger, the polar bear is biggest – then use the question which one is the biggest? And point to the picture of the three animals.
* Continue using the book to practice this vocabulary – then you could also use other objects around the room

**Book 4: How Many Animals Did We See?**

* Review the numbers 1-10
* Review the vocabulary for things that fly (birds), four leggeds (mammals), those that swim (fish)
* Review the verb to see (think back to the grandmother moon book) –
* Ask the question – what do you see? Then expand on the question – How many do you see?
* For the first page of the book, *We went on a trip on the land. We saw lots of things.* You will have to act it out but they will get the gist. They don’t need to know it exactly. Don’t translate.
* For the second page, start with the question….What do you see? The students may answer, I see a snowy owl or I see a raven or I see two birds. All are okay. The English book says… …We saw two birds. We saw a snowy owl and a raven. It’s okay to stay in the present and using the word I if you’ve asked them – either is okay.
* Continue using the question, what do you see or what did you see for each page.
* When they’ve answered – you could also summarize by using both I saw four animals and the individual answers of I see three caribou or I see 1 wolf etc.

**Book 5: What We Need For Our Trip**

* Review the numbers 1-5
* Say, either the title that’s on the book….*What We Need For Our Trip* – Or, the phrase you used when playing the game, *I’m going on a trip and I’m going to bring*…did you use the question, *What are you going to bring*? You could do the same.
* For the page with sled say either, *I’m going to bring one sled* or *we have one sled* or whatever makes sense in your language
* For page two…same thing*, I’m going to bring two ski-dos* or *we have two ski-does*
* Continue with rest of book
* On last page you could review the family members – make it up, Mom, Dad, Grampa and two children, or whatever you want
* Always use the opportunity when you’re using a book to engage in conversation – can also ask, *what are they wearing*, coats, mitts, boots etc.

**Book 6: Going On the Land**

* This book has a repeated phrase, *We are going on the land*. Use this phrase for the title.
* On each page repeat that phrase – *We are going on the land*. You could go back to the cover and use the cover when you say, *we are going on the land,* then back to the page you’re on and say, *We need to pack some food* or *bring some food*.
* Next page; *We are going on the land,* *We need to pack the tent* or *bring the tent*.
* This book also uses the preposition of place ‘on’ so mime that word when you are packing up the sled
* Again, don’t worry about ‘reading’ exactly what is in the English version – we have only provided it so you know what the book is trying to teach – but use the book how it makes sense in your context
* Always ask a student to read