

# Books In The Home

## *Northern Books*



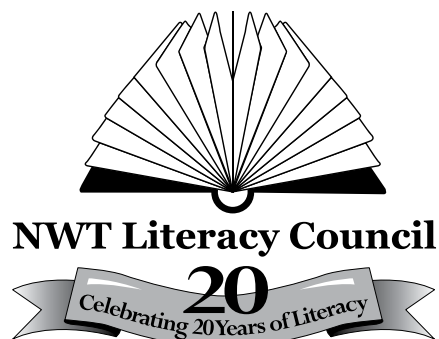
## Acknowledgements

The NWT Literacy Council gratefully acknowledges the financial assistance for this project from the Department of Education, Culture and Employment, GNWT.



This resource was the combined effort of Jill Vaydik, Kathryn Barry Paddock, Brenda Green, Helen Balanoff and Lisa Campbell.

Contact the NWT Literacy Council to get copies of this resource. You can also download it from our website.



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**Published in 2010**



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## Introduction

### **Overview of *Books in the Home* Program**

The NWT *Books in the Home* program is similar to other programs used widely in Canada. Parents and other family members learn to read and share books with children in positive and enjoyable ways. It promotes reading and writing of both parents and children.

Learning to read and write is a long process. Children need a variety of experiences to help them with their literacy skills like reading together, listening to stories, rhyming, singing, drawing, painting, playing etc. They also need to have fun and share their ideas with their parents. Parents who have gone through this program have noticed a remarkable change in their relationship with their children.

You can do this program over several weeks. By providing on-site childcare, parents and children can meet separately and then come together to do joint activities. Each week, parents study a children's book and take the book home. They can ask questions about the book and do a craft related to it. As well, parents write a journal outlining goals for the week. At the end of the session, they spend time reading their new book to their children.

### **The objectives of this program are:**

- To create a supportive and encouraging learning environment for parents.
- To provide parents with tools to help their children with reading and writing in the home.
- To promote life-long learning in parents and children.



**Some of the benefits of this program are:**

- Reading and writing are a part of everyday family life.
- Relationships in families are enriched through spending time reading with one another.
- Parents often become more interested in their own reading and may want to continue with their own learning.
- Stronger communication in families.
- Children learn to love reading and writing.

**Overview of Resource Manual**

We have developed two *Books in the Home* manuals – *Classic Books* and *Northern Books*. In this resource we have developed activities and resources for 10 northern books.

What makes a book a northern book? We have defined a northern book to be about the culture and/or life in the North. Many of the books in this kit reflect First Nations, Metis or Inuit culture. Some about animals, an important aspect of northern cultures. We tried to select a variety of books that would interest people in the NWT.

Each book kit has:

- An overview
- A warm-up activity
- A group discussion topic
- Handouts for families
- Information on the author
- A snack idea for the week.



## How to Run a *Books in the Home* Program

Here is a suggested format for the program. Take these elements and make them into a program that works for you and your participants.

<b>How many parents are in a program?</b>	8 – 10 parents
<b>How often do they meet?</b>	1 – 8 times
<b>How long is each session?</b>	1.5 - 2 hours

The day before the session:

- Call each parent to remind him/her about the session.



While you are talking to them you can:

- Get an idea of how many people will be at the group the next day.
- Ask parents if they need transportation to the meeting.
- Talk with the participants about the program or other issues.
- Encourage people who may not be coming regularly.
- Call possible new members, if there is room in the group.



## The Workshop Format

### *Introductions*

At the start of the session, the facilitator welcomes the parents and children to the workshop. Then the children go to another area with another facilitator where they listen to stories, play games and do activities. The participants then do a warm-up activity to bring the adult group together.

### *Group Discussion*

If it is an ongoing program, discuss how the previous week's reading and activities went. The facilitator can ask questions like "What did your child like about the book?" or "What kind of activities did you do at home this week?"

At each session the group discusses a topic related to family literacy. Topics are included in each book kit. Some topics are tips for reading, tips for encouraging writing, storytelling, talking to your child's teacher, etc.



### *New Book*

A new children's book is introduced each week that families can keep. All discussion and activities for that week are based on the new book. The facilitator will start reading the new book to the participants and then ask for volunteers to share the reading.

After reading the new book, the group brainstorms activities they can do at home with their child. It may involve drawing, writing, doing crafts and activities with the story. You can also do a craft with



parents that they can use at home with their child. Families are given a variety of activities to take home to do with their child and the rest of the family. There are handouts for different ages for each book.

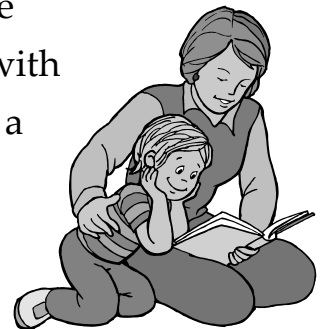
### *Adult Writing*

The adults are encouraged to fill out a weekly action plan for their family. The action plan will help parents plan their time around literacy activities. You can also encourage parents to keep a weekly journal about how things are going at home with the literacy activities. You may want to give each parent a nice notebook to use as a journal.



### *Story time/Activity Time*

This is a time for the facilitator to model story reading to the participants' children. The children join the group and sit with their parents in a circle on the floor. The facilitator chooses a book and reads it to the group. Following this, the parents and their children find a quiet place to read the new book they have been discussing during the session. Parents are encouraged to try some of the strategies and techniques discussed in class.



There may be time to do some rhymes and songs too or even a craft together.

### *Nutritional Snack*

After story time, gather the parents and children together for a nutritional snack. There are suggestions for snacks in each book kit.





# Carry Me, Mama

By Monica Devine and Pauline Paquin



## What You Will Need for This Session

- A copy of *Carry Me, Mama* for each family in the program
- Journals for parents
- Copies of the *Tips for Parents* handout
- Copies of the *Activities to Do at Home with Your Children* handout
- Copies of the *Literacy Action Plan* handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
  - A Book About Me
  - *Carry Me, Mama* Word Search
  - Find the Odd One Out
  - Go Measure!
  - Colour Katie's Quilt
  - Berry Picking and Baking
  - Matching Pictures and Words
  - Mama and Me Treasure Hunt
  - Me Puppet
  - A Family Tree
  - Rice Cake Faces
  - Rhymes about Me



## Session Overview

### 1. Introductions

- Review the group agreements.
- Warm-up activity – Food for Thought

### 2. Group Discussion

- Review what happened during the week:
  - What literacy activities did parents do at home with their children?
  - What worked well? Did anything not go well?
  - Did they follow the *Literacy Action Plan*?
- Talk about the group discussion topic – What Do Children Learn When We Read to Them?

### 3. *Carry Me, Mama* by Monica Devine

- Introduce the book.
- Read the book together. Ask for volunteers to read parts of the story.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

### 4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for the next week.



- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.
- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download at [www.nwt.literacy.ca](http://www.nwt.literacy.ca). Print copies are available from the NWT Literacy Council.

### 5. Story Time

- Have children come back from their reading circle to read with their parents.
- Gather everyone together and read one more story or teach the poems to everyone.

### 6. Snack Time

- Serve a healthy snack.
- Leave some time for parents and children to socialize.

#### **Snack of the Week—**

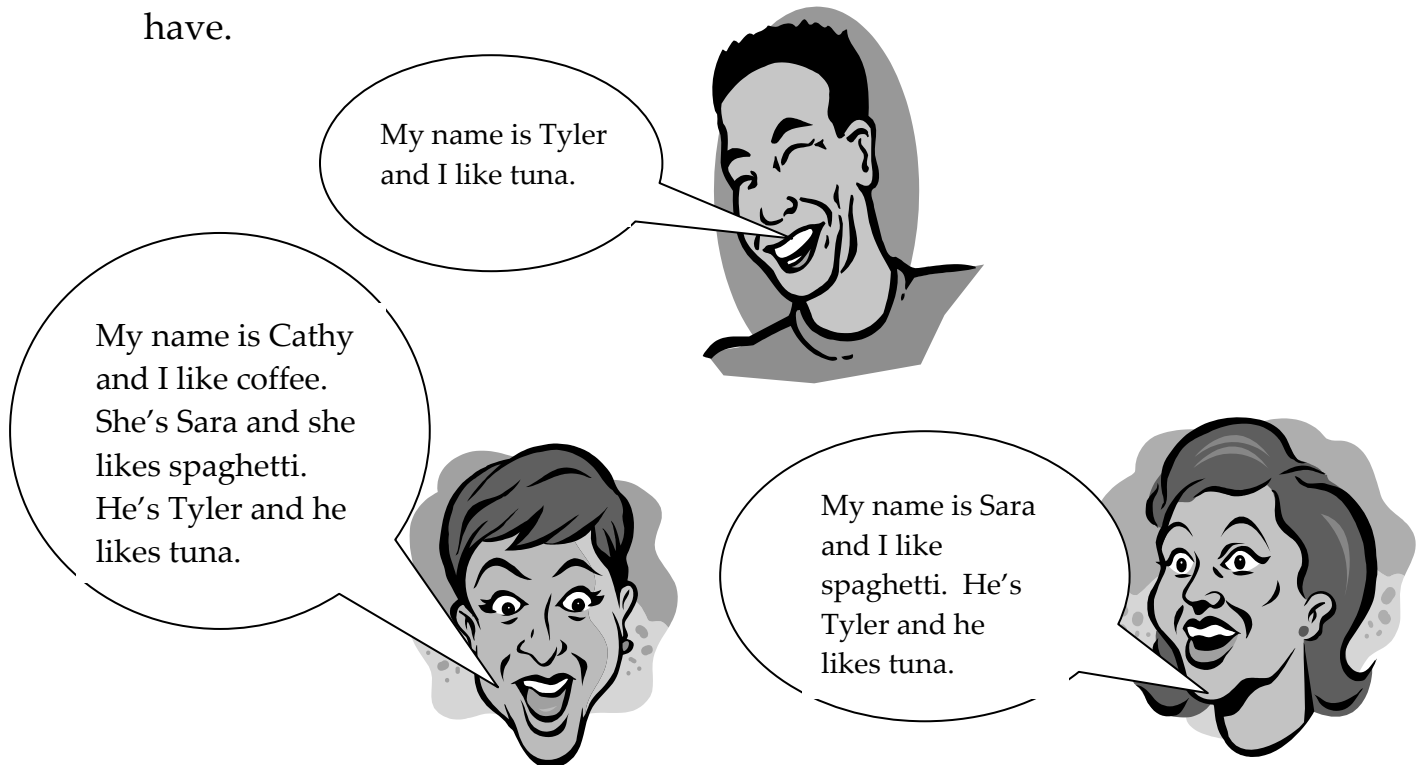
#### **Cranberry Muffins or Rice Cake Faces**

Use the recipes in this kit to make cranberry muffins or rice cake faces.



## Warm-Up – Food for Thought

1. Ask participants to sit in a circle.
2. Each participant has to say her name and also a food she likes that begins with the same first letter as her first name. For example, “My name is Jeanie and I like jerky.”
3. The next participant does the same, but also repeats the previous one. For example, “My name is Frank and I like french fries. She’s Jeanie and she likes jerky.”
4. And so on around the circle. It gets harder the more participants you have.





## Adult Discussion Topic – What Do Children Learn When We Read to Them?

Reading is so much more than just a form of entertainment. When you read to your children, they learn:

- New words.
- Enjoyment of a story.
- How to focus and concentrate.
- How to use their imaginations.
- How to predict.
- The connections between words and pictures.
- The relationship between words and sounds.
- How to read from left to right.
- How to follow a story from beginning to end.
- Listening skills.
- Communication skills.
- Knowledge or information in the story.





### Literacy Action Plan

**Monday**

Read for 15 minutes with your child.

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**Tuesday**

Read for 15 minutes with your child.

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**Wednesday**

Read for 15 minutes with your child.

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**Thursday**

Read for 15 minutes with your child.

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**Friday**

Read for 15 minutes with your child.

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**Saturday**

Read for 15 minutes with your child.

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**Sunday**

Read for 15 minutes with your child.

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## About the Author and Illustrator

### Monica Devine – Author<sup>1</sup>

Monica Devine is an accomplished writer and photographer. She has written children's books, non-fiction books and is a very accomplished photographer too!

Katie, the main character in *Carry Me Mama*, is based on the many children Monica observed through her job travelling around the state of Alaska as a speech pathologist. Women in the villages, especially the Inupiat, carry their babies on their backs in the winter. A mom would come into the health clinic, stoop down, open her heavy parka and out would pop a beautiful rosy-cheeked child. It occurred to her that learning to walk, or “wanting” to walk is a universal theme.

### Pauline Paquin – Illustrator<sup>2</sup>

Pauline Paquine is a self-taught painter. Before she became an artist she worked as a nurse in the school system.

She uses bright colors and rapid brush strokes in a bold style. She paints children without faces, creating personality in her subjects with their fanciful clothing, their movement and gesture. The omission of faces allows the person looking at the art work to capture their own vision in their head.

In 2000, Pauline Paquin was chosen to illustrate the children's book *Carry, Me Mama*, which was published all over the world. She is currently working on a second book.

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<sup>1</sup> From <http://www.fitzhenry.ca/catalogues/ShowcasePages032-063.pdf>

<sup>2</sup> From [http://www.gallery88.ca/artist.php?a\\_id=14](http://www.gallery88.ca/artist.php?a_id=14)



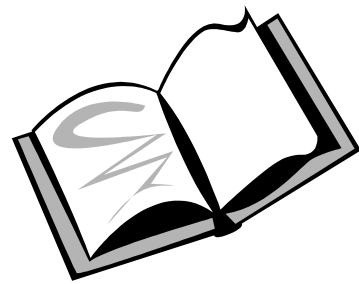
## A Book about Me

(Ages 4 and up)

This is a book that you and your child can make about your child. In this book, your child can draw and write about himself or herself.

### You will need:

- Paper
- Printer or photocopier
- Crayons, pen, or markers
- Hole punch and string or a stapler
- 3- ring binder (optional)
- Glue stick and photo of child (optional)



1. Copy or print booklet pages for each child.
2. Staple the pages together along the left edge, or punch 3 holes and tie the pages together with string. Or, you may want to punch the pages and put them in a three ring binder.
3. Write your child's name on the cover. You may also want to glue on his or her photo.
4. Have your child write and draw on the pages of the book. Look at the next few pages for some ideas.

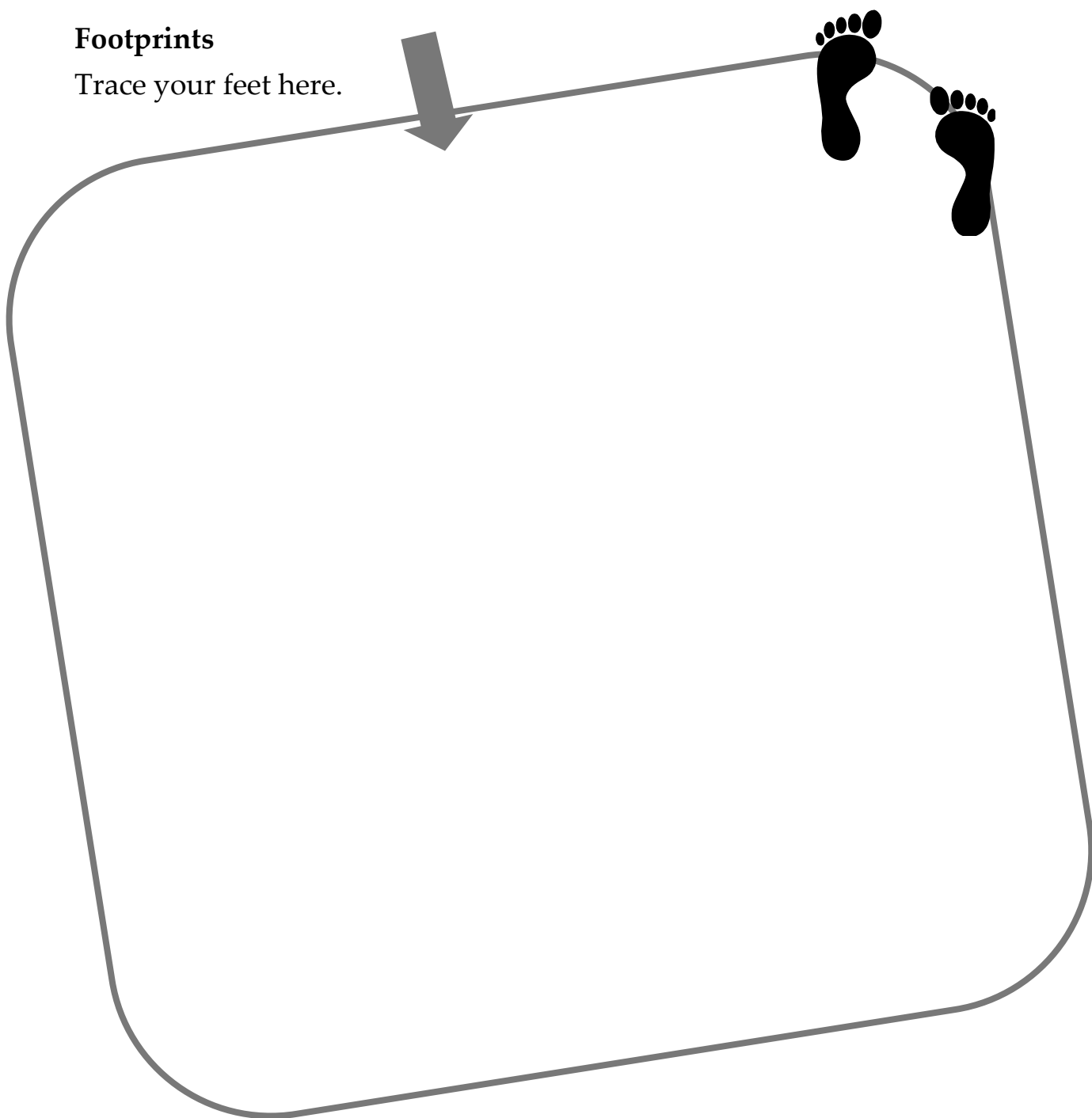




### A Book about Me

#### Footprints

Trace your feet here.

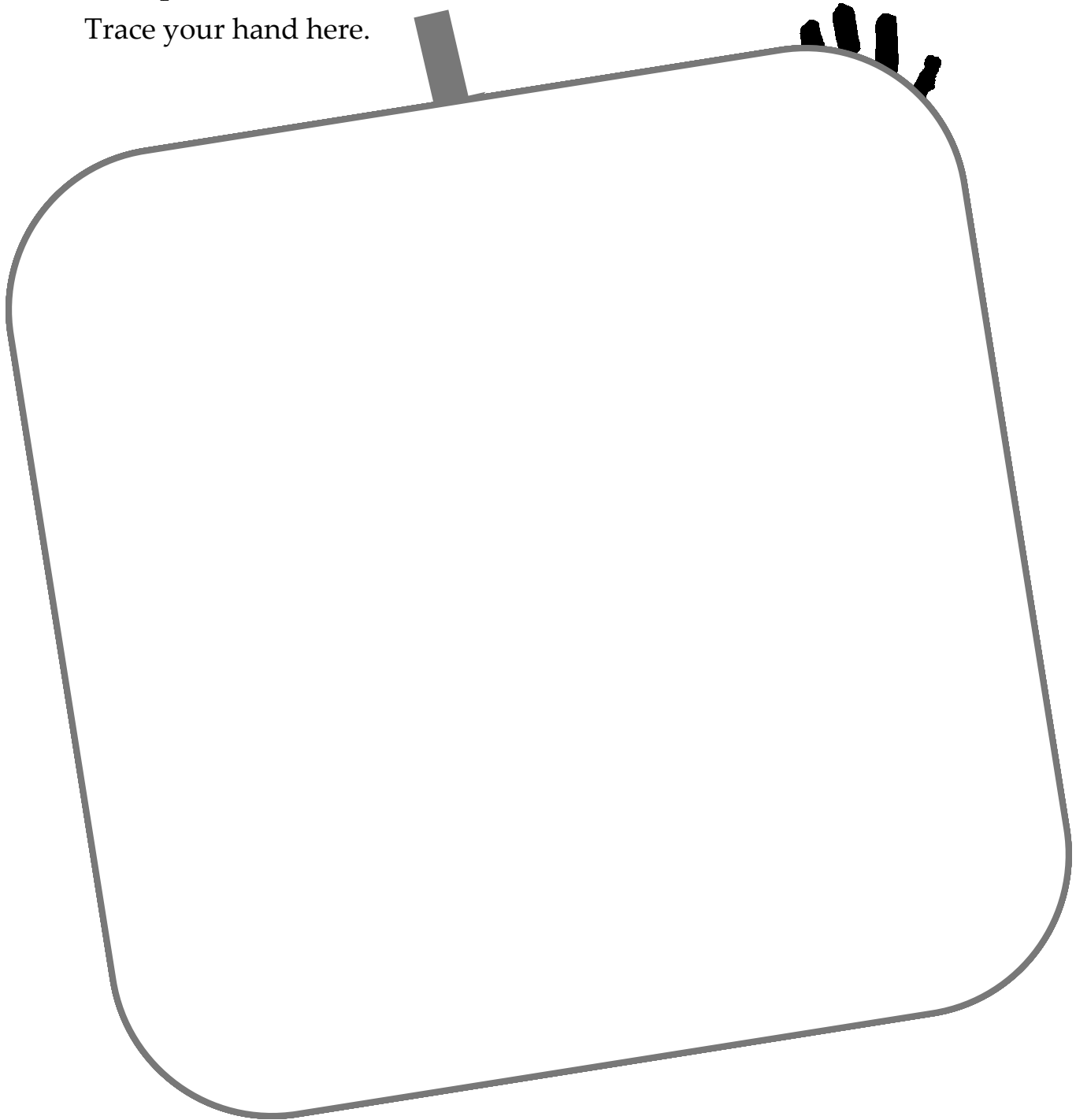




## A Book about Me

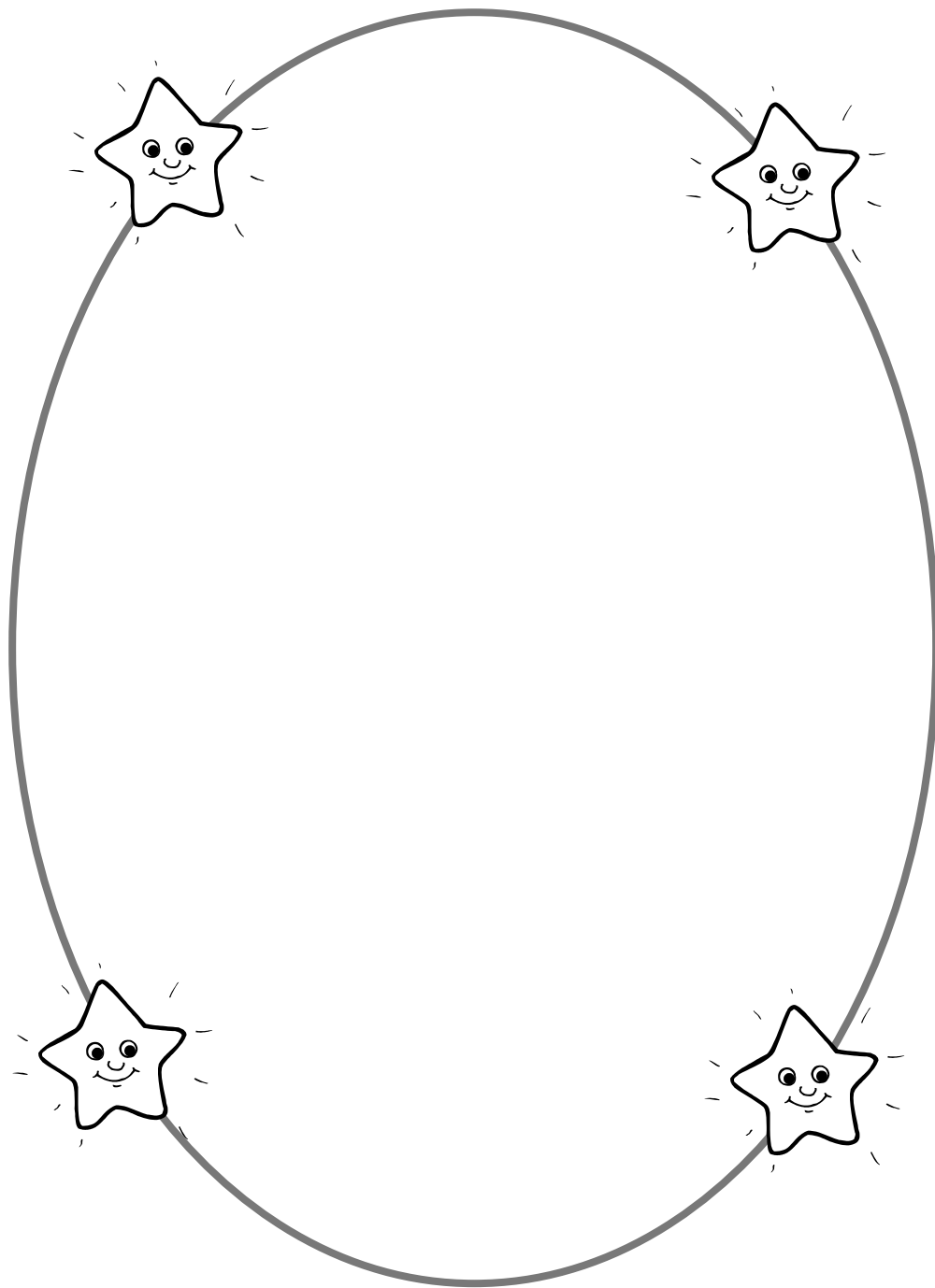
### Handprints

Trace your hand here.





### A Self-Portrait



This is a picture of me!



## A Book about Me

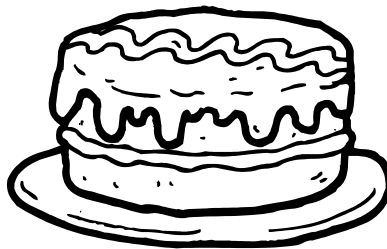
Some Facts about Me

My name is \_\_\_\_\_.

My birthday is on \_\_\_\_\_.

I am \_\_\_\_\_ years old.

Draw the right number of candles on your birthday cake for your last birthday.



My height is \_\_\_\_\_

I weigh \_\_\_\_\_

My hair is \_\_\_\_\_

My eyes are \_\_\_\_\_



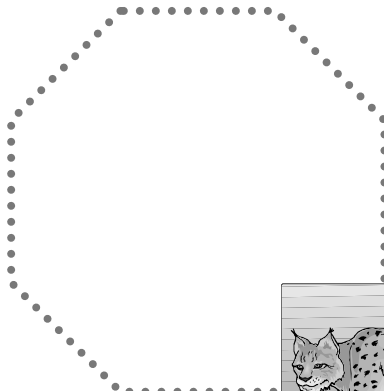
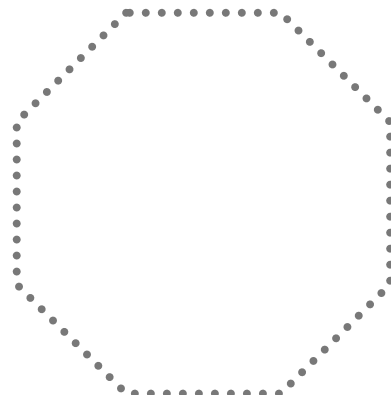
This is me!



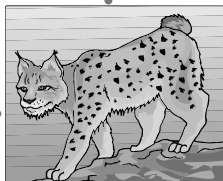
### A Book about Me

My Favourite Things

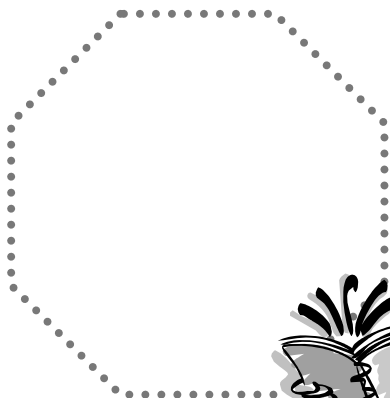
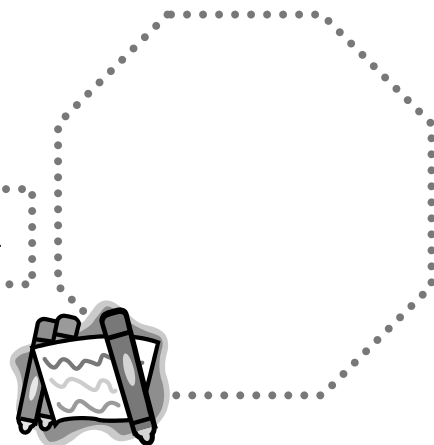
My favourite food is \_\_\_\_\_



My favourite animal is \_\_\_\_\_



My favourite colour is \_\_\_\_\_



My favourite book is \_\_\_\_\_





### A Book about Me

Where I Live

This is my house.



I live in \_\_\_\_\_

My address is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My phone number is \_\_\_\_\_





### Carry Me, Mama Word Search

(Ages 8 and up)



Look across, down and diagonally to find the words. Circle them and then cross them off the list when you find them.

c	b	o	o	t	s	b	g	a	l	t	s
h	e	f	j	k	x	e	r	d	o	p	t
x	r	p	v	a	c	a	r	r	y	f	e
g	r	a	s	s	t	r	a	a	m	o	p
n	i	r	b	k	l	f	v	n	o	o	s
m	e	k	r	t	y	p	e	s	d	t	h
a	s	a	l	m	o	n	n	g	l	p	u
c	a	v	e	a	k	g	s	t	u	r	n
b	e	d	i	m	s	s	n	o	w	i	l
p	e	d	w	a	l	k	i	g	d	n	p
c	i	b	e	n	r	a	b	b	i	t	f
d	c	h	a	i	r	o	m	n	h	s	t

parka

ran

boots

snow

carry

salmon

chair

footprints

steps

bear

Mama

rabbit

berries

ravens

bed

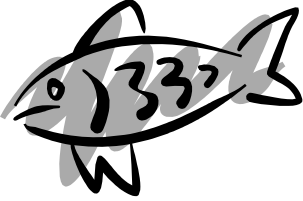

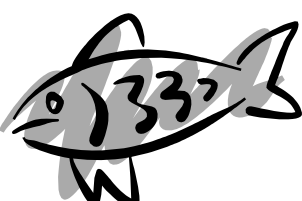


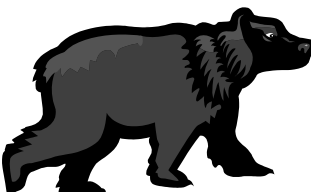







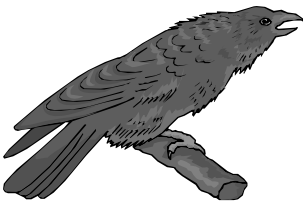
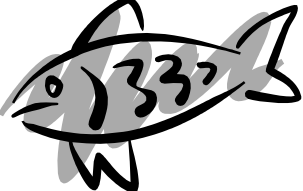
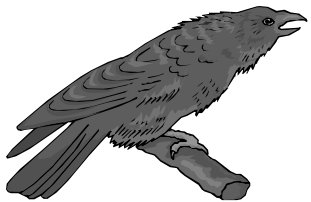

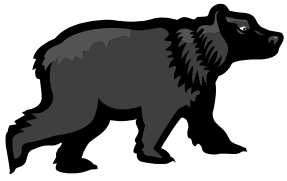


walk



### Find the Odd One

(Ages 2 and up)

Look at each line of animals. Cross out the one that is different.





### Go Measure!

(Ages 3 and up)

Go for a walk and measure things while you're walking. Use your feet. Put one foot right in front of the other, like this.



Count how many feet it takes:

- To cross the kitchen \_\_\_\_\_
- From the front door to the back door \_\_\_\_\_
- From your house to your neighbour's house \_\_\_\_\_

Now choose some other places to measure:

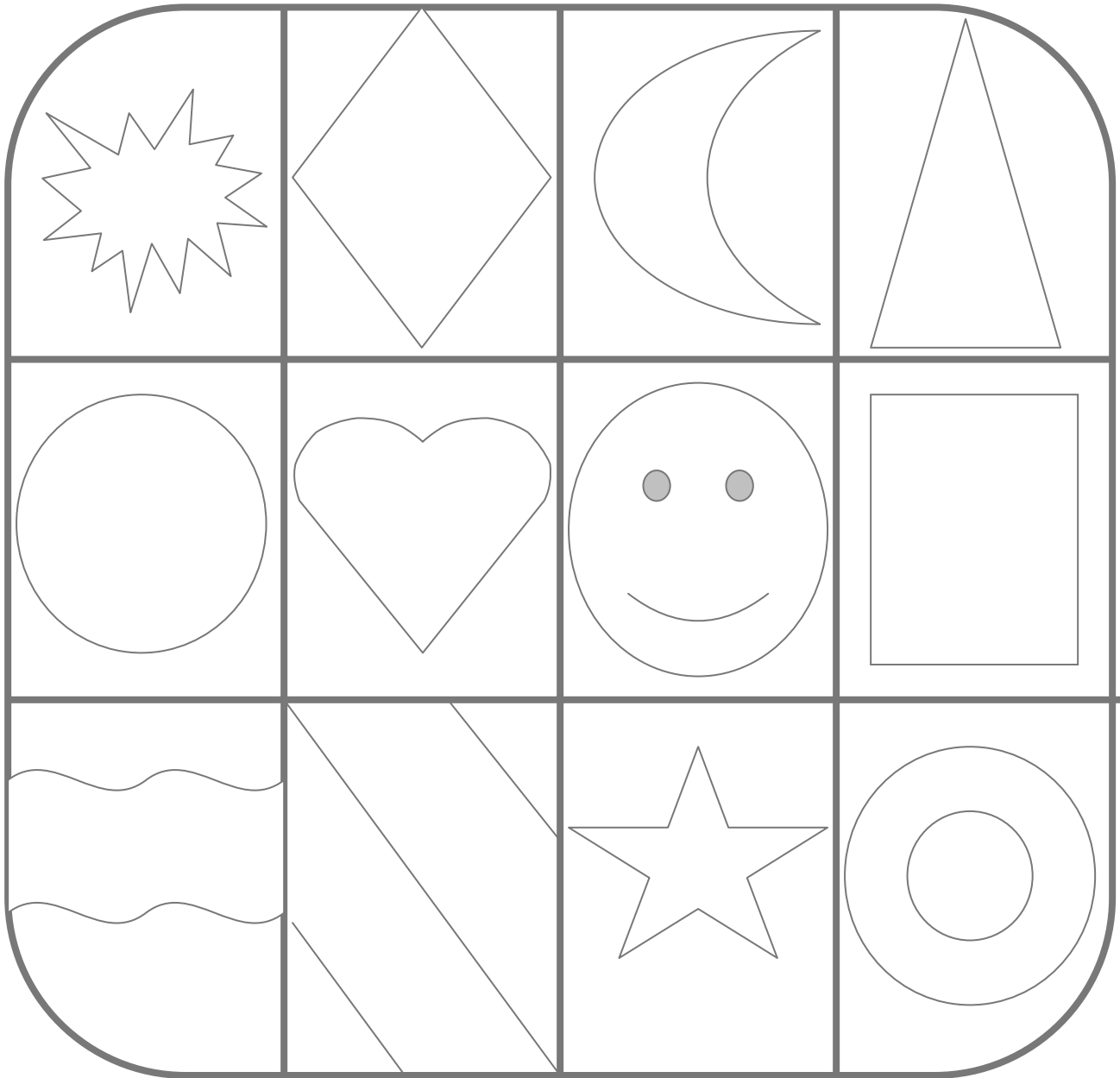
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### Colour Katie's Quilt

(All ages)

Katie has a lovely coloured quilt on her bed. Colour this quilt.



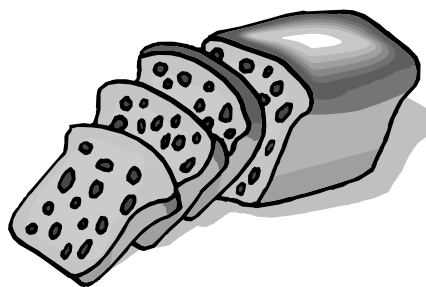


## Cranberry Bread or Cranberry Muffins

Here is a recipe for some delicious cranberry bread or muffins.

### You will need:

- 1 cup coarsely chopped cranberries
- 1 tablespoon grated orange peel
- $\frac{3}{4}$  cup orange juice
- 1 well-beaten egg
- 2 cups flour
- 1 cup sugar
- 1  $\frac{1}{2}$  teaspoons baking powder
- $\frac{1}{2}$  teaspoons baking soda
- 2 tablespoons oil



1. Combine orange peel, juice and egg.
2. In a bowl, mix the flour, sugar, baking powder and baking soda. Stir in the oil.
3. Combine the orange juice mixture and flour mixture. Fold in the cranberries.
4. Heat oven to 350 degrees. Grease a 9"x5"x3" loaf pan or 12 muffin pans and flour them lightly.
5. Pour the mixture into the pan. Bake the bread for 1 hour, or the muffins for 15 – to 20 minutes, or until a testing fork or toothpick comes out clean.

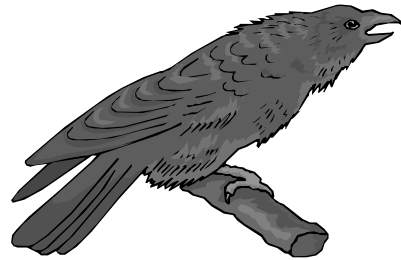


## Matching Pictures and Words

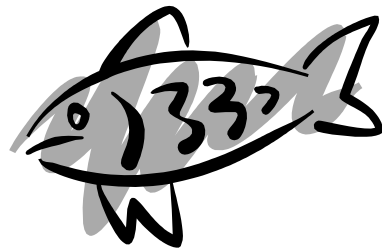
(Ages 5 and up)

Match the pictures with the words. Draw a line from the word to the correct picture.

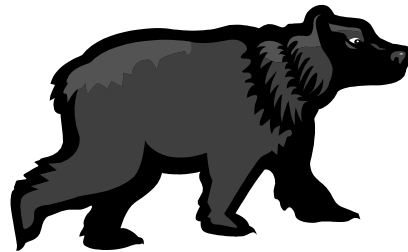
**dog**



**bear**



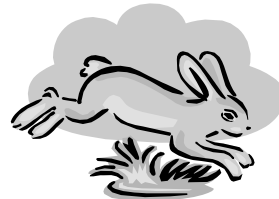
**raven**



**rabbit**



**fish**

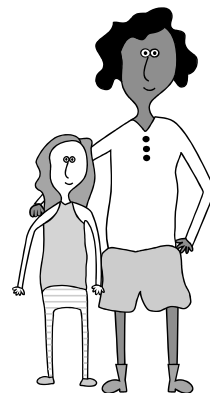




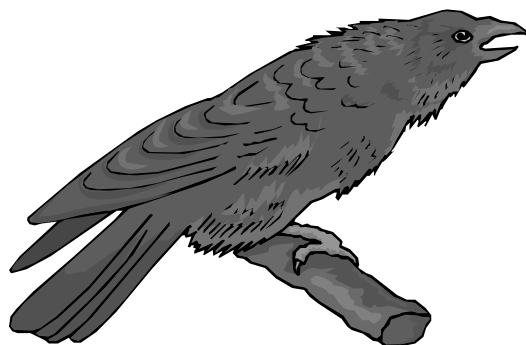
## Mama and Me Treasure Hunt

(Ages 2 and up)

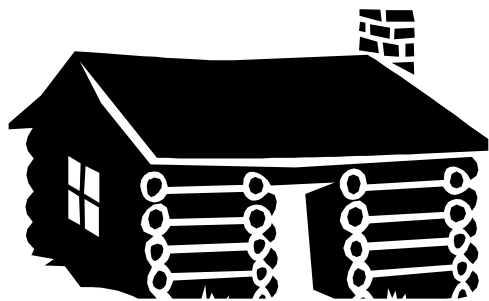
Mama and Katie often went for a walk. Go for a walk with your mother in your community. Look for these things.



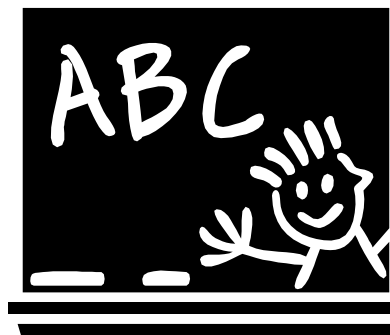
a dog



a raven



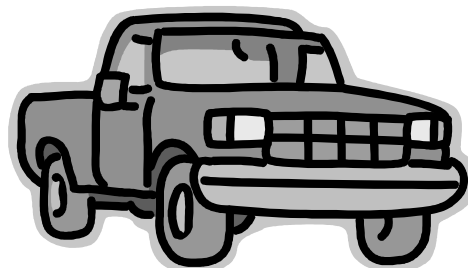
an old house



the school



a sign



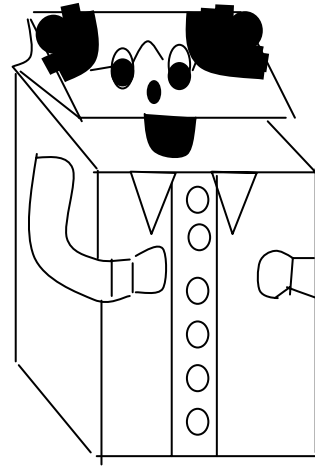
a truck



## Me Puppet (Ages 2 and up)

### You will need:

- Brown paper bags
- Crayons
- Fabric scraps for clothes
- Yarn for hair
- Glue
- Felt markers



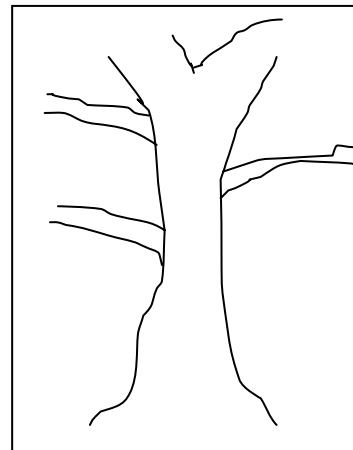
Let your child make a puppet of himself or herself. Put eyes, a nose and a mouth or tongue on the bag. Add yarn for hair. Use the fabric to make clothes for their puppet.



## A Family Tree (Ages 5 and up)

You will need:

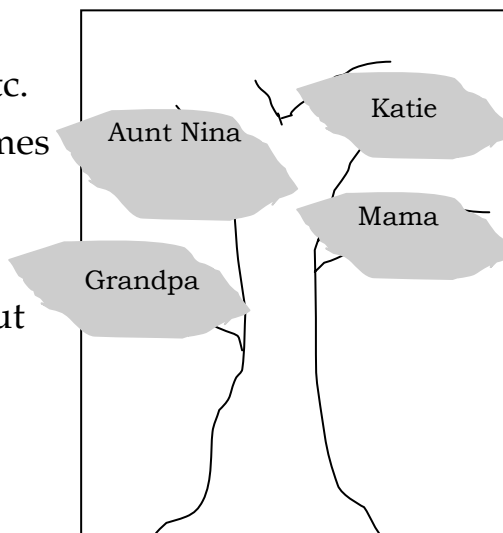
- Blue construction paper
- Brown construction paper
- Green construction paper
- Glue
- Scissors
- Coloured markers



1. Draw a large tree with many branches on the brown construction paper. Cut it out. Glue it on the blue paper.

2. Cut out leaves from the green construction paper. You need one for every member of your family: mother, father, grandparents, brothers, sisters, etc. They need to be big enough to write names on.

3. Glue the leaves to the tree. You might put your child's generation at the top of the tree, the parents in the middle, and the grandparents near the bottom.





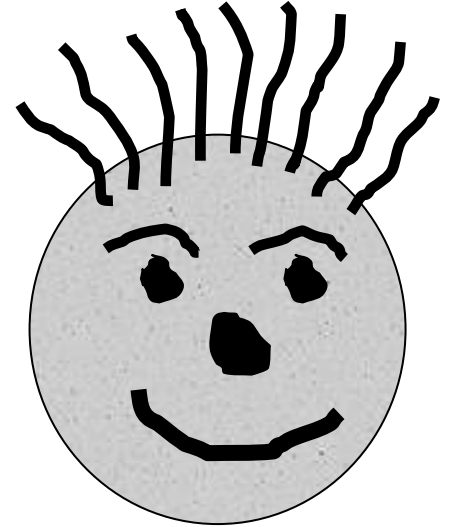
## Rice Cake Faces

(Ages 2 and up)

Here's a great snack. Let your child make his or her own face.

### You will need:

- Rice cakes or large round crackers
- Peanut butter or jam
- Raisins
- Chocolate chips
- Licorice for eyebrows, mouth and hair



1. Spread some peanut butter or jam on the rice cake or cracker.
2. Stick on the eyes, nose, mouth and eyebrows.
3. Add some hair.

### Be careful!

**Some children have serious allergies to peanuts. Check with parents before giving snacks with peanuts to their children.**





## Rhymes about Me

(All ages)



I have ten little fingers and ten little toes,  
Two little arms and one little nose,  
One little mouth and two little ears,  
Two little eyes for smiles and tears,  
One little head and two little feet,  
One little chin, that's me complete.

There's no one who is just like me.  
No one else who knows how to be  
Me when I am mad or sad,  
Me when I am very glad.  
There's no one who's just like me.  
Me is who I'm proud to be.







# Good Night, Baby Bear

By Frank Asch



## What You Will Need for This Session

- A copy of *Good Night, Baby Bear* for each family in the program
- Journal for parents
- Prizes for the *Scrabble* game
- Copies of the *Language Experience* handout
- Copies of *More Activities to Do at Home with Your Children*
- Copies of the *Literacy Action Plan* handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
  - Coloured Bears Memory Cards
  - Colour the Bears
  - Shape Book
  - Same or Different
  - My Teddy Bear
  - Letter *Bb*
  - Bears Fact Sheet
  - Bear Quiz
  - Bear Quiz answers
  - Over in the Forest
  - Count the Animals
  - Make a Bear Mask
  - Bear Poems



## Session Overview

### 1. Introductions

- Review the group agreements.
- Warm-up activity – Scrabble

### 2. Group Discussion

- Review what happened during the week:
  - What literacy activities did parents do at home with their children?
  - What worked well? Did anything not go well?
  - Did they follow the *Literacy Action Plan*?
- Talk about the group discussion topic – Language Experience Stories.

### 3. *Good Night Baby Bear* by Frank Asch

- Introduce the book.
- Read the book together. Ask for volunteers to read parts of the story.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

### 4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for the next week.



- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.
- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download from the NWT Literacy Council website ([www.nwt.literacy.ca](http://www.nwt.literacy.ca)). Print copies are available from the NWT Literacy Council.

### 5. Story/Activity Time

- Have the children come back from their reading circle to read with their parents.
- Read a different book together.
- Sing some songs or play a circle game, such as *The Hokey Pokey* or *If You're Happy and You Know It*.

### 6. Snack Time

- Serve a healthy snack.
- Leave a bit of time for parents and children to socialize.



#### **Snack of the Week—Cheese and Fruit Kabobs**

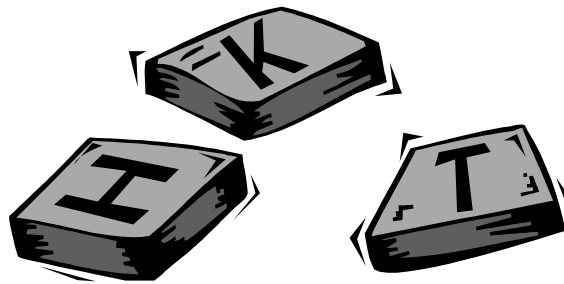
Cut fruit like pineapple, apples and oranges into chunks. Use whole grapes and strawberries. Cut some cheese into chunks. Thread them on to a skewer and serve.





### Warm-up Activity – Scrabble

1. Divide participants into groups of 5. You should have the same number of people in each group to make things fair.
2. Each member of the group donates the first and last letter of her first and last names. For example, Bill Smith donates 'b', 'l', 's' and 'h'.
3. Each group should have 20 letters.
4. Together, the group writes down as many words as they can, using these letters.
5. When the facilitator calls "Time!" the groups must stop writing.
6. Each group reads out their words. The one with the most words wins.





## Language Experience Stories

### What are language experience stories?

Language experience stories are stories written with language from the child's own experience. Your child dictates stories to you and you write them down just as she says them.

### How do we do a language experience story?

- Get a pen and paper and find a quiet place with your child.
- Have your child tell you a story in her own words.
- Write down everything that she says.
- When you are finished writing, have your child read the story back to you. It is amazing how much of it she already knows, because the language and ideas belong to her.
- Have your child draw pictures to go along with the story.
- When it is finished, you can make the story into a book, put it in a scrapbook, display the story, or show it off to other family members.



### What is my role?

- To record the writing
- To encourage ideas
- To give positive feedback
- To read the story together



## More Activities to Do at Home with Your Children

- Bounce a ball to teach counting. Bounce once and say "one." Bounce twice and say "one, two."
- Cook with a book! For example, read *Goldilocks and the Three Bears*, and then make a bowl of porridge.
- See how many places you can find the letter "B" today. Look on cereal boxes, street signs and the calendar.
- Have a Teddy Bears' Picnic. Invite other children to bring their teddy bears and have a picnic. It can be outside if the weather is good, or inside if it's cold.
- Teach your child to count to ten in your own language.
- Make cookies or muffins. Count how many you make.
- These are all great family literacy activities that you can do with your children!







### Literacy Action Plan

**Monday**

Read for 15 minutes with your child.

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**Tuesday**

Read for 15 minutes with your child.

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**Wednesday**

Read for 15 minutes with your child.

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**Thursday**

Read for 15 minutes with your child.

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**Friday**

Read for 15 minutes with your child.

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**Saturday**

Read for 15 minutes with your child.

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**Sunday**

Read for 15 minutes with your child.

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### About the Author<sup>3</sup>



Though he is most known for his **Moonbear** picture books, Frank Asch has written in almost every category of children's literature including poetry, concept books, juvenile nonfiction, and children's novels. He is the author of over 50 books!

His first picture book, *George's Store*, (McGraw-Hill) was published in 1968. Since graduating from Cooper Union in 1969 with a Bachelor of Fine Arts, Mr. Asch has travelled widely in the U.S. and abroad. He has taught public school in India and in a Montessori school in the U.S. and has conducted art, writing, puppetry, and creative dramatics workshops for children all over the country.

He wrote and published *Goodnight Baby Bear* in 1998.

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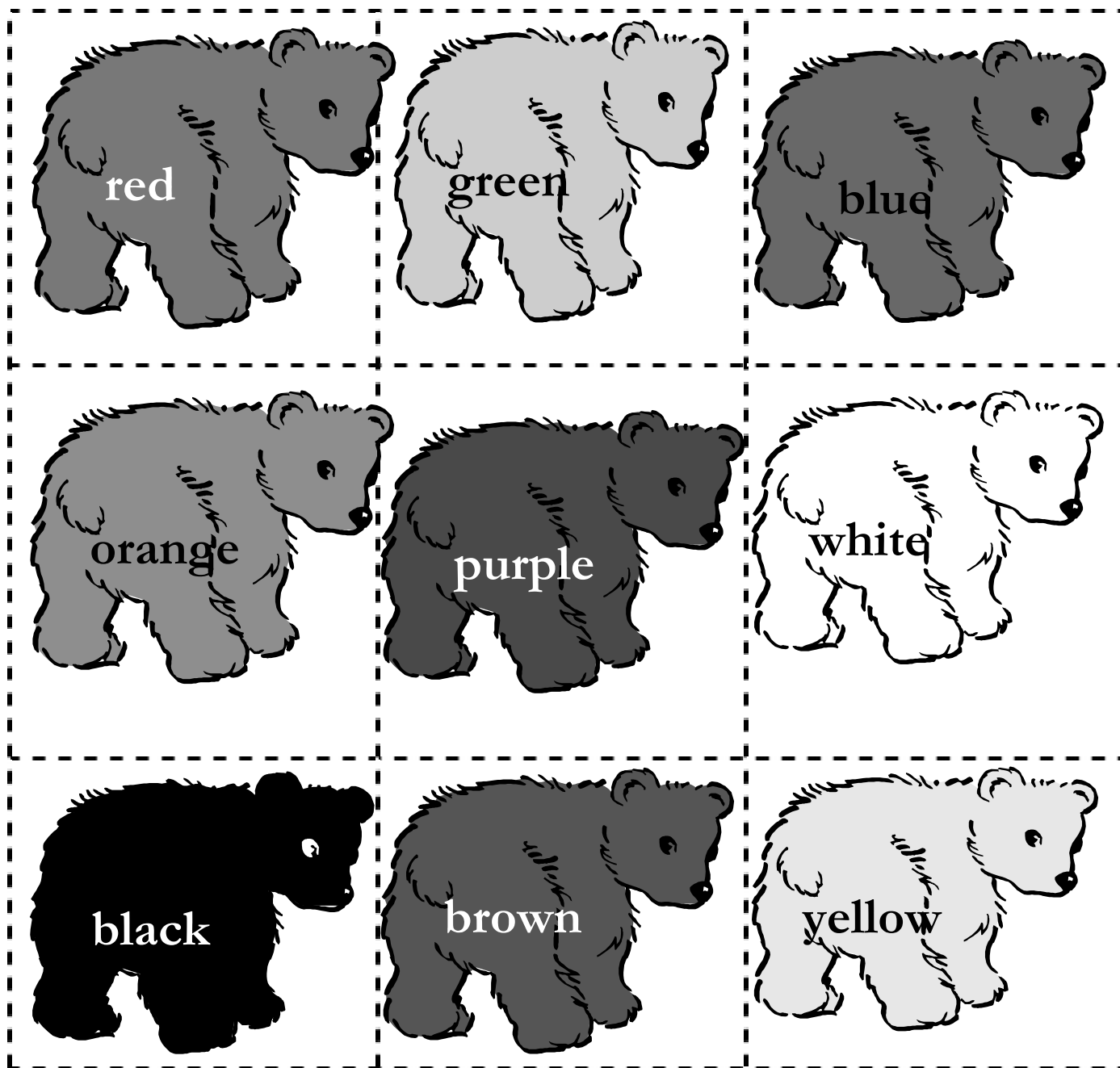
<sup>3</sup> From [http://www.frankasch.com/about\\_asch.shtml](http://www.frankasch.com/about_asch.shtml)



## Coloured Bears Memory Game

(Ages 3 and up)

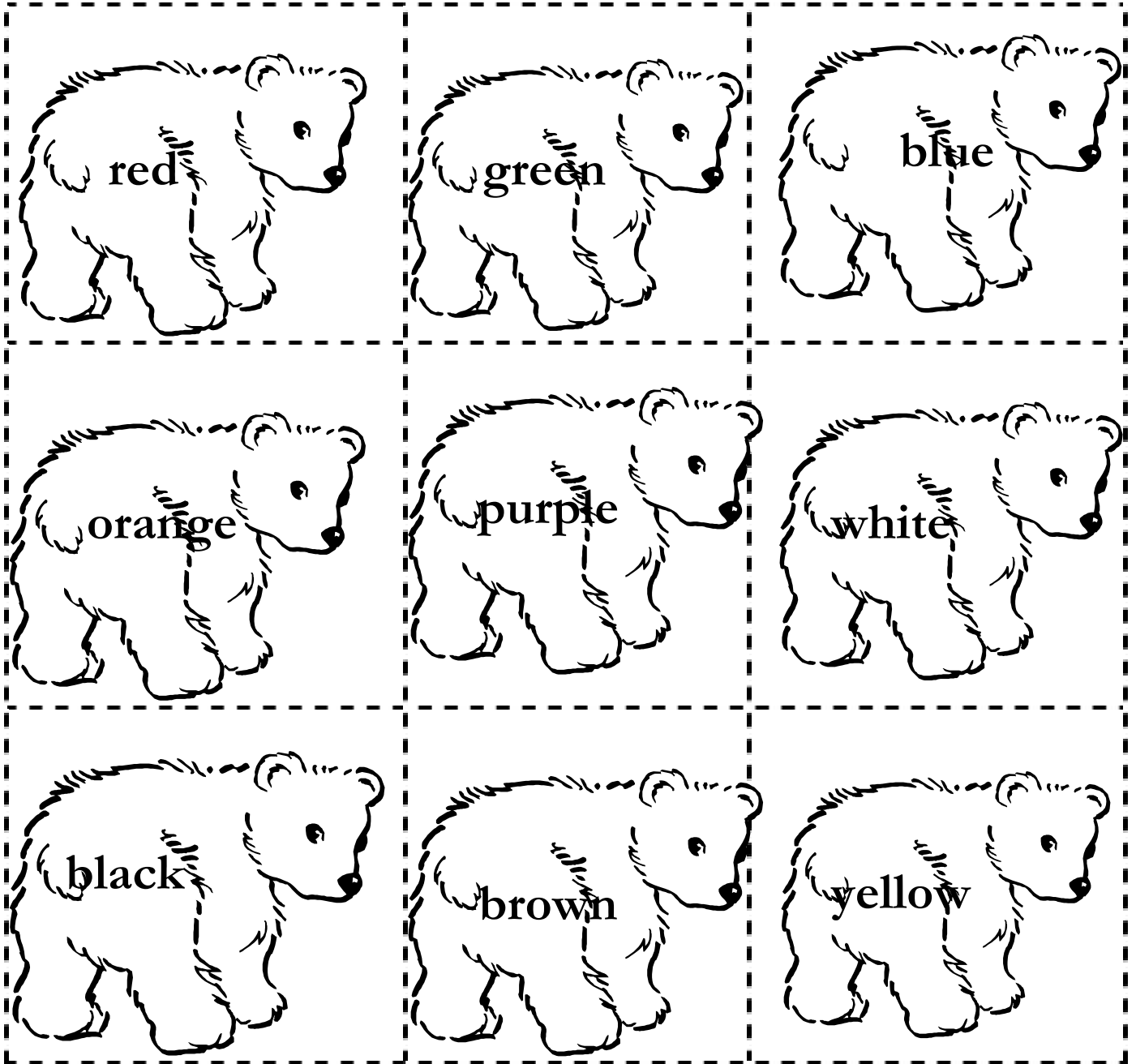
Make two copies of this page. Cut out each square and paste it onto construction paper. Turn the cards over and pick two. If they match, keep them face up. If they don't, turn them over and try again.





### Colour the Bears

(Ages 2 and up)

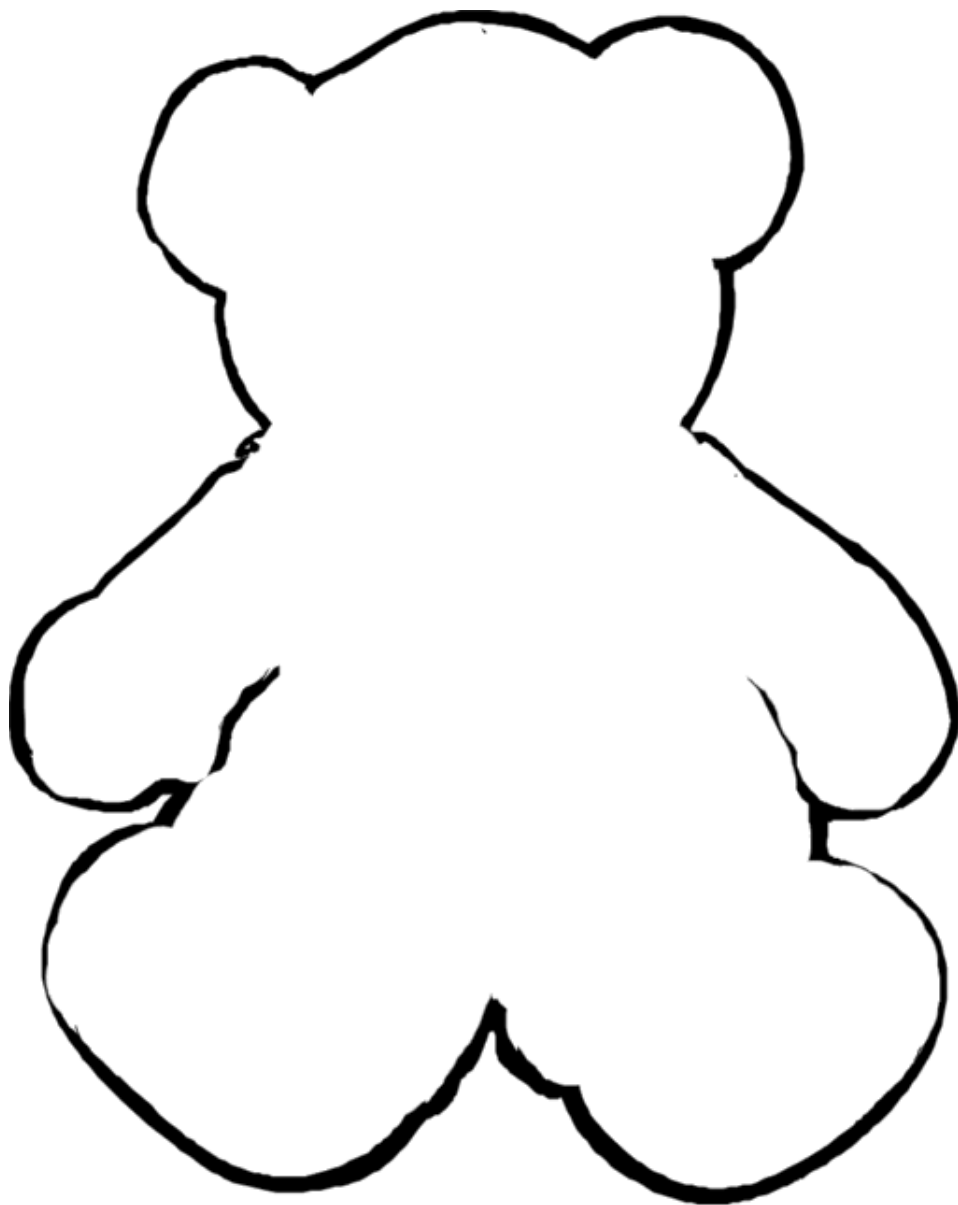




## Shape Book

(Ages 2 and up)

Make a book with your children using this shape pattern – use at least 4 pages for your book. Have your children tell you a story. You write it down for them. Your children can then illustrate it and you can staple it together to make a little book.

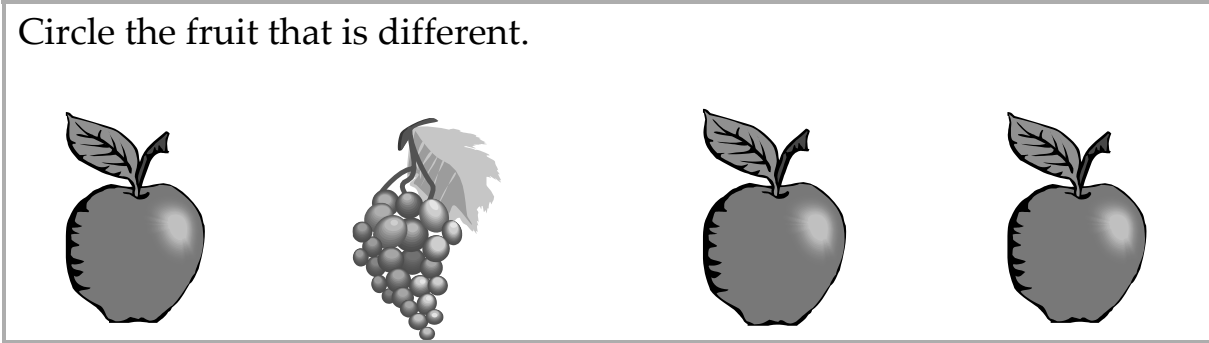




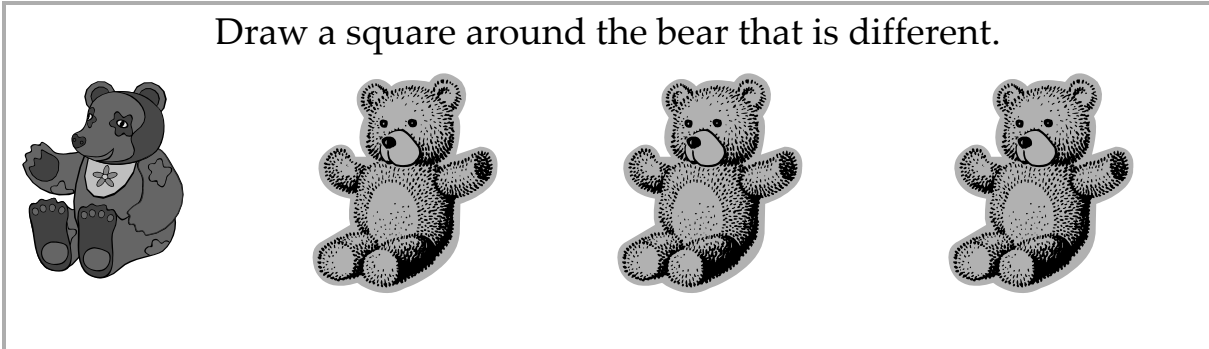
### Same or Different

(Ages 3 and up)

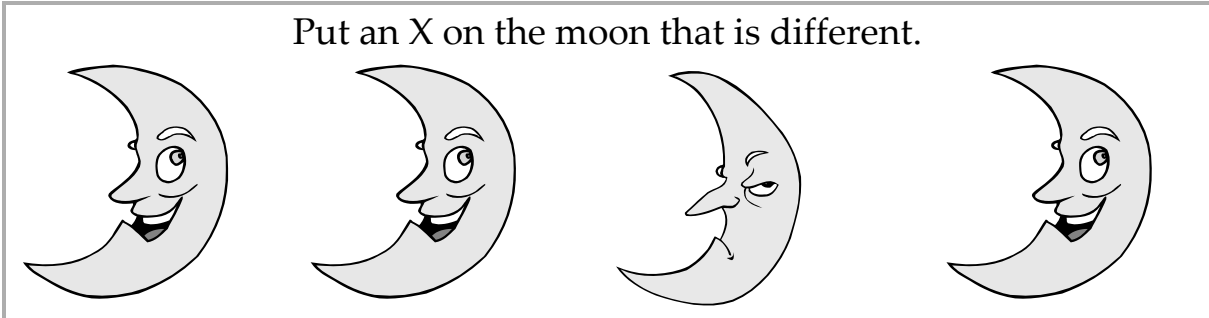
Circle the fruit that is different.



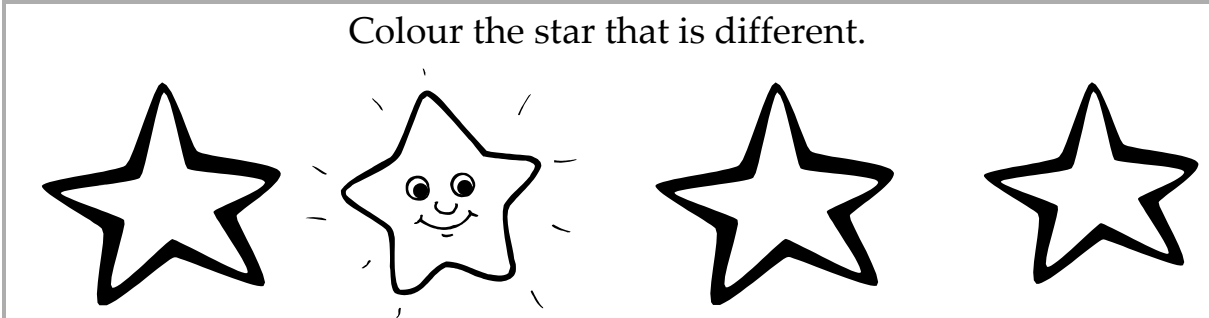
Draw a square around the bear that is different.



Put an X on the moon that is different.



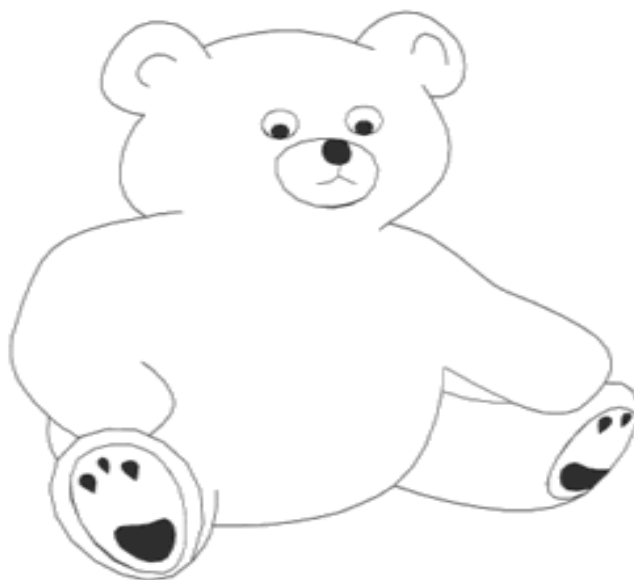
Colour the star that is different.





### My Teddy Bear

(Ages 3 and up)



I love my teddy bear because

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My teddy bear is

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I always take my teddy bear to

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One time my teddy and I

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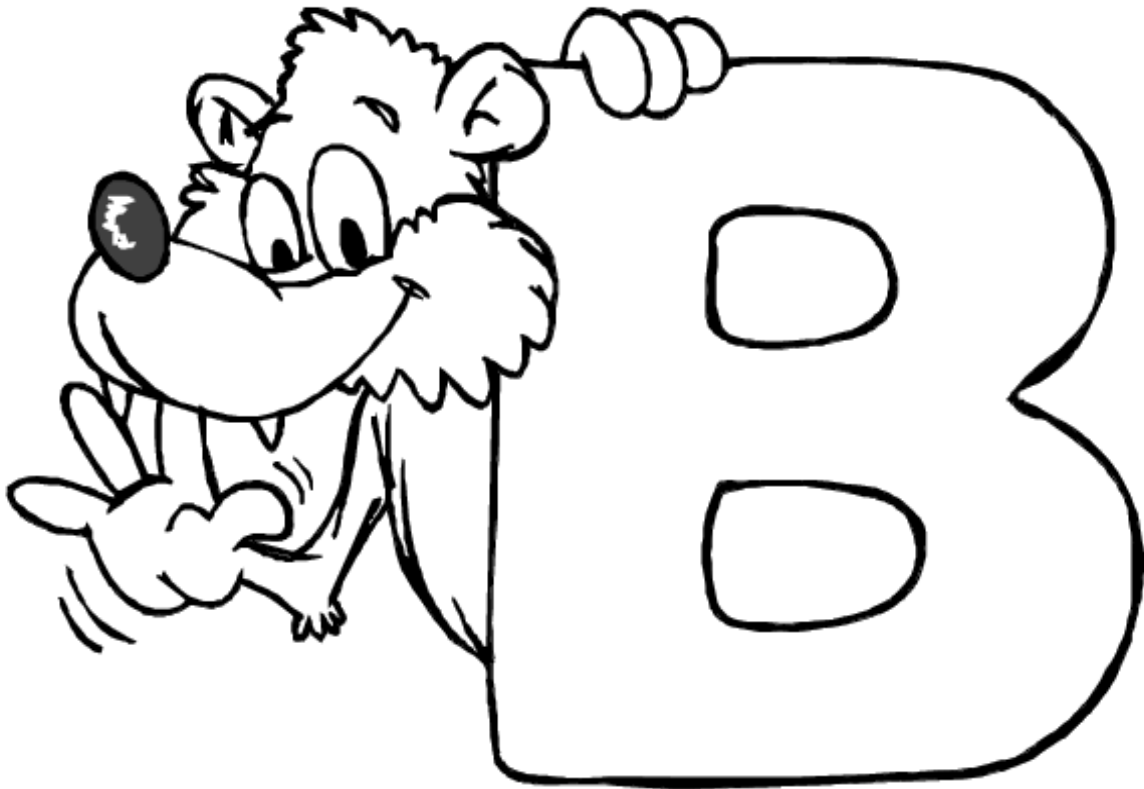
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**Letter Bb**

(Ages 4 and up)

Practice writing the letter *Bb*. Then colour the picture.



Handwriting practice lines. The first line contains a dotted uppercase 'B' and a dotted lowercase 'b' for tracing. Below this are two more empty sets of lines for independent practice.

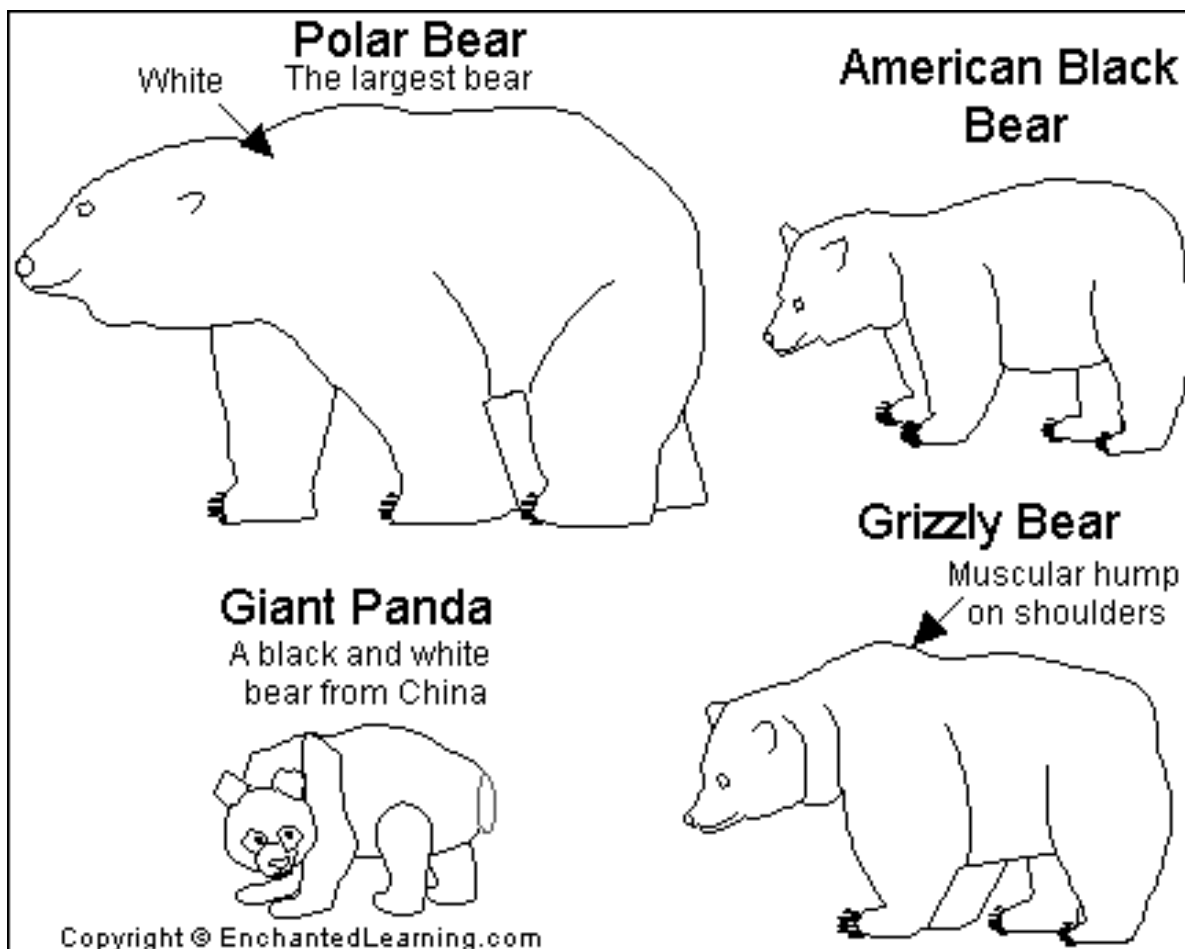




## Bears Fact Sheet<sup>4</sup>

(Ages 5 and up)

Read this fact sheet with your child and talk about the different kinds of bears.



Bears are furry mammals that are found in many different environments, including forests, swamps, mountains, and grasslands. Bears are found in North America, Asia, Europe, and a few in South America. Some bears include the Grizzly (a

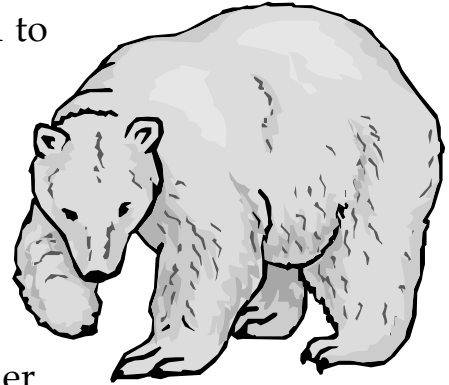


<sup>4</sup> From <http://www.enchantedlearning.com/subjects/mammals/bear/Bearcoloring.shtml>



type of brown bear), Black Bear, Polar Bear, Panda, Sun Bear, etc.

**Anatomy:** Bears vary in size from 3.5 to 10 feet (1.1 to 3 m) long and weigh from 55 to 1,700 pounds (25 to 770 kg). The largest bear is the Polar Bear. Bear fur ranges in color from black to brown to blond to white.



**Behaviour:** Bears are solitary animals; only a mother and cub live together for an extended time. Many bears are fast runners, excellent swimmers, and good climbers. In general, bears have a good sense of smell but poor eyesight. Many bears in cold climates hibernate (or go into a dormant state) over winter in caves or dens.

**Diet:** Although bears belong to the order Carnivora, they eat plants, leaves, fruits, berries, nuts, roots, honey, insects, and small mammals.

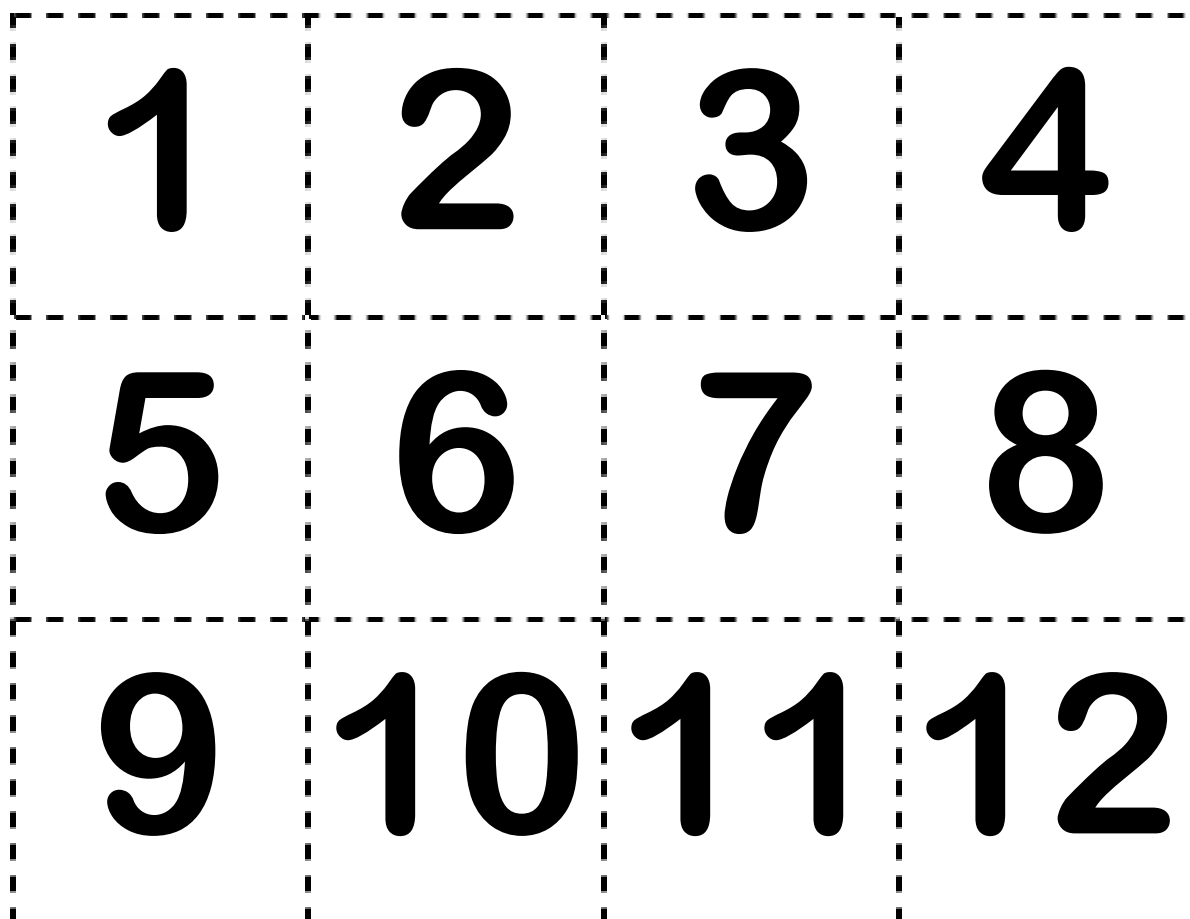




### Counting Bears: Numbers

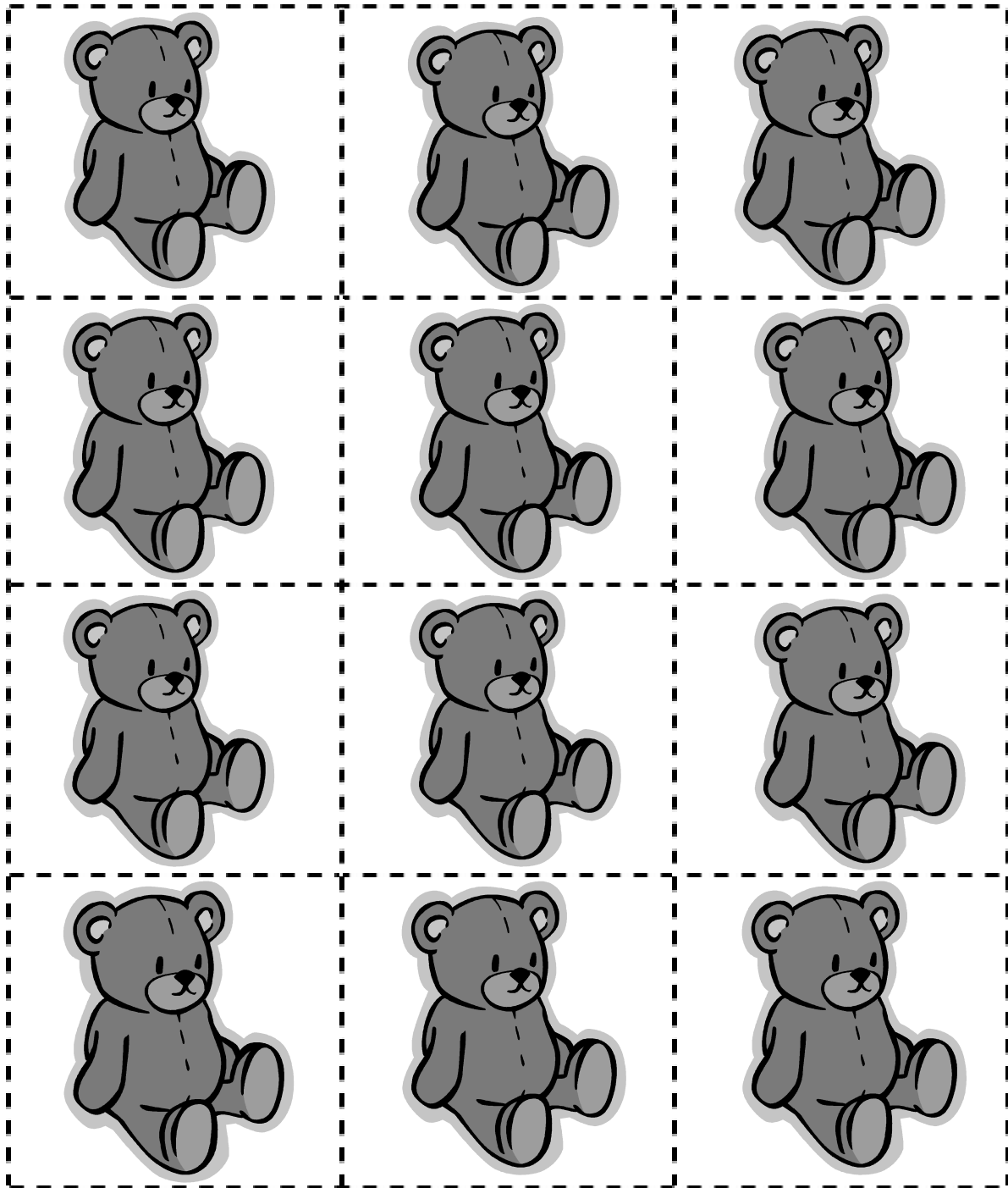
(Ages 3 and up)

Use the numbers and bear shapes on the next two pages to count. Cut out the numbers and the bears. Lay a number of bears down on the table, for example: five. Have your child find the correct number, i.e. 5.





### Counting Bears: Bear Shapes




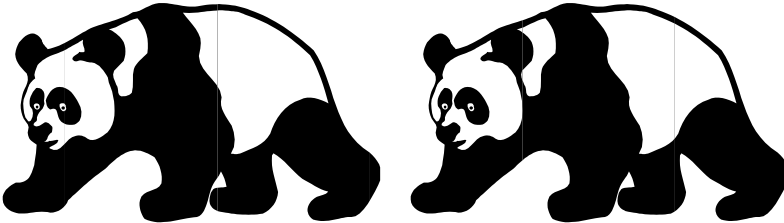
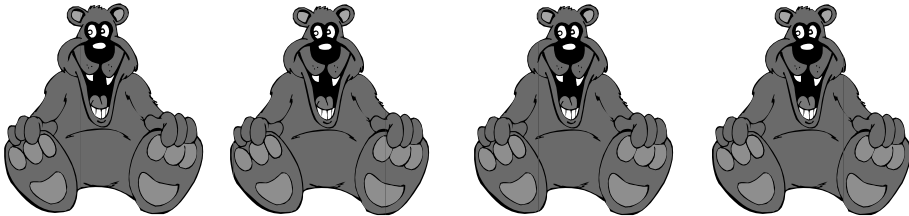




### Count the Bears

(Ages 3 and up)

Count the animals and write the number beside them.



## Make a Bear Mask

(Ages 2 and up)

This activity is adapted from *Children's Arts and Crafts* by Nancy Lewis Bartlett.

### You will need:

- Paper plate (not Styrofoam)
- Masking tape
- Paper cup
- Boxboard (an empty cereal or cracker box will work)
- Paint
- Paintbrush
- Markers
- Scissors
- Hole Punch
- Elastic (at least 20cm)

1. Cut eye holes in the paper plate.
2. Tape the paper cup onto the paper plate using the masking tape. This will form the snout.
3. Cut ears out of the construction paper or boxboard. Tape them onto the plate using masking tape.
4. Paint the mask using brown paint (or white for a polar bear). Let the paint dry.
5. Draw or paint on details, such as a mouth and nostrils.



6. Punch a hole in each side of the mask. Thread the elastic through and knot the ends. An adult will have to help with this step.

You can make paper plates masks of many different people and animals. Try making masks for each character in a fairy tale and putting on a play.



## Bear Poems

### Hickory, Dickory Dee

Hickory, dickory, dee  
A bear climbed up a tree.  
When he heard a sound  
The bear jumped down.  
Hickory, dickory, dee.



From: Mother Raven Nursery Rhymes by Peter Redvers. 1992. Hay River, NT: Crosscurrents Associates.





### Grandpa Bear's Lullaby

The night is long  
But fur is deep.  
You will be warm  
In winter sleep.

The food is gone  
But dreams are sweet.  
And they will be  
Your winter meat.

The cave is dark  
But dreams are bright.  
And they will serve  
As winter light.

Sleep, my little cubs, sleep.





## Bears

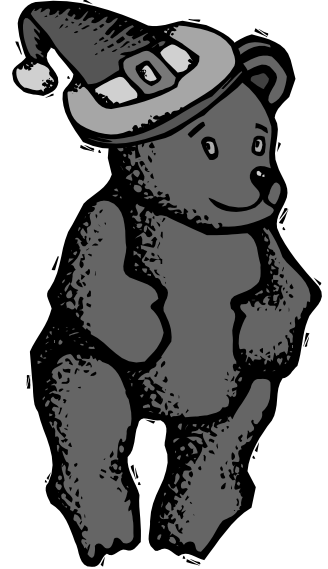
Bears like honey  
That comes from bees.

Bears like to nap  
Under shady trees.

Bears can be cuddly  
Or big and mean.

My little Teddy Bear  
Is the cutest I've seen.

He's at my side  
When I'm happy or blue.  
Here's to my Teddy Bear,  
"I love you!"





# Kumak's House: A Tale of the Far North

By Michael Bania



## What You Will Need for This Session

- A copy of *Kumak's House* for each family in the program
- Journals for parents
- Copies of the *Traditional vs. Present Ways of Learning* handout
- Copies of the *Literacy Action Plan* handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
  - Unscramble
  - Arctic Animal Memory Game
  - Where I Live
  - Caribou Fact Sheet
  - My Whale Book
  - Origami Whale
  - Animal Matching Game
  - The Letter *Ww*
  - Two Stories



## Session Overview

### 1. Introductions

- Review the group agreements.
- Warm-up activity – Balloon Questions

### 2. Group Discussion

- Review what happened during the week:
  - What literacy activities did parents do at home with their children?
  - What worked well? Did anything not go well?
  - Did they follow the Literacy Action Plan?
- Brainstorm with parents about how children learn.
- Give out the Traditional vs. Present Ways of Learning handout. Ask participants in small groups to brainstorm how people learned traditionally and how they learn now.
- Talk about the differences and why there have been so many changes.

### 3. *Kumak's House* by Michael Bania

- Introduce the book.
- Read the book together. Ask for volunteers to read parts of the story.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.



#### 4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for the next week.
- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.
- *Northern Writes* and *More Northern Writes* are also good sources of adult writing activities, and are available for download at [www.nwt.literacy.com](http://www.nwt.literacy.com). Print copies are available from the NWT Literacy Council.

#### 5. Story Time

- Have children come back from their reading circle to spend time reading with their parents.
- Gather everyone together and read one more story or teach the poems to everyone.

#### 6. Snack Time

- Serve a healthy snack.
- Leave a bit of time for parents and children to socialize.

##### **Snack of the Week—Fish in a Pond**

Low-fat cream cheese or cheese spread

Fish-shaped crackers

Celery ribs, stems removed

Scoop the cream cheese into a bowl. You can tint the cream cheese with blue food coloring to make it look like a pond. Place the goldfish in a separate bowl, or surround the "pond" with them. Let the kids dip the celery sticks into the cheese, then into the bowl of crackers to "catch" a fish.



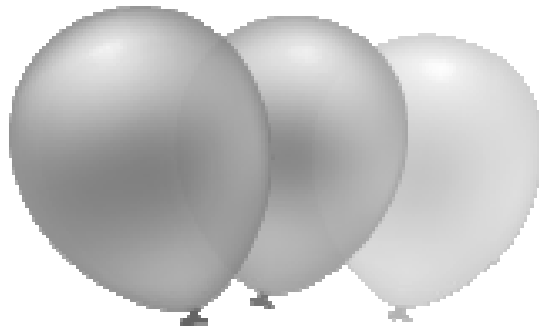


## Warm-up Activity – Balloon Questions

For this activity, write 4-6 questions on a blown-up balloon with a marker. Stand in a circle and toss the balloon to someone. She has to answer whichever question her left thumb lands on. Then toss the balloon to someone else.

Here are some good icebreaker questions:

- Who is your hero, and why?
- What is your dream job?
- If you could only eat one food for the rest of your life, what would it be?
- If you were an ice cream flavor, what flavour would you be?
- If you could travel anywhere in the world, where would you go?
- Who is your favourite cartoon character, and why?
- What is your favourite song of all time?
- What superpower would you like to have?
- If you won the lottery, what would you do?
- What is your favourite book?





### Adult Discussion Topic – Traditional vs. Present Ways of Learning

	Traditional	Present
Who is responsible for teaching?		
How do they teach?		
When do they educate?		
What is taught?		



### Literacy Action Plan

**Monday**

Read for 15 minutes with your child.

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**Tuesday**

Read for 15 minutes with your child.

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**Wednesday**

Read for 15 minutes with your child.

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**Thursday**

Read for 15 minutes with your child.

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**Friday**

Read for 15 minutes with your child.

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**Saturday**

Read for 15 minutes with your child.

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**Sunday**

Read for 15 minutes with your child.

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## About the Author<sup>5</sup>

Author and illustrator Michael Bania wrote *Kumak's House* based on her experiences living and teaching in the northwest Arctic where the Inupiat live. Comical Kumak makes his first appearance here. Kumak thinks his home is too small for his large and clamorous family, and visits a village elder to ask for advice. Aana Lulu tells him not to build a bigger house, but to ask Bear, Whale, Porcupine, Caribou and other animals to move in. Bania, who has lived above the Arctic Circle for nearly 20 years, illustrates cartoonishly but gets the Alaska stuff just right, from the kuspuk worn by Aana Lulu to the sundog (rainbow) in the winter sky to the warmth of family life in a home that turns out to be just the right size after all.

Bania didn't start writing children's books until she retired from her job working in preschools and kindergarten classes. She vowed that she would write books that children wanted to read over and over again. And that she did!

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<sup>5</sup> From [http://www.childrenslit.com/childrenslit/mai\\_bania\\_michael.html](http://www.childrenslit.com/childrenslit/mai_bania_michael.html)



## Unscramble!

(Ages 8 plus and up)

Unscramble the letters to find the names of northern animals.

<b>ekilrl hwlae</b>	
<b>opral areb</b>	
<b>npfufi</b>	
<b>wruals</b>	
<b>smoeo</b>	
<b>ales</b>	
<b>wveorinle</b>	
<b>sywon olw</b>	
<b>sown ogeos</b>	
<b>gnrlandee khars</b>	

Answers: killer whale, polar bear, puffin, walrus, moose, seal, wolverine, snowy owl, snow goose, Greenland shark



**Where I Live**  
(Ages 4 and up)

Work on this activity together. If your children cannot write yet, write in their answers.

**My house or apartment . . .**

My house has \_\_\_\_\_ bedrooms.

I live with \_\_\_\_\_

\_\_\_\_\_.

My favourite place in the house is \_\_\_\_\_ because

\_\_\_\_\_.



**My community...**

I live in \_\_\_\_\_.

The name of my school is \_\_\_\_\_.

My community has lots of \_\_\_\_\_.

I think my community is great because \_\_\_\_\_

\_\_\_\_\_.



**The territory where I live...**

I live in the territory of \_\_\_\_\_.

The capital of my territory is \_\_\_\_\_.

The territorial bird is \_\_\_\_\_.

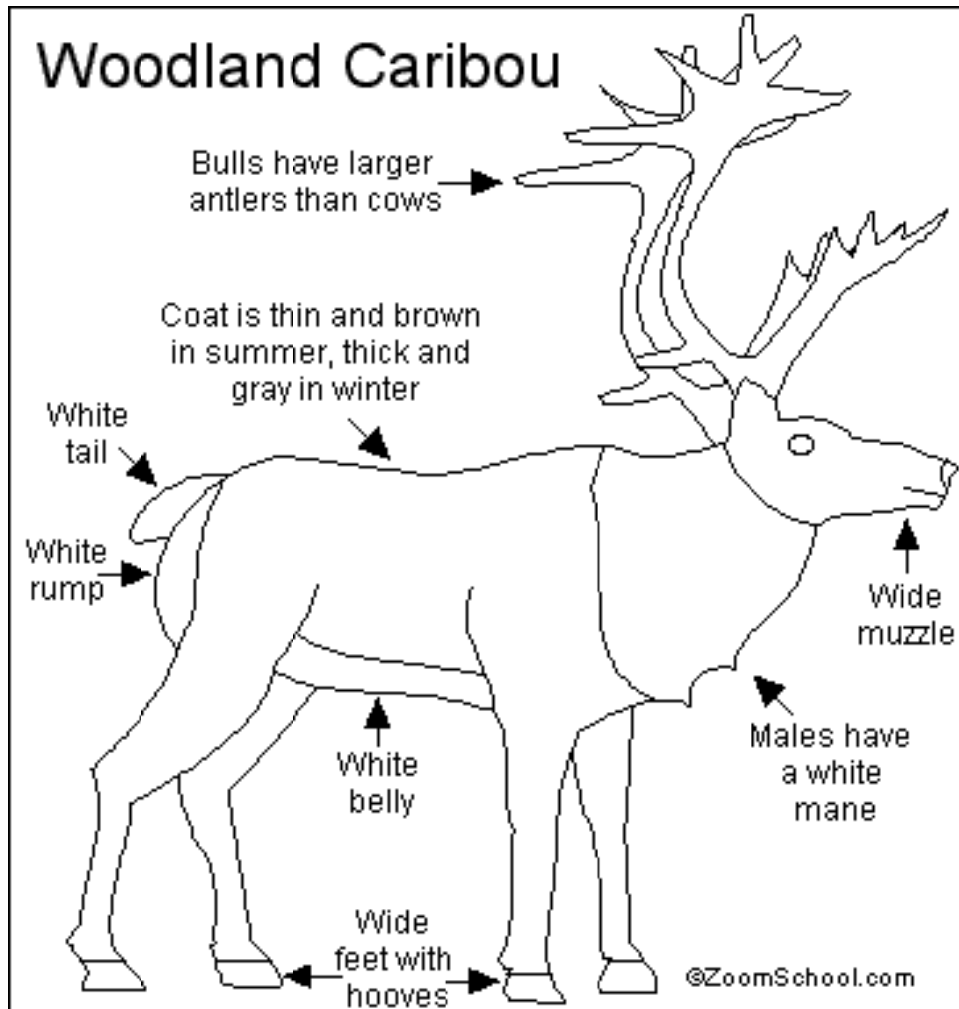




## Caribou Fact Sheet<sup>6</sup>

(Ages 5 and up)

Read this fact sheet with your child. Your child can colour the caribou.



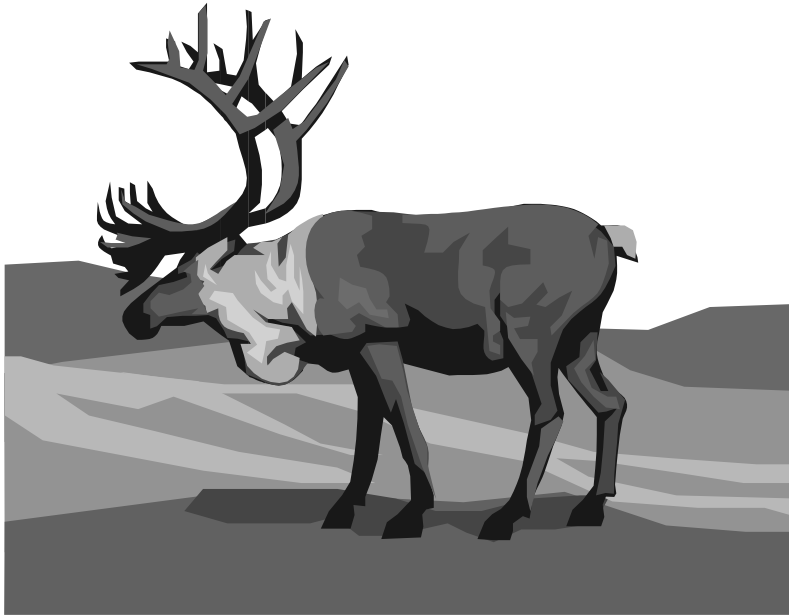
The caribou is a member of the deer family and is closely related to reindeer. Deer are found in the tundra, forests, and mountains. Caribou migrate in huge herds across the tundra, traveling over 800 miles (1290 km) each year. They have a life span of about 15 years.

<sup>6</sup> From: [www.zoomschool.com](http://www.zoomschool.com)



**Anatomy:** The Caribou is about 4 feet (1.2 m) tall at the shoulder and about 6 feet (1.8 m) long. Unlike most types of deer, both bulls (males) and cows (females) have antlers, which they shed each year and re-grow. They have wide hooves and a broad muzzle.

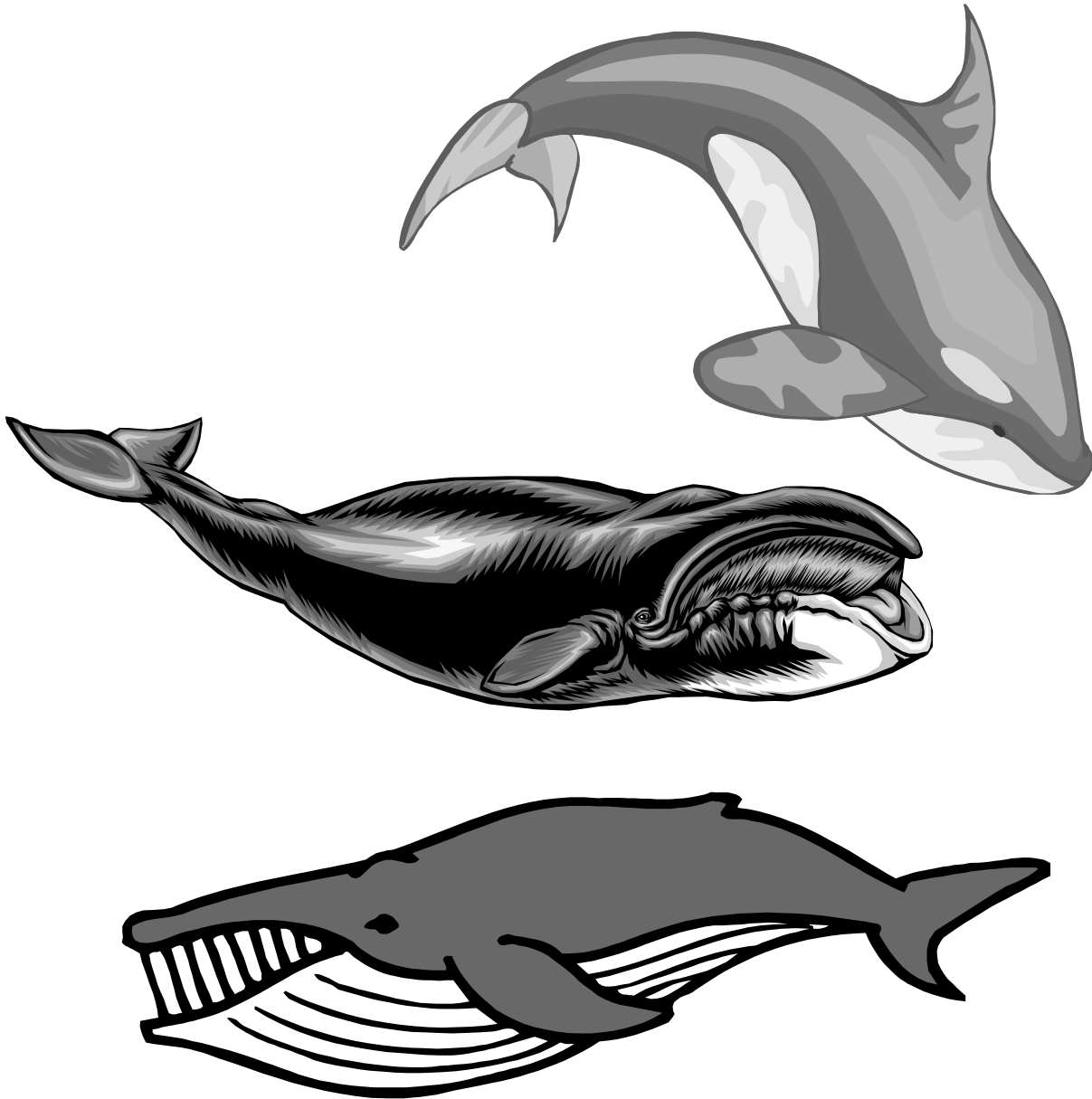
**Diet:** The Caribou spends most of the day eating grass, leaves, and other plant material.





## My Whale Book<sup>7</sup> (Ages 7 and up)

Make copies of the following pages. Help your child to make a book about whales. Cut the whales out and stick them on the cover.

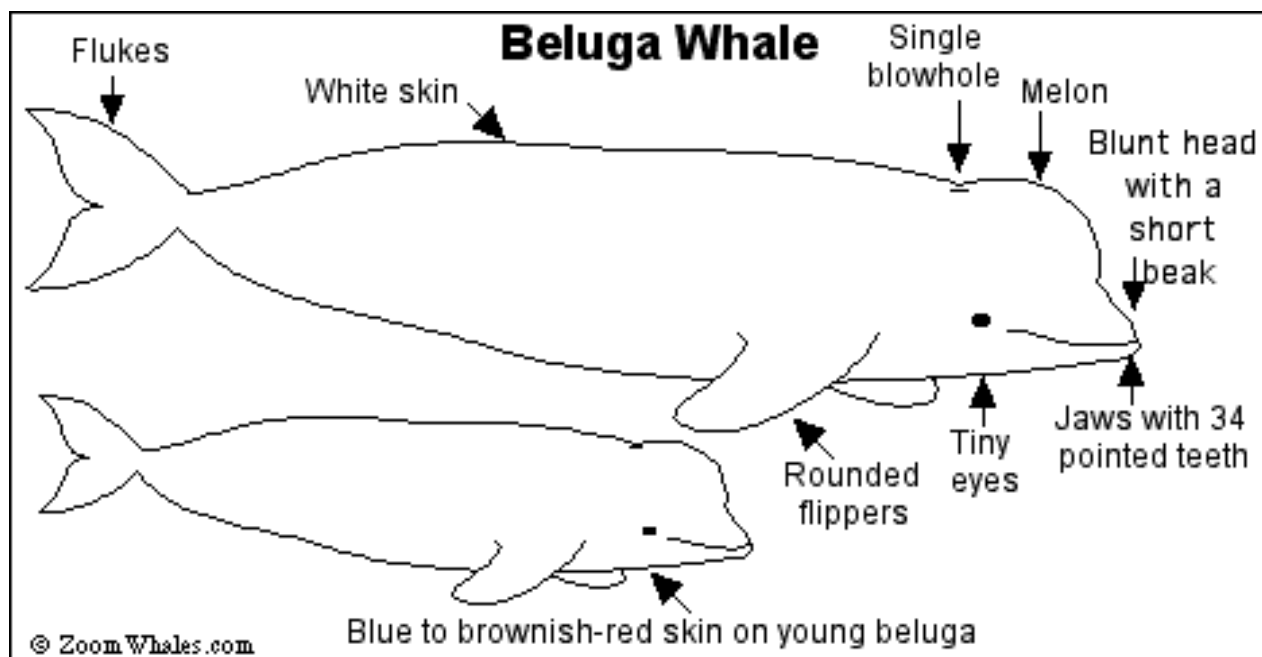


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<sup>7</sup> The following information from [www.zoomschool.com](http://www.zoomschool.com)



## My Whale Book: Beluga Whales



The Beluga whale lives in cold Arctic and sub-Arctic waters. The adult has white skin and sharp teeth. Belugas are very social animals, gathering in pods (social groups) of 2-25 whales. They are slow swimmers who are hunted by killer whales, polar bears, and people.

**Diet:** The Beluga is a meat-eater. It hunts and eats fish, squid, shellfish, octopi, and worms that live on the bottom of the ocean. The Beluga finds its prey by using echoes.

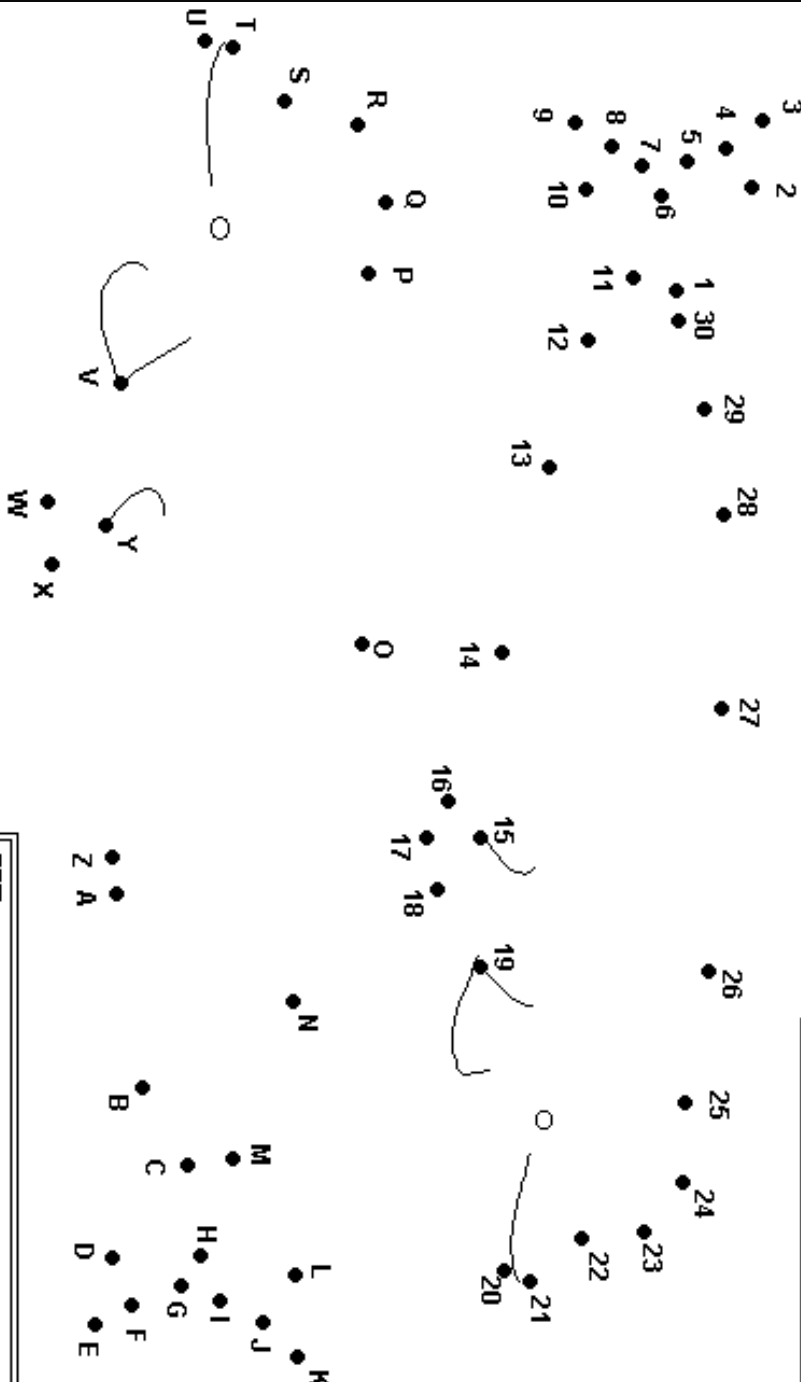


My Whale Book: Whale Connect-the-Dots

My \_\_\_\_\_

Whale Connect-the-Dots

Name \_\_\_\_\_



These whales are small, toothed white whales that live mostly in cold, Arctic waters. They are about 15 feet (4.6 m) long. These carnivores eat a varied diet of fish, squid, crustaceans, and other marine animals.

What are these whales called?  
 \_\_\_\_\_

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### Whale Book: Beluga Math

Do the addition problems and then substitute a letter for each number, from the letter code, to answer the question below.

This type of whale is small, white, has teeth, and lives in cold water.



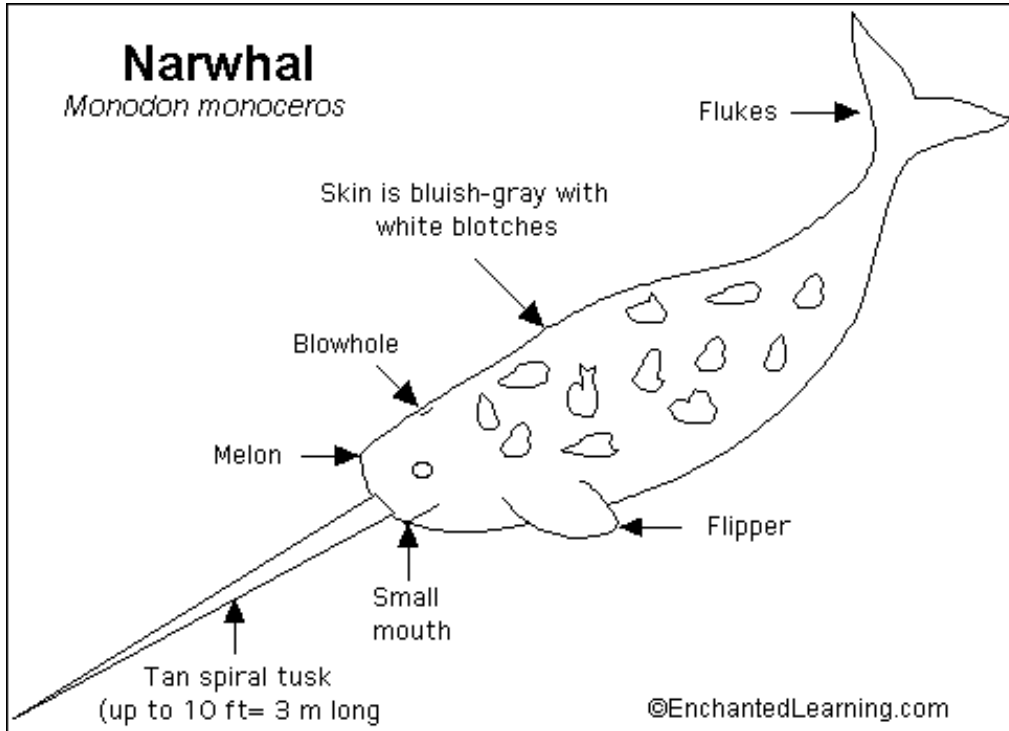
#### Letter Code:

- 2-A      4-E      7-L
- 3-B      5-G      8-U
- 6-H      9-W

	2	1	3	2	2	1	6	2	2	1	3
	+1	+3	+4	+6	+3	+1	+3	+4	+0	+6	+1
<b>Math solution</b>											
<b>Letter substitution</b>											



## My Whale Book: Narwhals



Narwhals are social whales that live in the very cold Arctic waters. Narwhal means "corpse whale"; this perhaps describes their skin, which is bluish-gray with white blotches (young narwhals are brown).

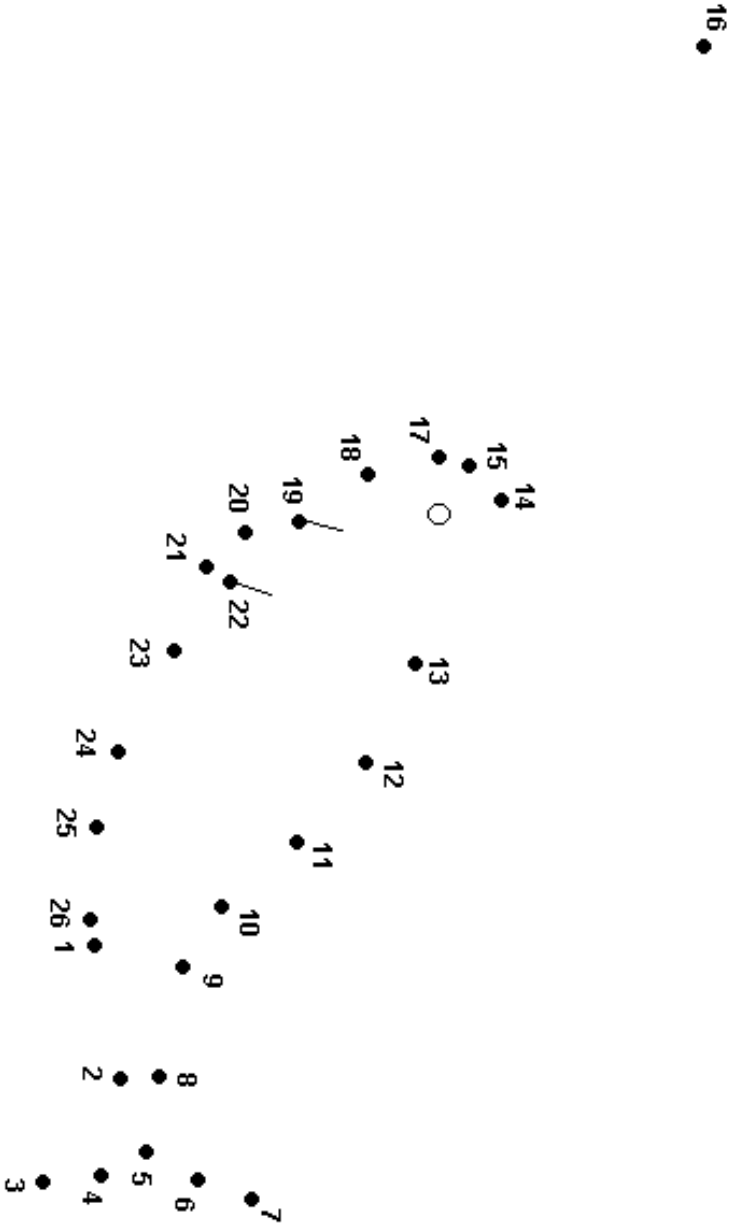
**Anatomy:** Males have a very long, hollow, spiral tooth. Narwhals can grow to be about 16 feet (4.5 m) long (not counting the tooth), and weigh about 1.8 tons (1.6 tonnes).

**Hunting and Diet:** Narwhals eat fish, squid, shrimp, and other sea animals.



### My Whale Book: Mystery Whale Connect-the-Dots

Mystery Whale Connect-the-Dots Name \_\_\_\_\_

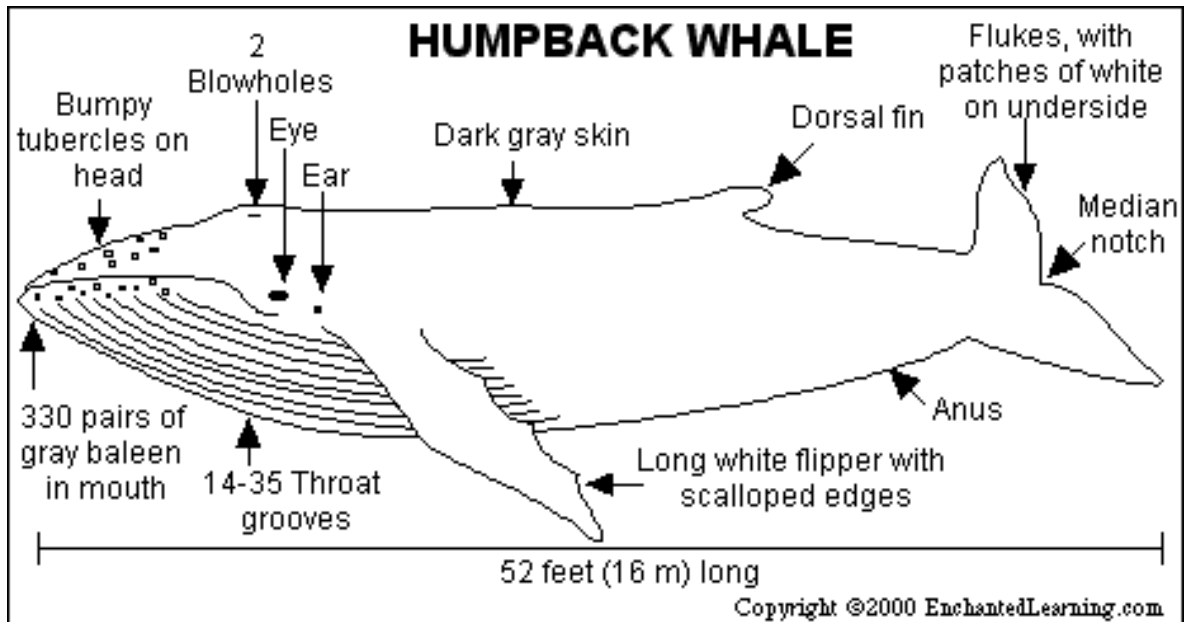


The males of this species of toothed whales have a very long, spiral tooth. These whales live in cold, Arctic waters. They are up to 16 feet (4.9 m) long. These carnivores eat a varied diet of fish, squid, crustaceans, and other marine animals.

What are these whales called?



## My Whale Book: Humpback Whales<sup>8</sup>



Humpback whales are extremely acrobatic and sing long, complex songs. They are very social and often travel and hunt in groups (pods).

**Diet and Bubble-Net Feeding:** Humpback whales filter what they eat. They eat tiny shellfish, plankton, and small fish (including herring, mackerel, capelin, and sand eel). These social whales sometimes hunt cooperatively; they have developed a method of rounding up groups of prey using a method we call bubble-net feeding. The hunting members of a pod form a large circle and then blow a wall of bubbles as they swim to the surface in a spiral path. The cylindrical wall of bubbles makes the trapped prey swim to the surface, where the whales eat them.

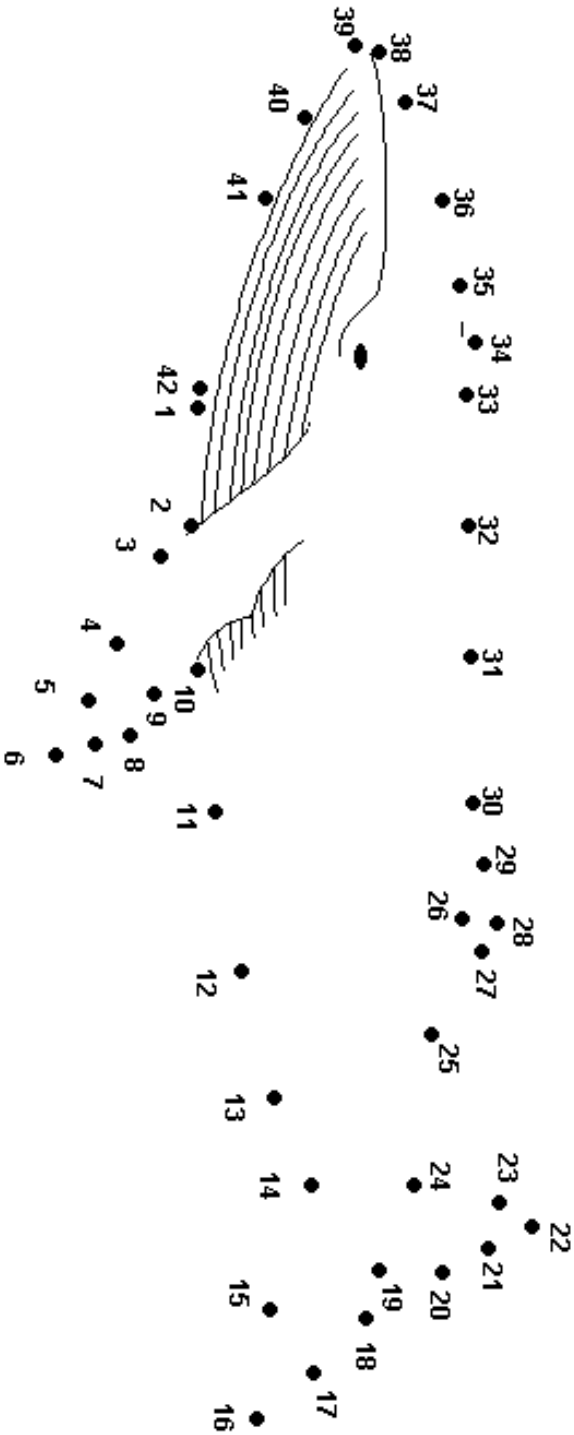
**Swimming:** Like other whales, Humpbacks swim by moving their tail (called flukes) up and down. Fish swim by moving their tail left and right.

<sup>8</sup> From <http://www.enchantedlearning.com/subjects/whales/species/Humpbackwhale.shtml>



### My Whale Book: Whale Connect-the-Dots

Mystery Whale Connect-the-Dots Name \_\_\_\_\_



**This baleen whale sings more than other whales. Very acrobatic, this whale has large flippers with scalloped edges. Throat grooves run from from its chin to its belly. This whale grows to be about 52 feet (16 m) long.**

**What is this whale called?**

\_\_\_\_\_







## Origami Whale

(All ages)


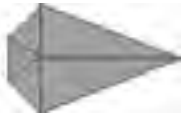
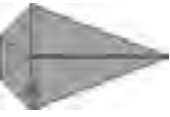



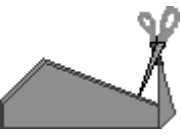
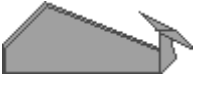

Make this simple origami whale with your child.

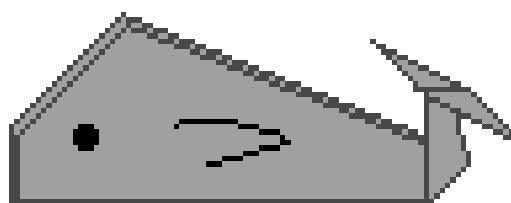
### You will need

- Construction paper
- Scissors
- Markers or crayons
- A pipe cleaner or curling ribbon for antennae

	<p>Start by making a square piece of paper. To start making the square, fold one corner of a piece of paper over to the adjacent side.</p>	
	<p>To finish making the square, cut off the small rectangle, forming a square (which is already folded into a triangle).</p>	
	<p>Fold two opposite sides over so that they meet at the fold.</p>	



	Fold the tip over to just meet the other folds.	
	Fold the piece in half along the central line.	
	Fold the tail up.	
	Make a short cut through the end of the fold in the tail. Fold the edges of the tail outwards.	
	Draw eyes, fins, and any other patterns you like, and enjoy your whale.	



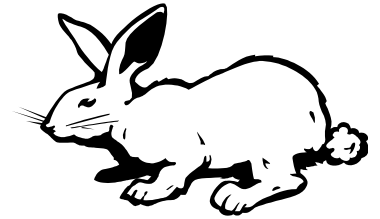
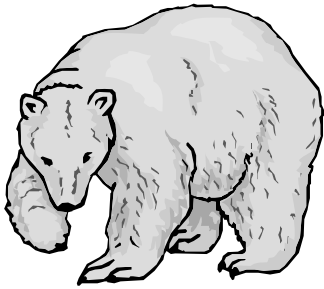
Have fun!



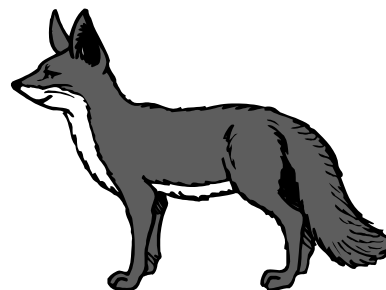
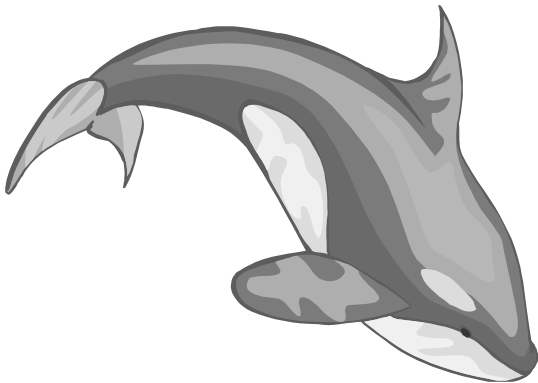
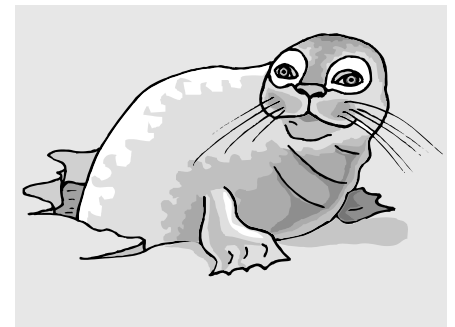
### Animal Matching Game

(Ages 5 and up)

Make cards with animal names on them, or cut out the ones on this page. Make matching cards with pictures of the animals. Help your child to match the names to the pictures.



fox
seal
whale
rabbit
bear





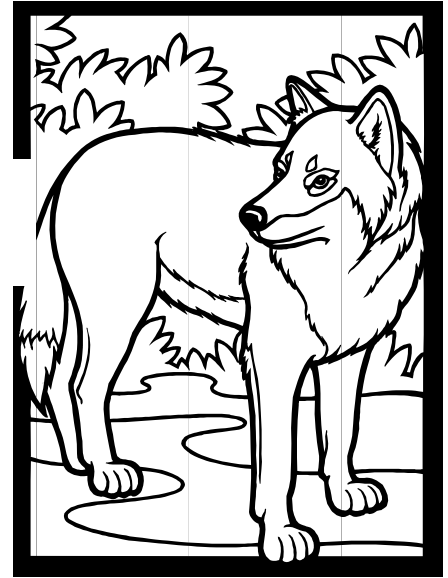


## The Letter Ww

(Ages 2 and up)

Colour the pictures and learn the words.

Ww





## Two Stories

(All ages)

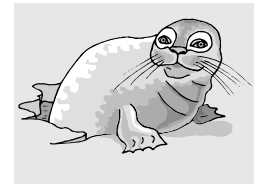
Read these stories below to your child. Act out some of the parts.

### One Cold Snowy Morning<sup>9</sup>

One cold snowy morning a hunter got out of bed and went out hunting. Then.....

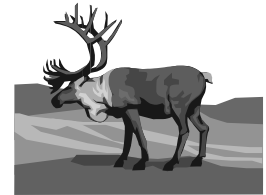
A seal jumped into the bed and said,

*"I'm going to be warm today."*



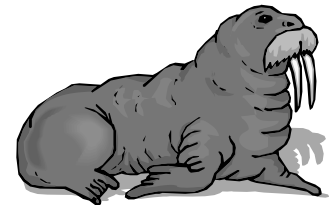
A caribou jumped into the bed and said,

*"I'm going to be warm today."*



A walrus jumped into the bed and said,

*"I'm going to be warm today."*



A narwhal jumped into the bed and said,

*"I'm going to be warm today."*

A polar bear jumped into the bed.

CRASH! BANG! BOOM! The bed collapsed!

The hunter came back

"Get out of my bed!" he yelled.

The seal jumped out of the bed.

*Lickety-split.*



The caribou jumped out of the bed.

*Lickety-split.*

The walrus jumped out of the bed.

*Lickety-split.*

The narwhal jumped out the bed.



<sup>9</sup> From Baffin Divisional Board of Education, Nunavut



*Lickety-split.*

The polar bear jumped out of the bed.

*Lickety-split*

And the hunter said, "I guess I'll sleep on the floor tonight."

### The Seagull and the Whale<sup>10</sup>

Once there was a seagull who laid a beautiful speckled egg.

One day she came back to her nest.

The egg had vanished!

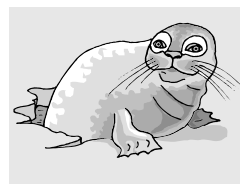
She met a Seal.

"Have YOU taken my egg?" she said.

Seal opened his mouth very wide.

"No," he said, "but would you like to come in and look around?"

"No, thank-you," said Seagull, "Your mouth is much too small."



Next she met a Walrus.

"Have YOU taken my egg?" she said.

Walrus opened his mouth very wide.

"No," he said, "but would you like to come in and look around?"

"No, thank-you," said Seagull, "Your tusks are much too sharp."

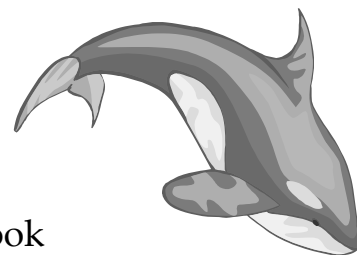


Next she met a whale.

"Have YOU taken my egg?" she said.

Whale opened his mouth very wide.

"I don't know." He said. "Would you like to come in and look around?"



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<sup>10</sup> From Baffin Divisional Board of Education



"Thank-you," said Seagull, "I think I will."

So in she went.

"What a place this is," said Seagull.

Soon, who should come in but Seal.

"I was very foolish," said seal, "Whale has eaten me for dinner."

Shortly after, who should come in but Walrus.

"I was very foolish," said Walrus. "Whale has eaten me for dinner."

"I was very foolish too," said Seagull. "Whale has eaten me for dinner."

They all began to cry.

"I'll never find my beautiful speckled egg," cried Seagull

"I'll never see my friends again," cried Seal.

"and I'll never lie on the sunny rocks again," cried Walrus.

Then they heard a cracking sound.

"Something is tickling my ribs," said Whale.

The egg broke into pieces.

"My beautiful egg!" cried Seagull.

Out popped Baby Seagull

Baby Seagull stretched his fluffy wings and tickled Whale under the ribs.

Whale laughed so hard that he opened his mouth very wide.

Out swam Seal, Walrus, Seagull, and Baby Seagull!

"Now we are free," said Walrus, "Thank-you Baby Seagull."



# Red Parka Mary

By Peter Eyvindson



## What You Will Need For This Session

- A copy of *Red Parka Mary* for each family in the program
- Journals for parents
- Copies of the *KWL* handout
- Copies of the *Literacy Action Plan* handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
  - Make a Puffy Heart
  - Make a Handprint Rainbow
  - Me and My Parka
  - Secret Code
  - Write Your Own Secret Message
  - Make a Paper Box
  - Find Your Way
  - What Does “Heart Rate” Mean?
  - Measure Your Heart Rate
  - Make a Pop-up Flower Card



## Session Plan

### 1. Introductions

- Review the group agreements.
- Warm-up Activity – Apple, Apple, Banana, Run!

### 2. Group Discussion

- Review what happened during the week:
  - What literacy activities did parents do at home with their children?
  - What worked well? Did anything not go well?
  - Did they follow the Literacy Action Plan?
- Talk about the adult discussion topic – KWL.

### 3. *Red Parka Mary* by Peter Eyvindson

- Introduce the book.
- Read the book together. Ask for volunteers to read parts of the story.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

### 4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for the next week.
- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.



- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download from the NWT Literacy Council website ([www.nwt.literacy.ca](http://www.nwt.literacy.ca)). Paper copies are available from the NWT Literacy Council.

## 5. Story Time

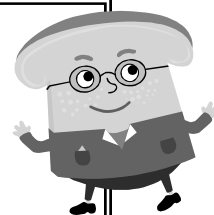
- Have the children come back from their reading circle to read with their parents.
- Read another book together.
- Sing some songs or play a circle game.

## 6. Snack Time

- Serve a healthy snack.
- Leave a bit of time for parents and children to socialize.

### Snack of the Week – Cinnamon Sugar Roll-Ups

Slices of white bread, crusts removed  
Butter  
Cinnamon sugar  
(cinnamon and white sugar mixed together)  
Apple sauce  
Icing sugar  
Water as needed



1. Roll the bread slices with a rolling pin until they are very flat.
2. Butter the bread, and sprinkle it with cinnamon sugar.
3. Spread a thin layer of apple sauce on the bread.
4. Starting on one side, roll up the bread slice until it is tight. Repeat with the rest of the bread slices.
5. Cut the bread rolls into 2cm slices.
6. Mix the icing sugar with the water in a small bowl to make a thin frosting. Drizzle the frosting over the bread slices, and serve.



### Warm-up – Apple, Apple, Apple, Banana, Run!

Sit in a circle. Choose one person to start the game. The first person stands up and says a food that begins with the letter A, for example “apple”.

Then, while everyone in the circle claps together, person number one runs around the circle until they get back to their spot and sit down. Then it’s the next person’s turn.

The next person repeats the word that was just said – apple – three times and then names a food that begins with the next letter of the alphabet, for example, banana.

“Apple, apple, apple – banana”.

Then once again everyone in the circle claps while person number two runs around the circle back to their place.

Continue to the end of the alphabet. If someone is stuck and can’t think of a word, brainstorm some ideas together and let that person decide which word to use.

See if you can name healthy foods from A to Z.







## Adult Discussion Topic – “KWL”: Know – Want to Know – Learned

K-W-L is a chart that can help you with reading.




<u><b>K stands for Know</b></u>	<u><b>W stands for Will or Want</b></u>	<u><b>L stands for Learned</b></u>
What do you already know about the topic?	What do you think you will learn about it?  What do you want to learn about it?	What did you learn about it?

### How does it work?

1. Make a chart with three columns. Label them **K**, **W**, and **L**.
2. Before you read the story, fill in the **K** column. Write down everything you already know about the heart.
3. Fill in the **W** column before you read the story. Write down all the things you want to learn about the heart. This will help you focus your attention while you read.
4. Read the story.
5. Fill in the **L** column after you have read the story. Write down all the new things that you learned about the heart.
6. If there are more things you would like to know about the topic go to the library or look on the internet.






**KWL – The Human Heart**

<p><b>K</b> <b>(Know)</b></p>	<p><b>W</b> <b>(Want to learn)</b></p>	<p><b>L</b> <b>(Learned)</b></p>
<p style="text-align: center;"></p> <p>What do you already know about the human heart?</p>	<p style="text-align: center;"></p> <p>What do you want to learn about your heart? or What do you think you will learn about your heart?</p>	<p style="text-align: center;"></p> <p>What did you learn about the heart?</p>



**KWL: The topic is \_\_\_\_\_ .**

<b>(Know)</b>	<b>(Want to learn)</b>	<b>(Learned)</b>
 <p>What do you already know about the topic?</p>	 <p>What do you want to learn about this topic? or What do you think you will learn about this topic?</p>	 <p>What did you learn about the topic?</p>



### Literacy Action Plan

**Monday**

Read for 15 minutes with your child.

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**Tuesday**

Read for 15 minutes with your child.

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**Wednesday**

Read for 15 minutes with your child.

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**Thursday**

Read for 15 minutes with your child.

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**Friday**

Read for 15 minutes with your child.

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**Saturday**

Read for 15 minutes with your child.

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**Sunday**

Read for 15 minutes with your child.

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## About the Author<sup>11</sup>



Peter Eyvindson is a Canadian author and storyteller. He lives in Clavet, Saskatchewan. Mr. Eyvindson has a passion for books and for teaching children about them. In 1983 he left his job as a teacher-librarian and began to write children's books full time. He has written many very popular children's books including *A Crow Named Joe*, *Kyle's Bath*, and *Red Parka Mary*. All of them have become bestsellers.

In 1998, he and his wife took a trip to Haiti and stayed at a guest house run by the boys of St. Joseph's Home, a home for abandoned and homeless boys. When the boys living there learned that an orphanage for physically and mentally challenged children was going to close, they made a decision to take over the care of the disabled children. Mr. Eyvindson was very moved by what he saw, and decided to write a story about it. The result was *Soni's Mended Wings*, a book whose proceeds went to support the boys of St. Joseph's Home.

Although his passion has become Broken Wings Missions and the children of Haiti, Peter continues to write children's books.

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<sup>11</sup> From [http://www.saskschools.ca/curr\\_content/rbtboxes/lit/sask\\_a/eyvindson/eyvindson.html](http://www.saskschools.ca/curr_content/rbtboxes/lit/sask_a/eyvindson/eyvindson.html)



## Puffy Heart

(All ages)

### You will need:

- Red construction paper
- Glue stick
- Hole punch
- Tissue paper
- Yarn
- Paint or markers
- Other decorations (sequins, pom poms, etc.)



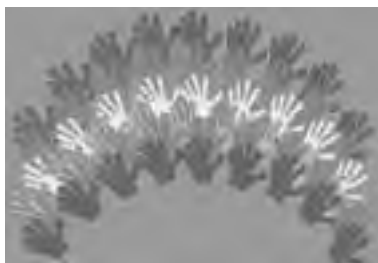
1. Cut out two large hearts from red or pink construction paper (or any other color that you like).
2. Let the children decorate their hearts with finger-paint, markers, or other smaller heart shapes. Let them dry.
3. Line up the two hearts and punch hole around the outside, about 1cm apart.
4. Cut about 1m of yarn and wrap the end in scotch tape. Use it to stitch the two heart pieces together. Leave one side open so you can stuff it.
5. Stuff the heart with crumpled tissue paper (about  $\frac{1}{2}$  piece is enough). Finish stitching the heart and tie a knot.
6. Cut long pieces of tissue paper for streamers and, making a tail, staple to bottom point of heart.



## Make a Handprint Rainbow

(All ages)

Many coloured handprints make up this beautiful rainbow. Each hand and each colour reminds us that we are all unique and we are all special.



### You will need:

- Red, orange, yellow, green, blue, and purple construction paper
- A large piece of paper (about 2 ½ feet by 1 ½ feet long). Use brown paper grocery bags, cut open and laid flat.
- Scissors
- A pencil and a marker
- Glue

1. Trace your child's hand onto the coloured construction paper. Make about 10 handprints of each of the colors of the rainbow (red, orange, yellow, green, blue, and purple).



2. Cut out the hand prints.

3. Glue the handprints onto the paper making a rainbow shape.



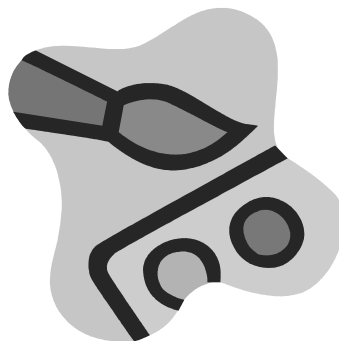


## Me and My Parka

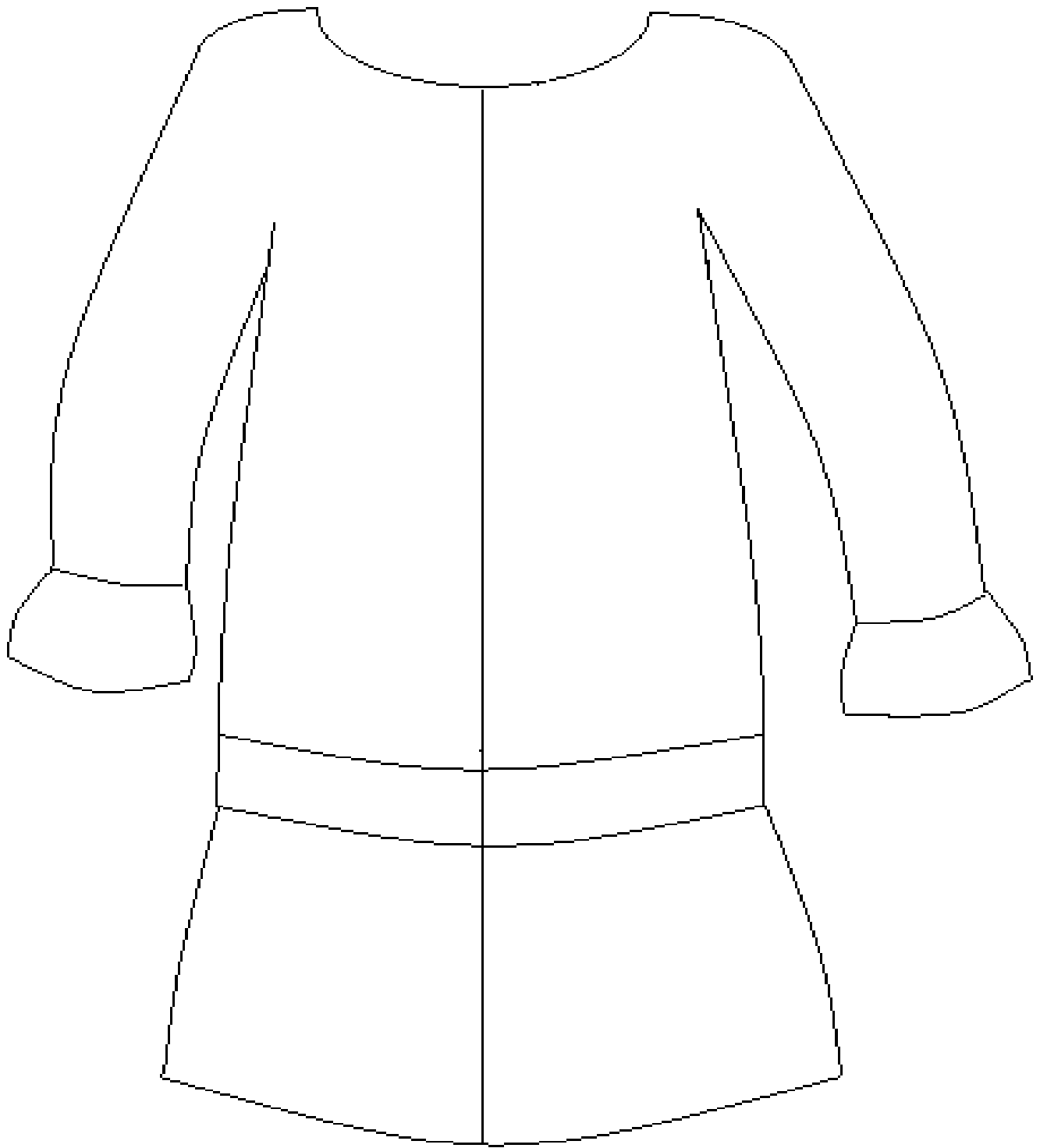
(All ages)

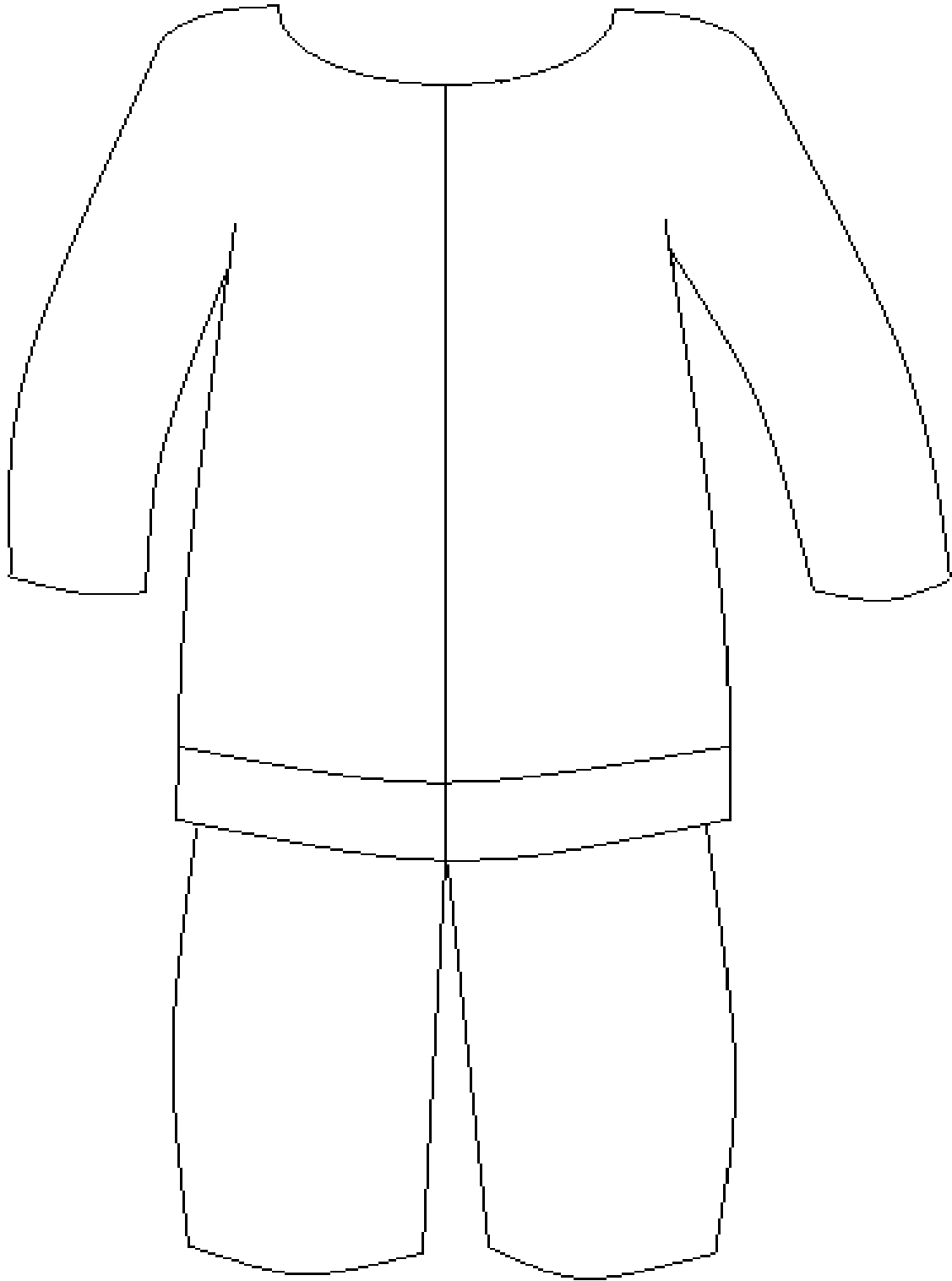
### You will need:

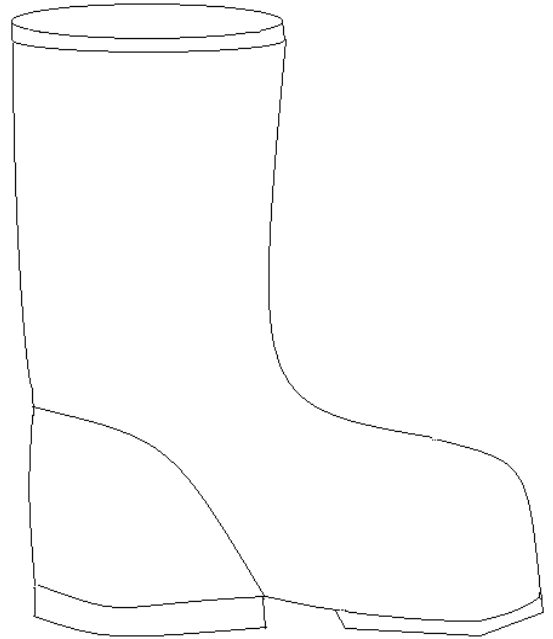
- Parka, boots and mittens templates (on the following page)
  - Markers or crayons
  - Collage items such as ribbon, pompoms or felt
  - Glue sticks
  - Small paper plates
  - Yarn
1. Cut out and colour the parka, the boots and the mittens on the following pages. You can choose which parka you would like.
  2. Use fun collage items such as pompoms, feathers, glitter, ribbon, felt and foam to decorate the parkas.
  3. Give each child a small paper plate and allow them to create a “self portrait” on the plate, using yarn for hair.
  4. Glue the face, parka, boots and mitts together to make a self-portrait.















**Write Your Own Secret Message**





## Make a Paper Box

(Ages 3 and up)

Here is an easy box to make. Just cut, fold and glue. Add a small treasure and give to someone special.

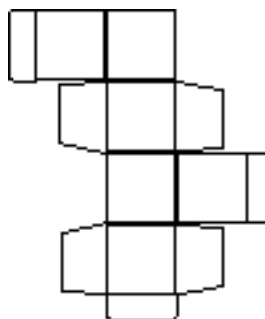
### You will need:

- A copy of the pattern
- Paper (thick paper like card stock or the cover of a magazine works best)
- Scissors
- Glue
- Crayons or markers

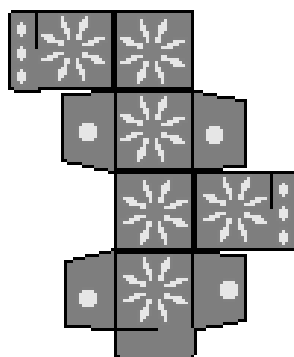


### Directions:

1. Print out a copy of the box template.



2. Decorate the box and cut it out.





3. Fold all the interior lines of the box. Glue the one tab that is marked to glue, and attach it to the other end of the template, forming a box.



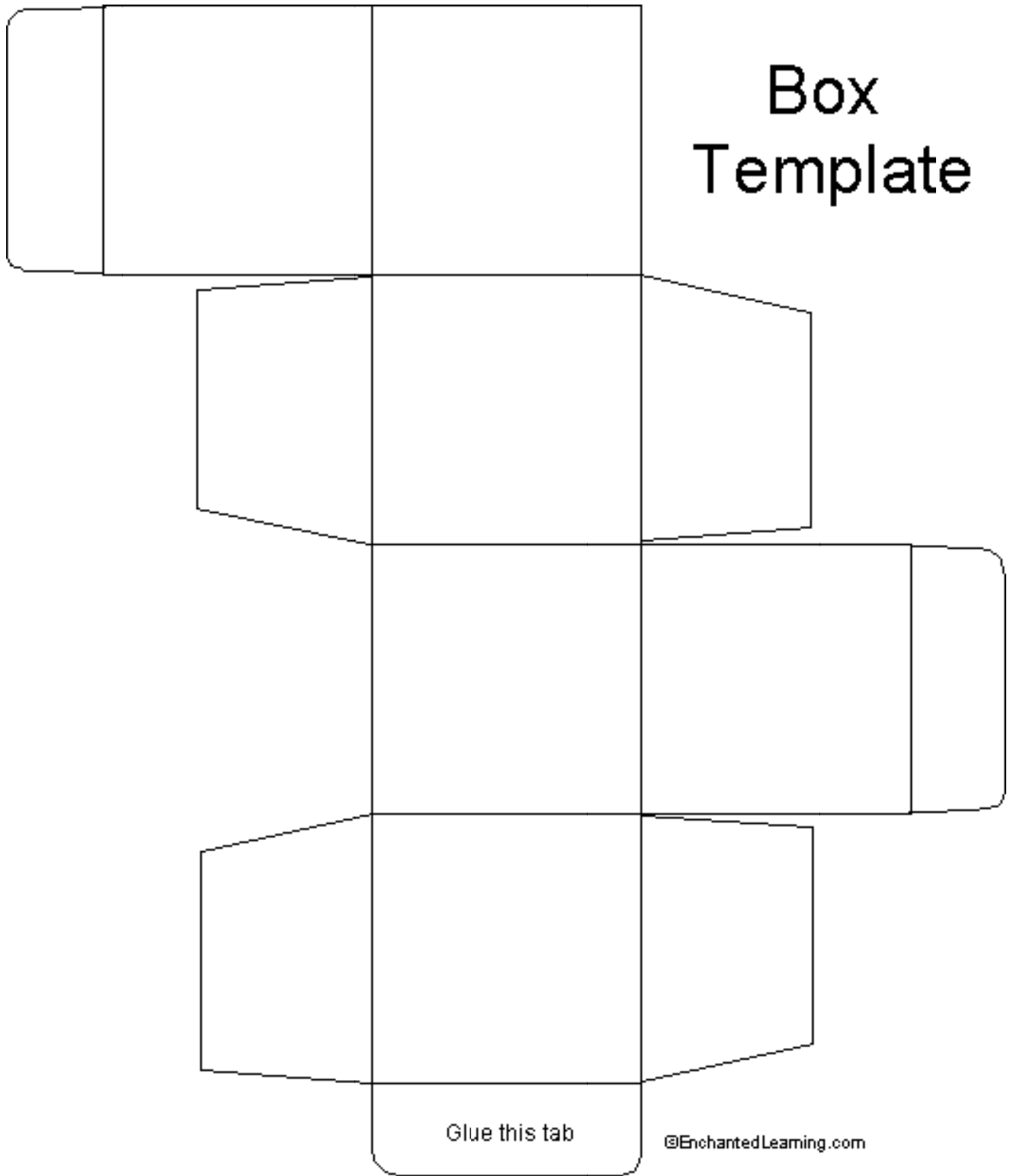
4. Fold over the tabs on each end and close the ends.



5. Now you can add the special item and give to someone special.



# Box Template



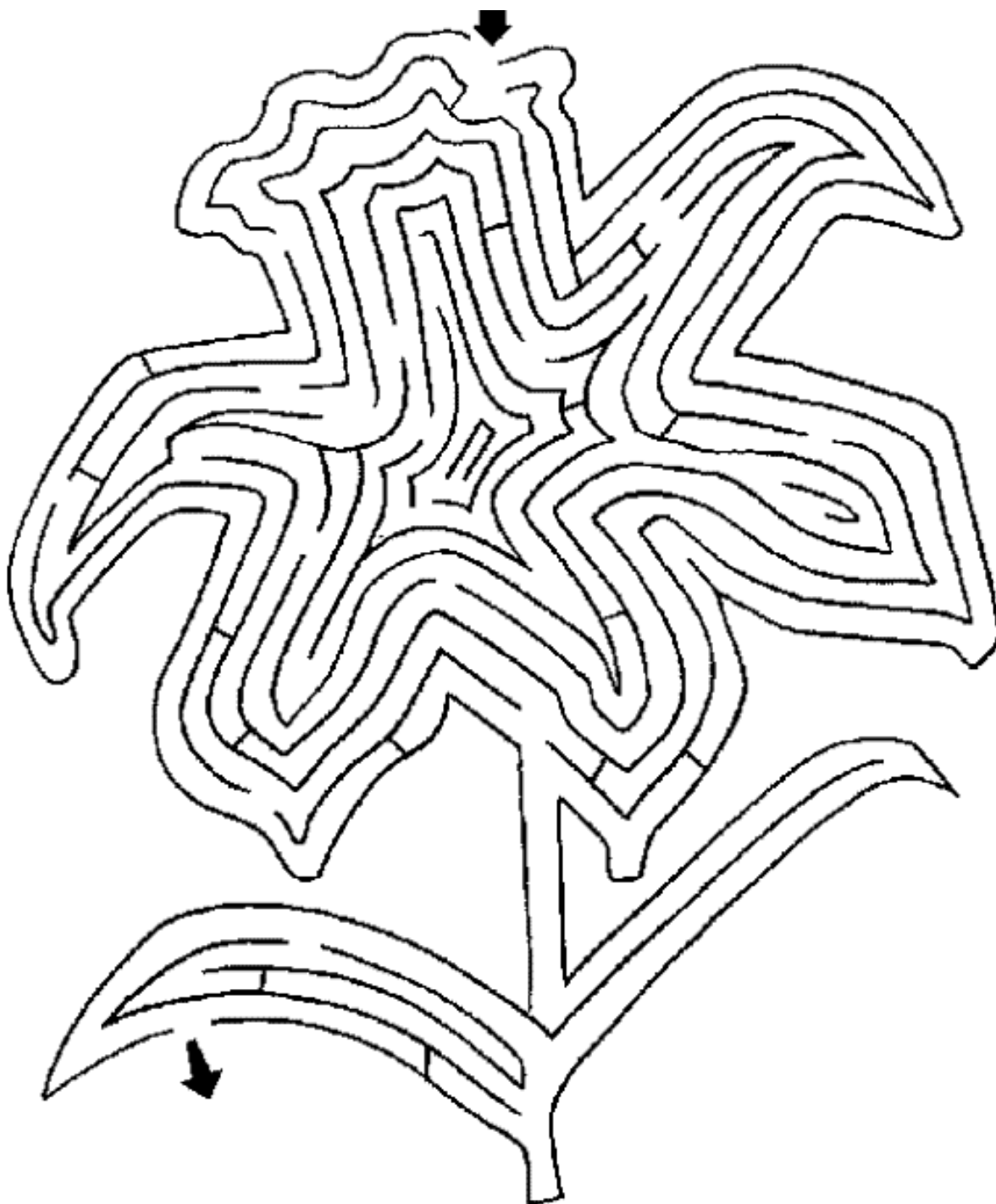




### Find Your Way

(Ages 4 and up)

Find your way through the maze.

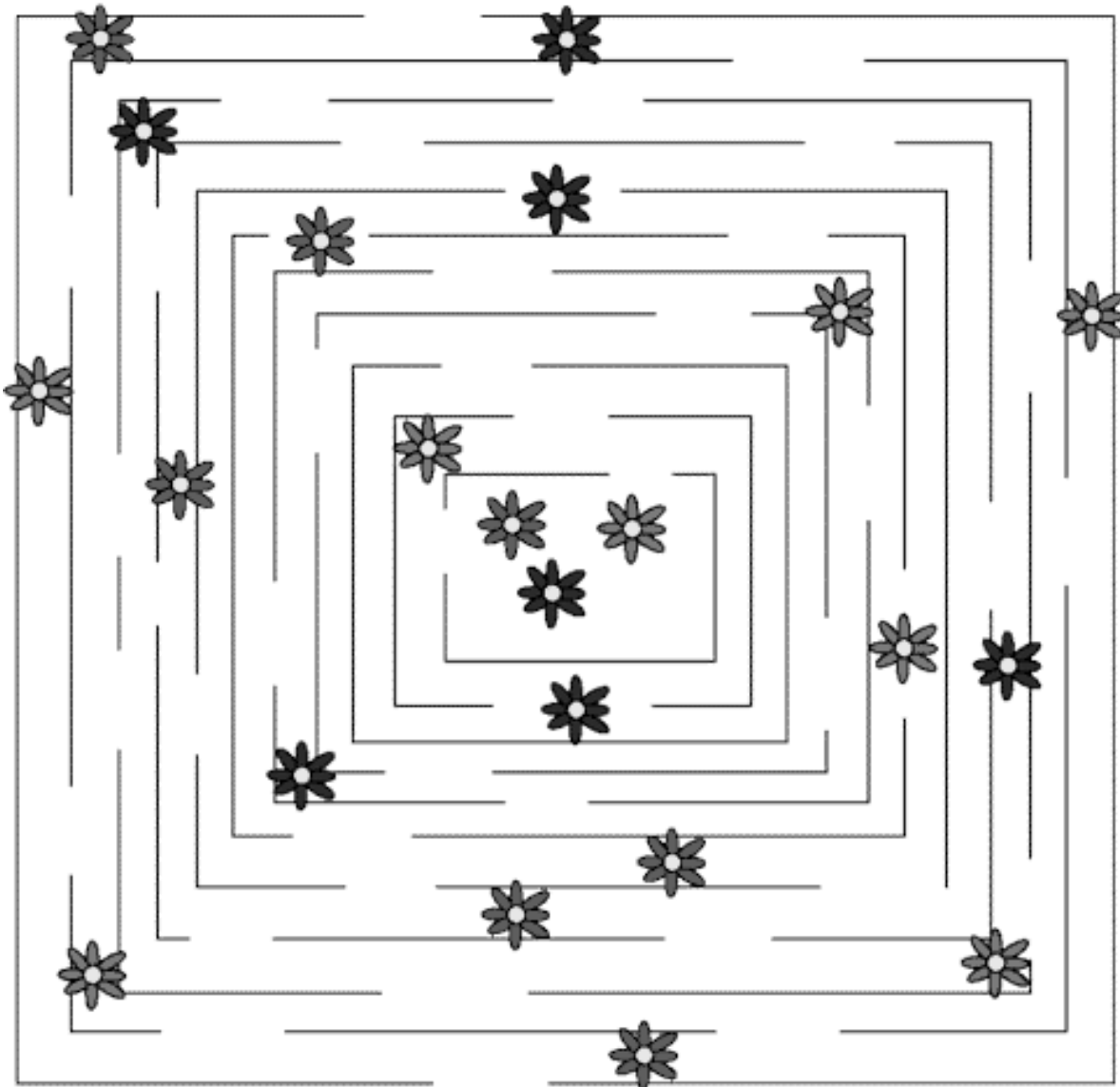




## Find Your Way

(Ages 4 and up)

Find your way through the maze.





## What Does “Heart Rate” Mean?

(Ages 7 and up)

Your heart rate tells you how many beats it takes your heart to move fresh blood around your body. You can measure your heart rate by feeling your pulse. Your heart rate, or pulse, tells you how hard your heart is working.

### Measure your pulse

You will need a watch with a second hand or a timer.

1. Turn your palm up.
2. Place your index and middle fingers of your other hand onto your wrist, about an inch up from the base of your hand.
3. Gently press your fingers down in the space between your middle tendons and your outside bone. You will feel a “throb.”
4. Count the number of beats for just ten seconds. Now, to find out your heart rate for one minute, multiply your number of beats in ten seconds by six.



**For example:** Let’s say that you count **12 beats** in **10 seconds**. You would multiply **12 x 6, which equals 72**.

This means that your heart rate is **72**. It takes your heart 72 beats to circulate blood through your body.



## Measure Your Heart Rate

(Ages 8 and up)

Does your heart beat faster or slower when you exercise? Why do you think that is?

Measure your heart rate, and the heart rate of two friends. See how your heart rate changes with different activities.

1. Lie down and rest for two minutes. Measure your pulse for ten seconds. Multiply that number by six.
2. Walk around for a minute or two. Again measure your pulse for ten seconds and multiply it by six.
3. Do 15 jumping jacks. Stand up straight with your legs together. Begin by jumping your legs apart at the same time as you swing your arms straight up over your head. Quickly jump your legs back together and swing your arms down. That's one. Do fourteen more and then measure your pulse.





### Measure Your Pulse

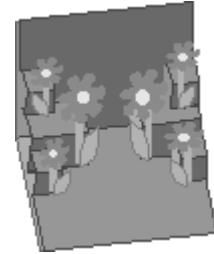
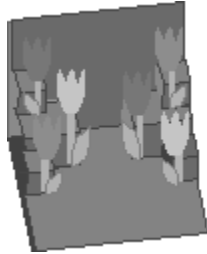
(Ages 8 and up)

<b>Activity</b>	<b>Pulse Rate in 10 seconds</b>	<b>Pulse Rate in 60 seconds</b>
Lying down Name		
Lying down Name		
Lying down Name		
Walking Name		
Walking Name		
Walking Name		
Jumping Jacks Name		
Jumping Jacks Name		
Jumping Jacks Name		



## Make a Pop-up Flower Card

(Ages 4 and up)



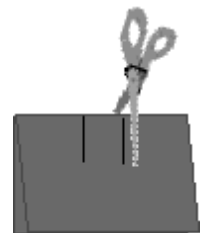
### You will need:

- Different coloured construction paper
- Scissors
- Glue
- Markers or crayons

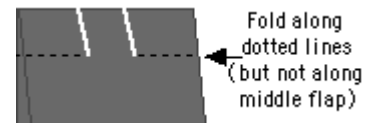
1. Fold two rectangular pieces of construction paper in half. One piece will be the outside of the card and one piece will be the inside.



2. On the piece that will be the inside, cut two short lines near the middle of the fold.

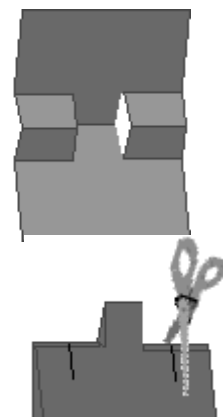


3. Fold the two outside flaps that you just made (but do not fold the middle flap). Unfold the flaps.

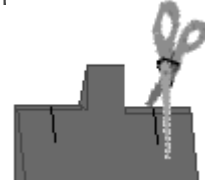




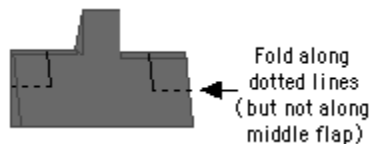
4. Open the card. Push the two flaps towards the inside of the card – they will look like two steps.



5. Refold the card and cut two short lines through the folded flaps towards the sides of the card.



6. Fold the outside flaps that you just made and then unfold them.



7. Open the card. Push the two flaps towards the inside of the card - they will look like four steps.



8. Cut some small flowers, stems and leaves from construction paper. If you would like, decorate them with crayons or markers.

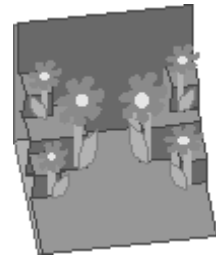


9. Glue the flowers to the flaps. Make sure that the flowers do not stick out of the card when the card is closed.





10. Glue the card to the other piece of folded construction paper. To make sure that you do not glue the flaps down, apply the glue only to the inside of the card and then carefully place it on the outer card.



11. Now write your message!





## Songs and Rhymes

(All ages)

### If You're Wearing Red Today

(Tune: Muffin Man)

If you're wearing red today

Red today, red today,

If you're wearing red today,

Stand up and say "Hoo-ray!"

If you're wearing a parka today

A parka today, a parka today,

If you're wearing a parka today,

Stand up and say "Hoo-ray!"

*(you can substitute colours or other pieces of clothing)*

### Mary Had a Little Lamb

Mary had a little lamb, little lamb, little lamb.

Mary had a little lamb its fleece was white as snow.

And everywhere that Mary went, the lamb was sure to go.  
It followed her to school one day, which was against the rule.

It made the children laugh and play, to see a lamb at school.

And so the teacher turned it out, but still it lingered near

And waited patiently about till Mary did appear.

"Why does the lamb love Mary so?" the eager children cry.

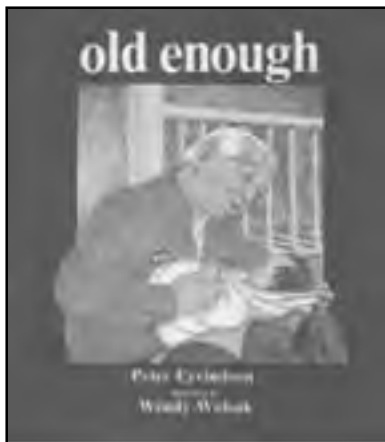
"Why, Mary loves the lamb, you know" the teacher did reply.





# Old Enough

By Peter Eyvindson



## What You Will Need for This Session

- A copy of *Old Enough* for each family in the program
- A collection of items related to children and parenting (warm-up)
- Journals for parents
- Copies of *Tips for Helping Children Learn to Read* handout
- Copies of *Language Experience Stories: More Ideas* handout
- Copies of the *Literacy Action Plan* handout
- Activities in this kit:
  - Word and Picture Match
  - Make a Calendar
  - Introduce Your Child to Telling Time
  - Timing Practice Sheet
  - Telling Time Worksheets
  - Telling Time Dominos
  - Ten Time Words
  - Alphabetical Ordering
  - Share and Write Stories
  - Make a Quick Book
  - Make a Paper Mouse
  - Colouring Page
  - Make a Memory Hand Print
  - Hickory Dickory Dock Clock
  - Make Up Your Own Rhyme



## Overview of this Session

### 1. Introductions

- Review the group agreements.
- Warm-up activity – Strings

### 2. Group Discussion

- Review what happened during the week:
  - What literacy activities did parents do at home with their children?
  - What worked well? Did anything not go well?
  - Did they follow the Literacy Action Plan?
- Talk about the adult discussion topic – Language Experience Stories.

### 3. *Old Enough* by Peter Eyvindson

- Introduce the book.
- Read the book together. Ask for volunteers to read parts of the story.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

### 4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for the next week.
- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.



- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download from the NWT Literacy Council website ([www.nwt.literacy.ca](http://www.nwt.literacy.ca)). Print copies are available from the NWT Literacy Council.

## 5. Story Time

- Have the children come back from their reading circle to read with their parents.
- Read a different book together.
- Sing some songs or play a circle game like *The Hokey Pokey* or *If You're Happy and You Know It*.

## 6. Snack Time

- Serve a healthy snack.
- Leave a bit of time for parents and children to socialize.

### Snack of the Week - Cheese Nachos

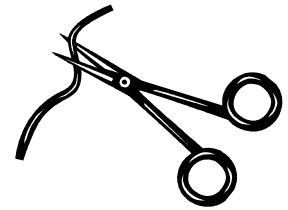
Everyone loves cheese nachos. All you need are some tortilla chips, cheese, cut up veggies, salsa and sour cream. Spread cheese and cut up veggies over tortilla chips and bake at 350°F until cheese is melted. Serve with salsa and sour cream.





### Warm-up Activity – Strings

- Select a group of small items that are related to children and parenting.
- Tie a string to each object and place it in a large paper bag with the strings hanging out.
- Go around the group and have each person pick a string.
- After each one has their "prize," start at the first person (they've had longest time to think) and ask each person to briefly state a significant thought that the item brings to mind.
- You might be surprised at the interesting answers you get from people who usually do not talk.
- You can leave one or two strings empty. The people who draw the blanks get to share anything they want or what the empty string signifies.





## Tips for Helping Children Learn to Read – Language Experience Stories



Brainstorm ways that parents can help their school aged children with reading. Acknowledge their ideas. Share with them one more idea that they can do at home. Tell them about language experience stories. Explain the process, and then practice as a group. If you have time, get parents into pairs to practice the steps.

### What are language experience stories?

Language experience stories are stories written with language from the child's own experience. Your child dictates stories to you and you write them down just as she says them.

### How do I do a language experience story with my child?

1. Get a pen and paper and find a quiet place to be with your child.
2. Have your child tell you a story in her own words.
3. Write down everything that she says.
4. When you are done writing, have your child read the story back to you. It is amazing how much of it she already knows, because the language and ideas belong to her.
5. Have your child draw pictures to go along with the story.



6. When it is finished, you can make the story into a book, put it in a scrapbook, display the story, or show it off to other family members.

### More Ideas

Once you complete the story, do these activities. It takes a lot of time to do all of them. Usually you will work on one story for several weeks.

#### You will need

- Index cards
- Scissors, glue, paper, cardboard
- Tape and tape recorder
- Recipe holder for cue cards



#### Learning Activities

1. Ask your child to circle the words that they can read. This lets them review the words they know.
2. Make word cards with these familiar words. Use index cards or squares of paper. Read the words together and ask your child to match the words to the words in the story.
3. Choose some new words to learn from the story and make a word card for them. Match them to the story.
4. Spread all the words on the table face up. Read one word and ask your child to try and pick out the card with that word.
5. Use the familiar and unfamiliar words to make a memory game. Write each word out twice. Place the cards face down and try to find the matching pair.





6. Make rhyming words and create new word cards for them. For example cold – hold, fold, sold, told.
7. Make sentence strips, cut them in half and ask your child to put them back in proper order.

my grandpa to the cabin.

I went with

8. Make sentence strips and ask your child to put the whole story back together. This teaches sequencing and helps with comprehension.

I like being on the land with my grandpa.

It was cold out there.

I went with my grandpa to the cabin.

He teaches me how to do things.

We caught fish and snared rabbits.

9. Record the language experience on tape and ask your learner to read along with the tape.
10. Create a word bank such as a recipe box and store the word cards there in alphabetical order



### Literacy Action Plan

**Monday**

Read for 15 minutes with your child.

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**Tuesday**

Read for 15 minutes with your child.

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**Wednesday**

Read for 15 minutes with your child.

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**Thursday**

Read for 15 minutes with your child.

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**Friday**

Read for 15 minutes with your child.

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**Saturday**

Read for 15 minutes with your child.

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**Sunday**

Read for 15 minutes with your child.

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### About the Author<sup>12</sup>



Peter Eyvindson is a Canadian author and storyteller. He lives in Clavet, Saskatchewan. Mr. Eyvindson has a passion for books and for teaching children about them. In 1983 he left his job as a teacher-librarian and began to write children's books full time. He has written many very popular children's books including *A Crow Named Joe*, *Kyle's Bath*, and *Red Parka Mary*. All of them have become bestsellers.

In 1998, he and his wife took a trip to Haiti and stayed at a guest house run by the boys of St. Joseph's Home, a home for abandoned and homeless boys. When the boys living there learned that an orphanage for physically and mentally challenged children was going to close, they made a decision to take over the care of the disabled children. Mr. Eyvindson was very moved by what he saw, and decided to write a story about it. The result was *Soni's Mended Wings*, a book whose proceeds went to support the boys of St. Joseph's Home.

Although his passion has become Broken Wings Missions and the children of Haiti, Peter continues to write children's books.

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<sup>12</sup> From [http://www.saskschools.ca/curr\\_content/rbtboxes/lit/sask\\_a/eyvindson/eyvindson.html](http://www.saskschools.ca/curr_content/rbtboxes/lit/sask_a/eyvindson/eyvindson.html)



## Word and Picture Match

(Ages 3 and up)

### Prepare the cards

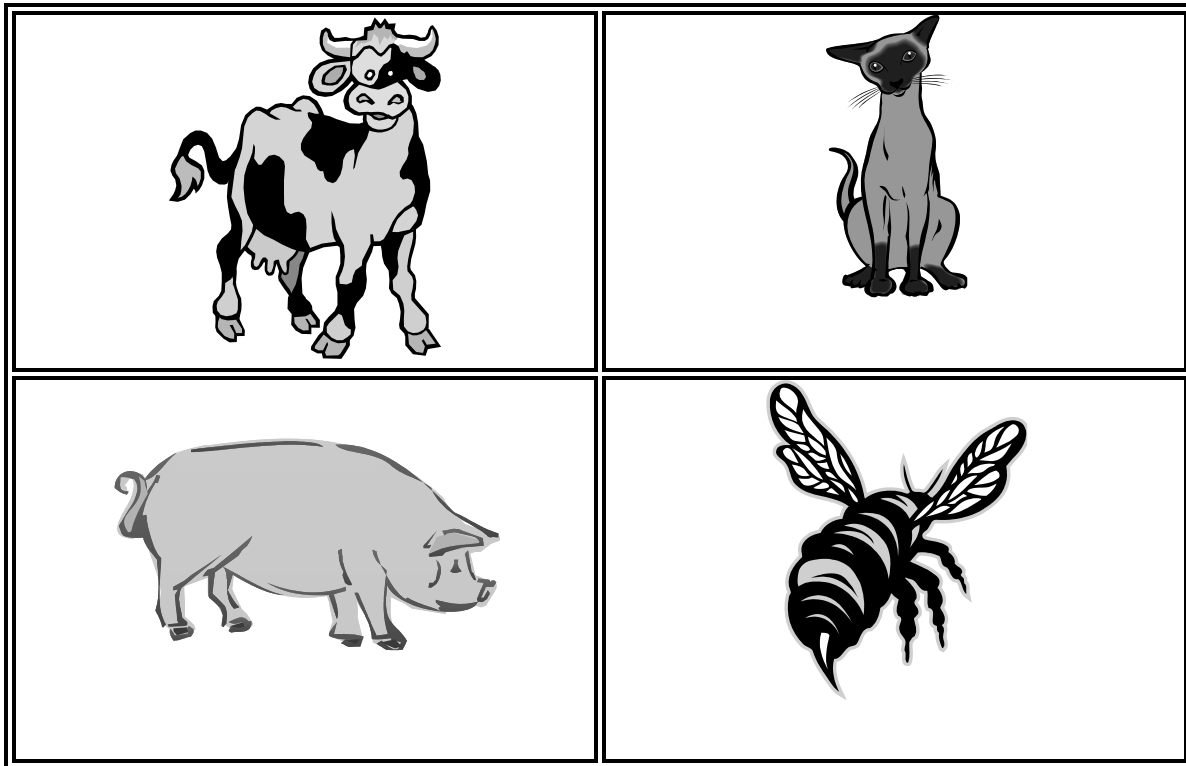
For longer lasting cards, glue each page onto cardboard and laminate with packing tape before cutting into cards. Cut out all the pictures and words.

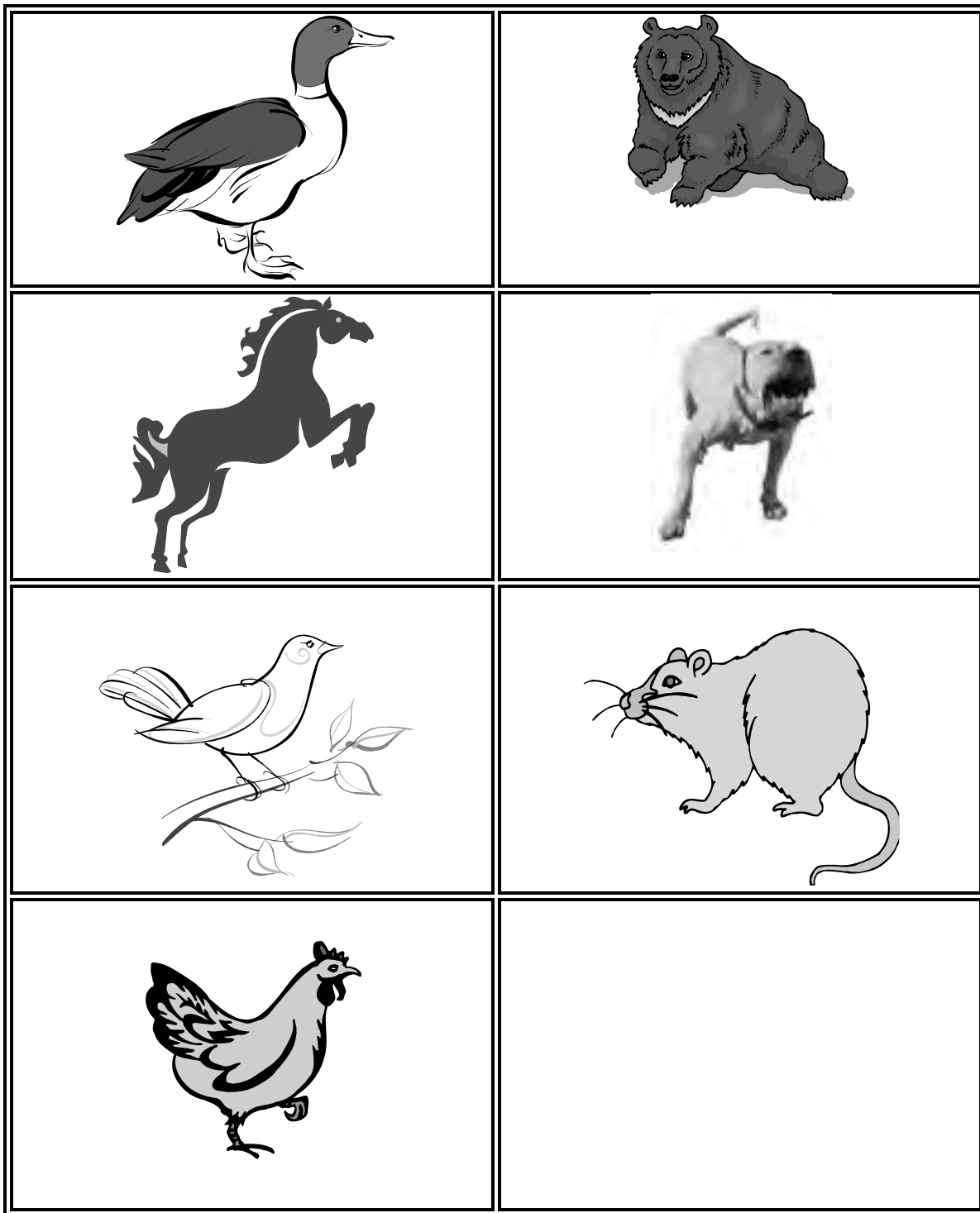
### Play some games

Match the words and pictures.

Play charades.

Play concentration





**Word and Picture Match**

(Ages 5 and up)

Match these words to the pictures on the previous pages.

cow	cat
pig	bee
duck	bear
horse	dog
bird	mouse
hen	



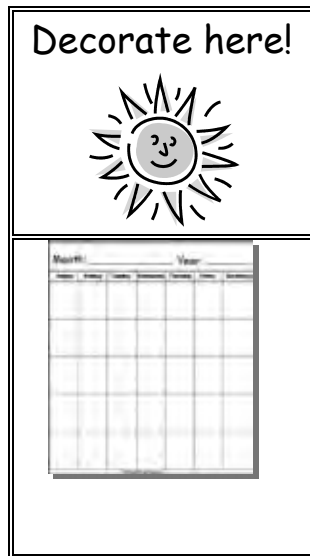
Match these action words (*verbs*) to the proper animal word and picture.

ran up	ran around
looked at	jumped over
barked at	danced on
slept by	oinked at
buzzed at	quacked at
pecked at	





## Make a Calendar

(All ages)



### You will need:

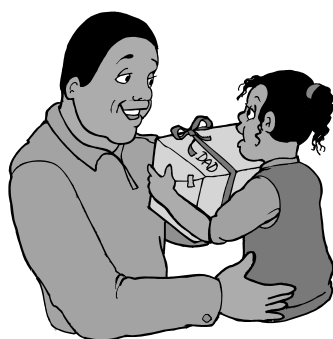
- Copies of the blank calendar page
- A larger piece of cardboard or cardstock
- Tape or a stapler
- Things to decorate your calendar

1. Make copies of the blank calendar on the next page. Write in the year, the months, the days and the dates.
2. Tape or staple the calendar pages onto a piece of bristol board, card stock, or cardboard that is about twice the size of your calendar page.
 
3. Decorate it.
  - Make a collage using pictures cut from magazines. Use pictures of items related to special days of the month or a special theme.
  - Draw a picture on the blank part of the calendar. Try to make it related to special events that month, birthdays, or a specific theme.
  - Use stickers to decorate the calendar pages.
4. Make a list of special days in your family. Mark them on your calendar. For example, you might decide to add:
 





- Mother's day
- Father's day
- Family birthdays
- Family Literacy Day  
(January 27<sup>th</sup>)
- Easter
- Christmas
- Literacy Week





		Year _____					
Month _____	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



## Introduce Your Child to Telling Time

(Ages 4 and up)

### **The second hand**

Explain that each time the second hand goes around the clock, one minute has passed.

Get your child to time different things that take a minute or less, for example, making the bed, running up and down the stairs three times, doing ten jumping jacks, feeding the dog, etc.

Have them begin timing when the second hand is on the twelve. When the person they are timing says stop, have your child notice where the second hand is pointing. Together, count how many seconds it took. Practice doing this a few times a week.

### **The minute hand**

Show them how the minute hand moves one little space every time the second hand goes around the clock. Try timing some activities that take a little longer. Again, have fun with this a few times a week.

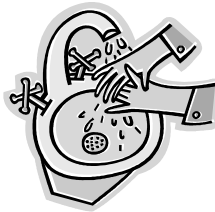
Have them count the minutes on the clock and show them that every time the minute hand goes all the way around, the hour hand moves one number.

Explain how every time the hour hand moves to another number, and the minute hand is on the twelve that it is called "o'clock" and we read the number that the hour hand is pointing to.



- Practice telling time using the home made clock in this package.
- Work together to fill in the “Telling Time” worksheets.
- Play “Telling Time Dominos.”

### Timing Practice



What did you time?	How long did it take?
Running up and down the stairs three times.	
Doing ten jumping jacks.	



## Make a Hickory Dickory Dock Clock<sup>13</sup>

(Ages 3 and up)

### You will need:

- 3 cardboard paper towel tubes OR one rectangular Kleenex box
- A small paper plate
- A brass fastener
- Paint or old paper bags or gift wrap
- Glue
- Scissors
- Tape
- Cardboard



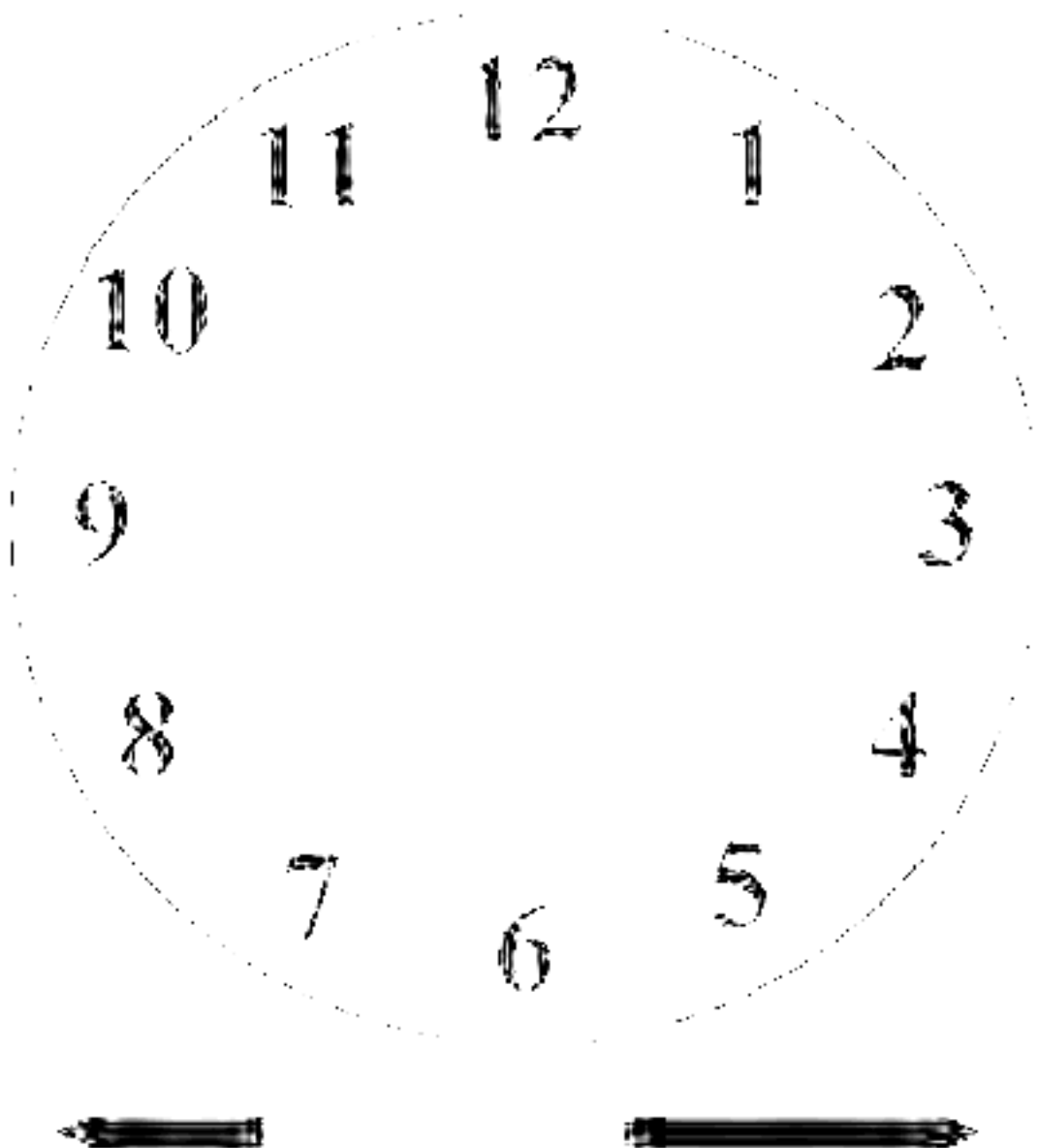
1. Paint the cardboard tubes and the plate.
2. Let them dry completely.
3. Make a clock face. Cut out the clock face on the next page or if you are working with older children let them trace their own circle. Make a circle about the size of a CD.

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<sup>13</sup>From <http://www.dltk-teach.com/rhymes/hickory/clock.htm>



4. Add the numbers. Help your child practice writing his or her numbers. Trace a blank circle. For young children, write the numbers onto the clock face lightly, or with a dashed line. Let your child trace over them. Let older children write the numbers on themselves. (\* It's easier to write the 3, 6, 9, and 12 on first.)
5. Glue the face onto the plate.
6. Before cutting the arms, glue them to a piece of cardboard. Use an empty cereal box. Cut them out a little bigger than is shown. "Laminate" them with packing tape.
7. Poke a hole in the centre of the clock. Put the hands on with the brass fastener.
8. Tape the three tubes together in a triangle shape. Glue or tape the plate to the top of the tubes.
9. To make the clock even sturdier, make a base. Cut out a cardboard rectangle. Tape the clock to it.





## Telling Time Worksheets<sup>14</sup>

(Ages 6 and up)

For each clock, draw the clock hands  
to match the time.

Name \_\_\_\_\_



The time is 6:00



The time is 3:00



The time is 12:00



The time is 1:00



The time is 2:30



The time is 7:30



The time is 9:15



The time is 4:15



The time is 5:45



The time is 10:45

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<sup>14</sup> From <http://members.enchantedlearning.com/time/drawhands/2/>





For each clock, draw the clock hands to match the time.

Name \_\_\_\_\_



The time is 2:00



The time is 11:00



The time is 12:15



The time is 12:30



The time is 12:45



The time is 11:30



The time is 8:15



The time is 8:20



The time is 5:50



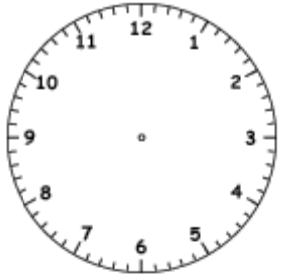
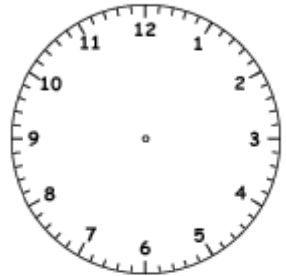
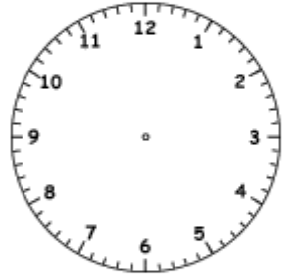
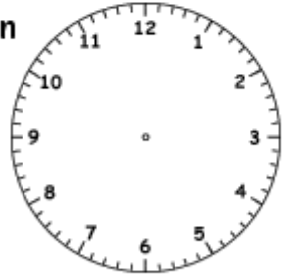
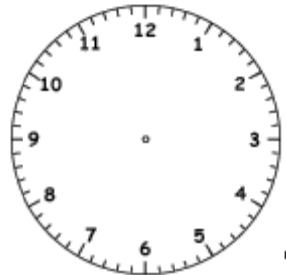
The time is 5:55

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For each of the following, write the time and draw the hands on the clock to show the time in the future.

Name \_\_\_\_\_

<p>If it were 12:00 now, what time would it be in 10 minutes?</p> <div style="border: 1px solid black; width: 150px; height: 50px; margin: 20px auto; text-align: center;"> <p>•</p> <p>•</p> </div>	
<p>If it were 3:00 now, what time would it be in 15 minutes?</p> <div style="border: 1px solid black; width: 150px; height: 50px; margin: 20px auto; text-align: center;"> <p>•</p> <p>•</p> </div>	
<p>If it were 5:00 now, what time would it be in 20 minutes?</p> <div style="border: 1px solid black; width: 150px; height: 50px; margin: 20px auto; text-align: center;"> <p>•</p> <p>•</p> </div>	
<p>If it were 8:00 now, what time would it be in half an hour?</p> <div style="border: 1px solid black; width: 150px; height: 50px; margin: 20px auto; text-align: center;"> <p>•</p> <p>•</p> </div>	
<p>If it were 12:00 now, what time would it be in 1 hour?</p> <div style="border: 1px solid black; width: 150px; height: 50px; margin: 20px auto; text-align: center;"> <p>•</p> <p>•</p> </div>	

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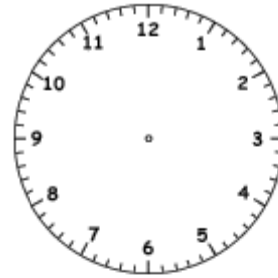


For each of the following, write the time and draw the hands on the clock to show the time in the future.

Name \_\_\_\_\_

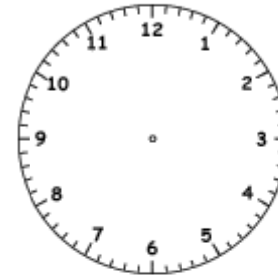
If it were 1:00 now, what time would it be in 5 minutes?

□  
•  
•



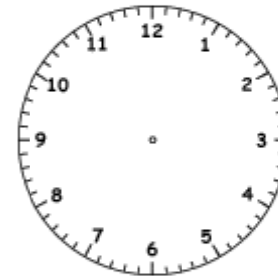
If it were 4:00 now, what time would it be in 25 minutes?

□  
•  
•



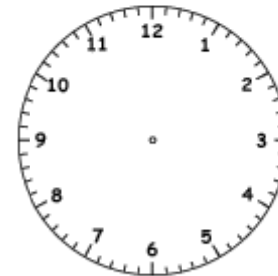
If it were 6:00 now, what time would it be in 40 minutes?

□  
•  
•



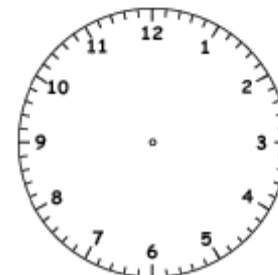
If it were 9:00 now, what time would it be in a quarter of an hour?

□  
•  
•



If it were 10:00 now, what time would it be in 2 hours?

□  
•  
•



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## Telling Time Dominos<sup>15</sup>

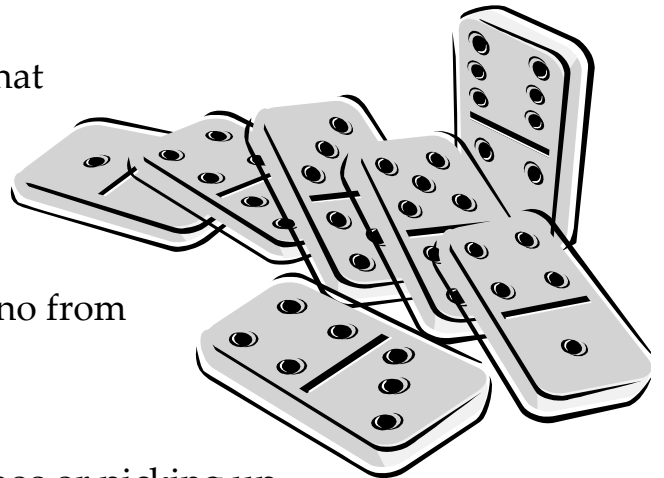
(Ages 4 and up)

Help your dominos last longer! Glue the page to light cardboard before cutting them out or laminate them with packing tape.



### Directions

1. Mix up the dominos and lay them face down on the table.
2. If you are playing with two players, pick four dominos each. If you are playing with more than two people, pick three dominos each.
3. The youngest player starts the game by laying down any one of her dominos.
4. The second player must lay a domino that matches one of the images that is already there. Lay the domino so that the matching times touch. If none of your dominos matches, pick up a domino from the pile and miss your turn.
5. Take turns laying your matching dominos or picking up from the pile until someone wins.



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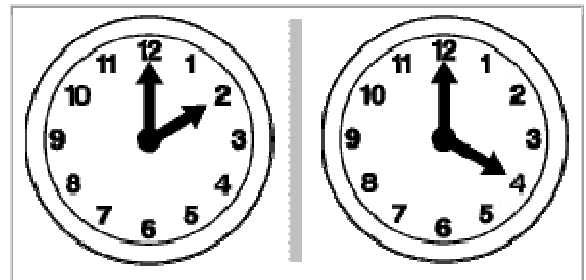
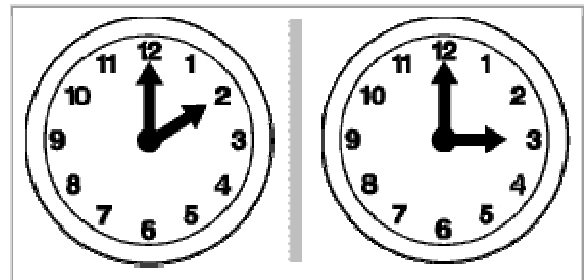
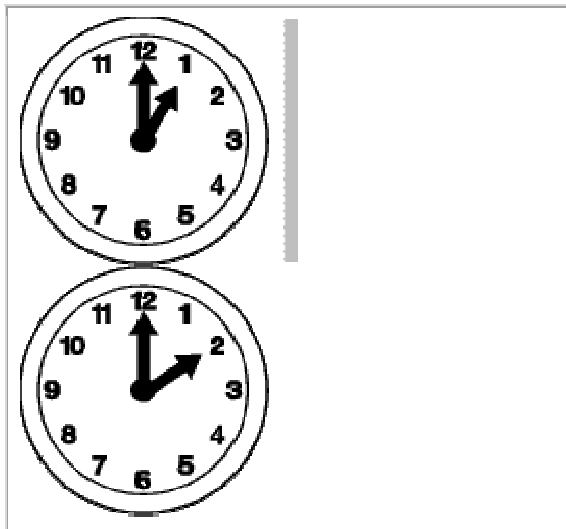
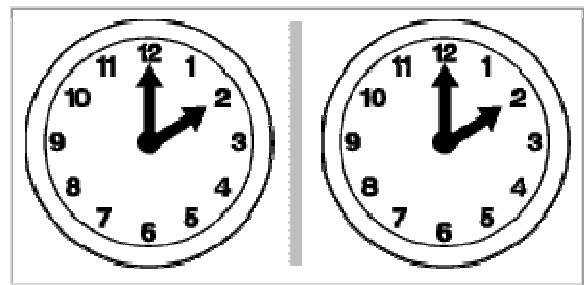
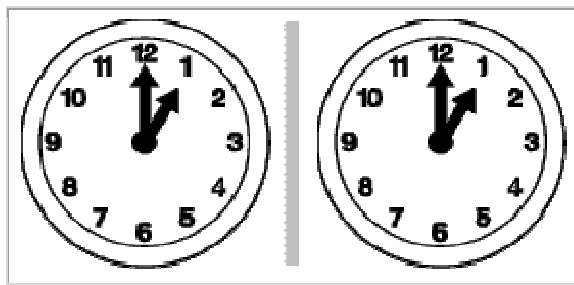
<sup>15</sup> From: <http://www.dltk-cards.com>

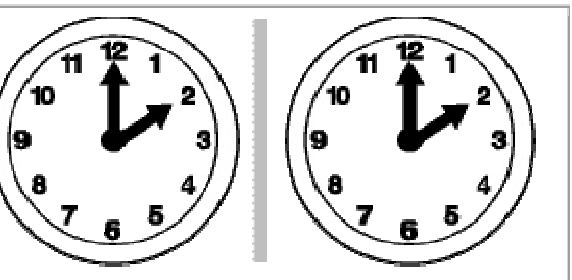
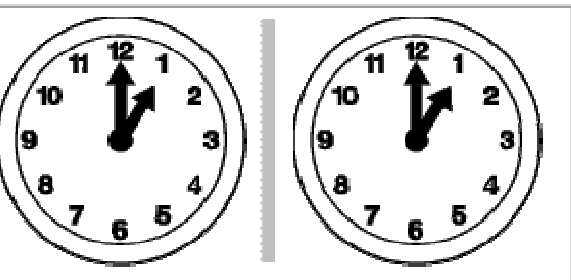
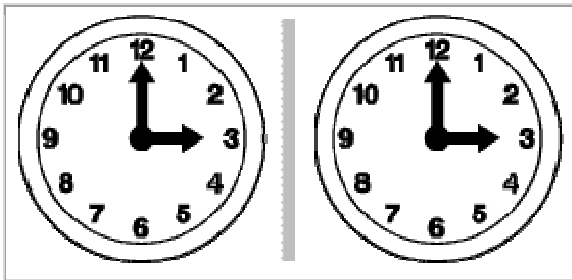
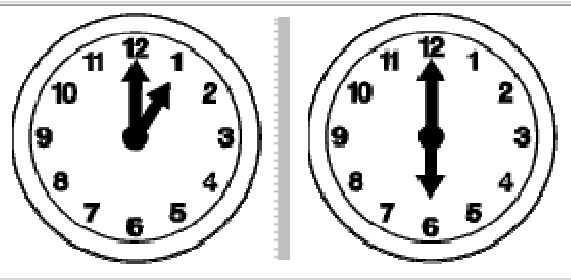
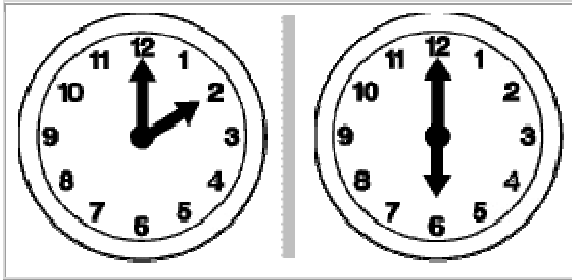
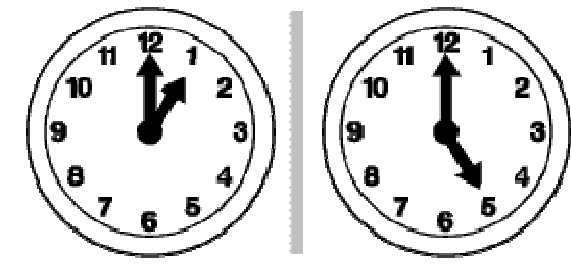
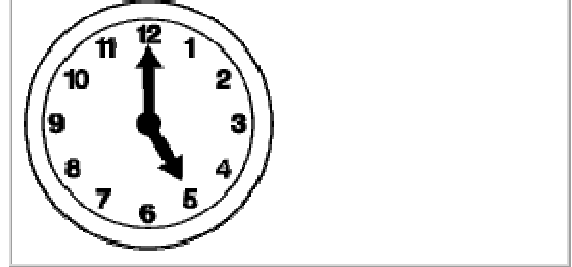
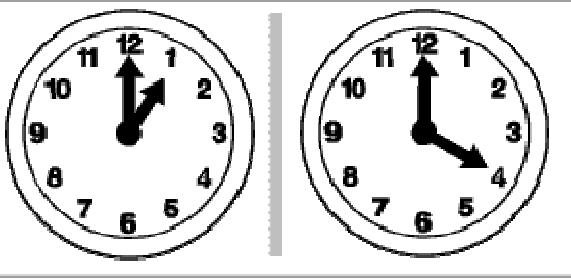
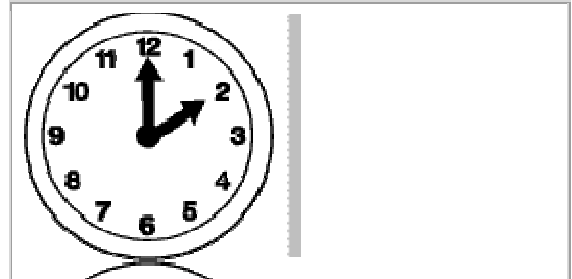
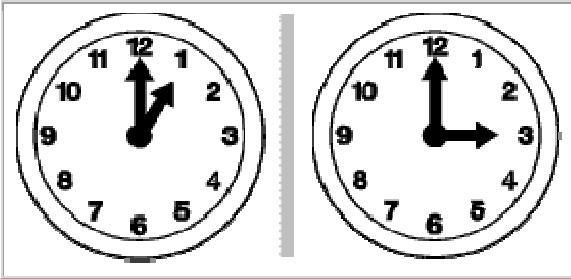


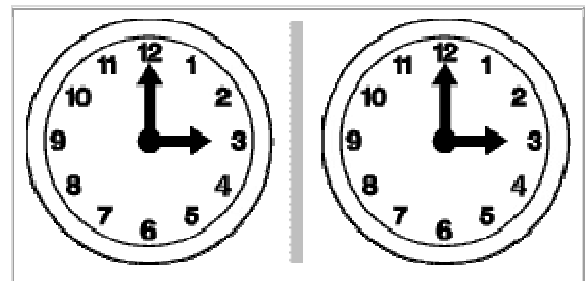
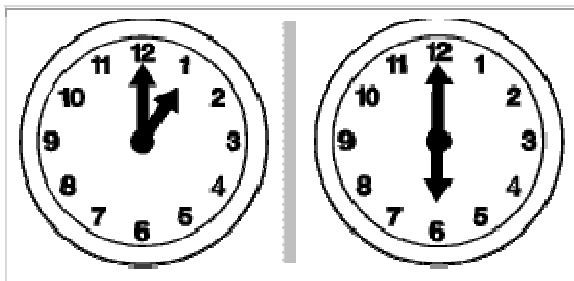
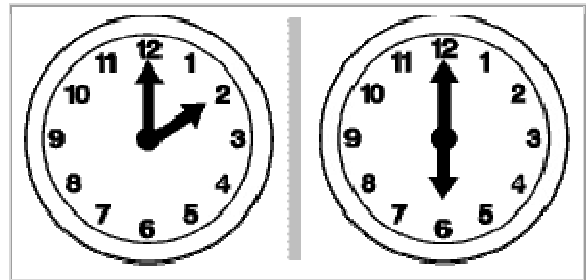
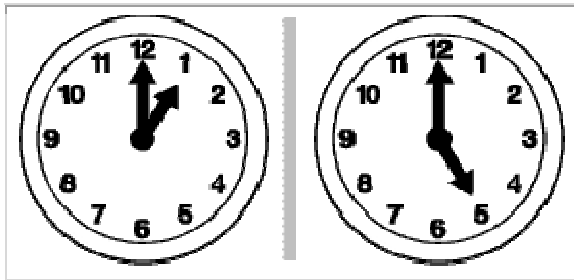
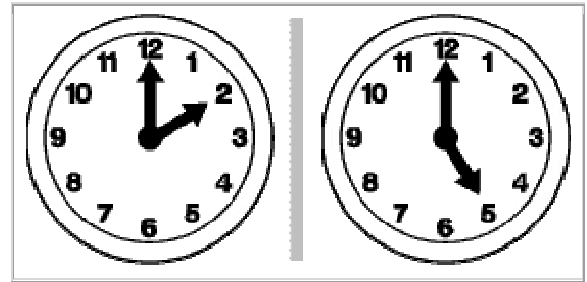
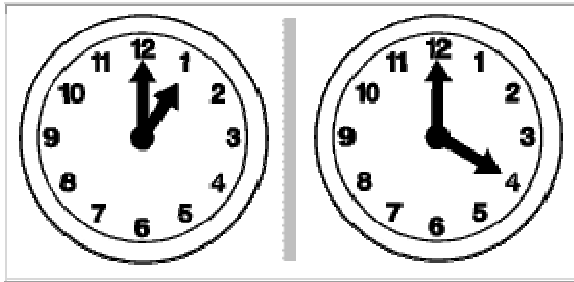
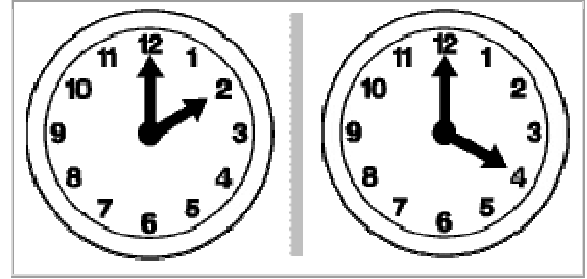
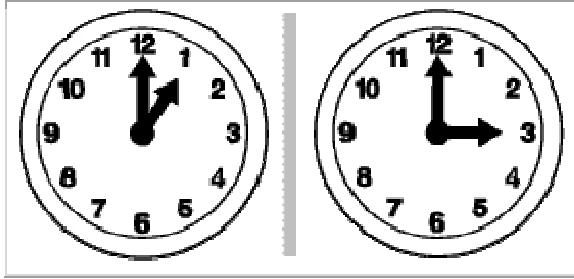
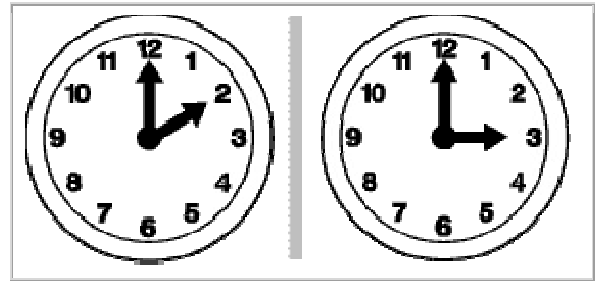
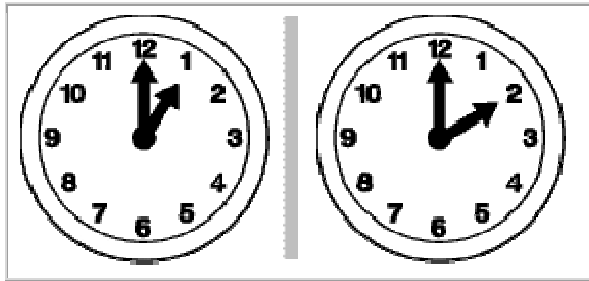
### How you win

The first person to get rid of all the dominos in his or her hand wins.

If no one can go, then the person with the fewest dominos in his or her hand is the winner.







**Ten Time Words**

(Ages 7 and up)

Put the words in alphabetical order.

year	1.
clock	2.
time	3.
minute	4.
hour	5.
second	6.
day	7.
week	8.
month	9.
calendar	10.

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## Share and Write Stories

(Ages 5 and up)

Sit with your child. Share stories and memories of when he or she was younger. Talk about when he or she took his or her first steps, spoke his or her first word, or lost his or her first tooth. Share memories about your own childhood too.

Talk about things your child would like to do when he or she is old enough. Make the *Quick Book* on the next page. Record your stories.



**When I was \_\_\_\_, I was old enough to \_\_\_\_\_.**

**When I am \_\_\_\_, I will be old enough to \_\_\_\_\_.**

**When I grow up, I will be old enough to \_\_\_\_\_.**

When I was 1, I was old enough to \_\_\_\_\_ .

When I was 3, I was old enough to \_\_\_\_\_ .

When I was 5, I was old enough to \_\_\_\_\_ .

When I am 7, I will be old enough to \_\_\_\_\_ .

When I am 10, I will be old enough to \_\_\_\_\_ .

When I am 15, I will be old enough to \_\_\_\_\_ .

When I am 18, I will be old enough to \_\_\_\_\_ .



## Make a Quick Book

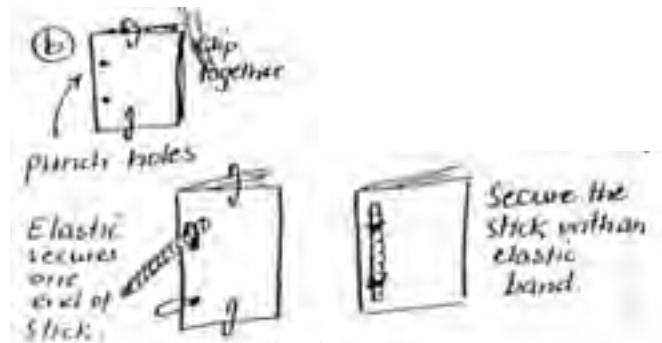
(Ages 3 and up)

### You will need:

- 8 ½ X 11 paper
- A straw, a twig, coffee stirrer, or popsicle stick
- Ribbon, elastics, or string
- Bristol board, cardstock or construction paper
- Scissors

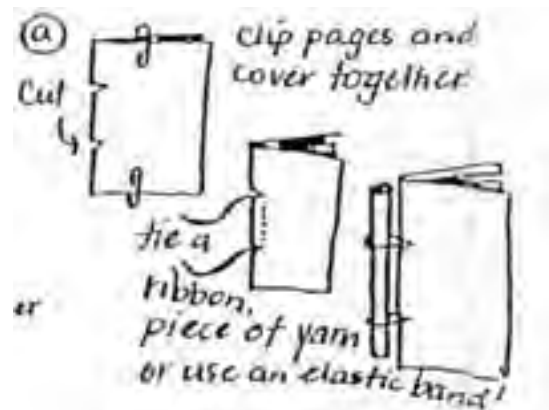
1. Fold about 5 sheets of blank 8 ½ x 11-inch paper to make the pages.

2. Make a cover out of construction paper, bristol board or cardstock. Fold the cover the same way as the inside of the book.



3. Put the cover and pages together and then use a paper clip to keep them together.

4. Cut two triangular notches out of the folded side of the book.



5. Thread a piece of ribbon, piece of yarn, or an elastic band through the pages and tie it around the stick or whatever you decide to use. This will hold the straw in place.

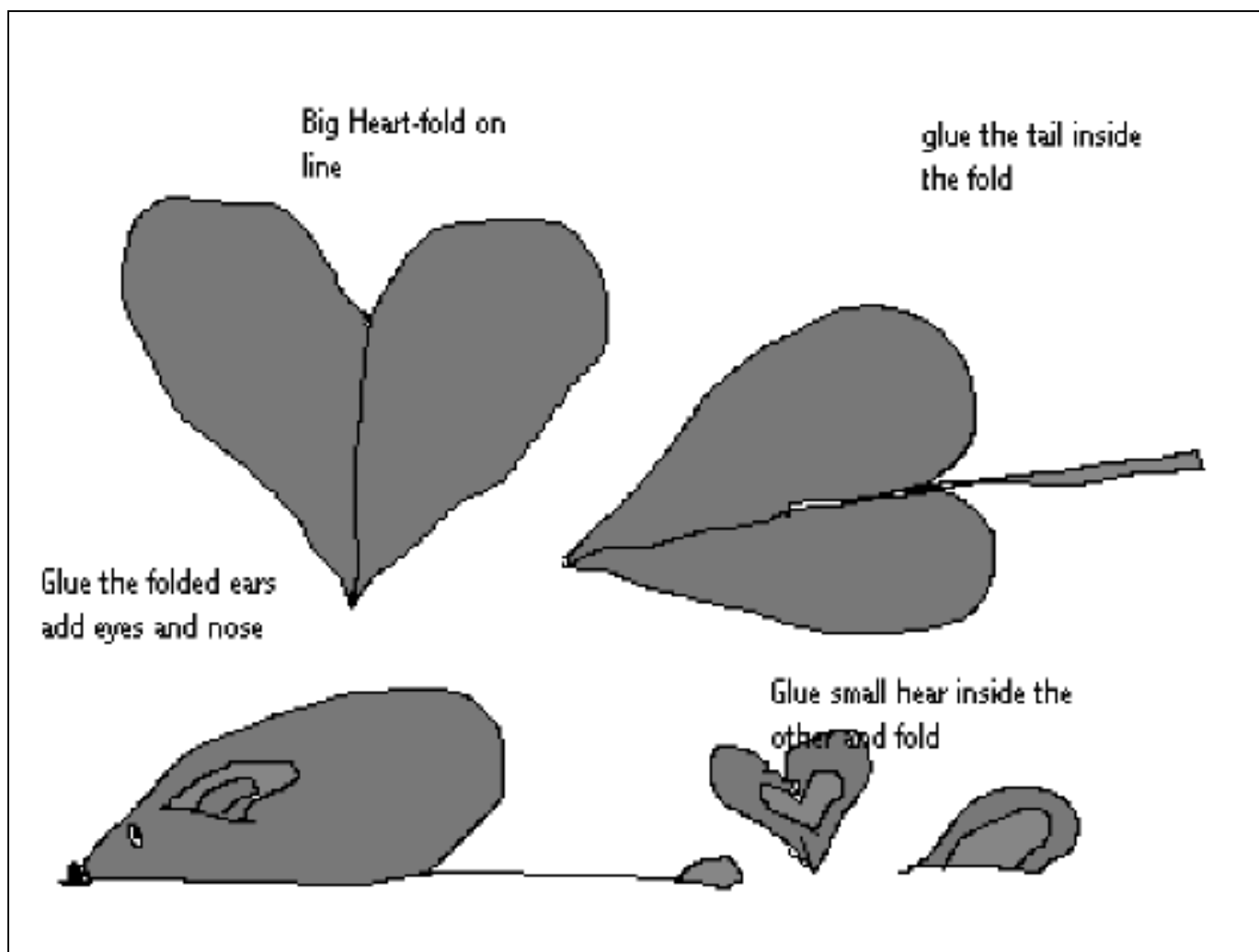


## Make a Paper Mouse<sup>16</sup>

(Ages 2 and up)

### You will need:

- Construction paper – two different colours
- Googley eyes if you have them
- String or yarn for a tail
- Scissors
- Glue



<sup>16</sup> From <http://www.dltk-kids.com/crafts/valentines/mvmouse.html>



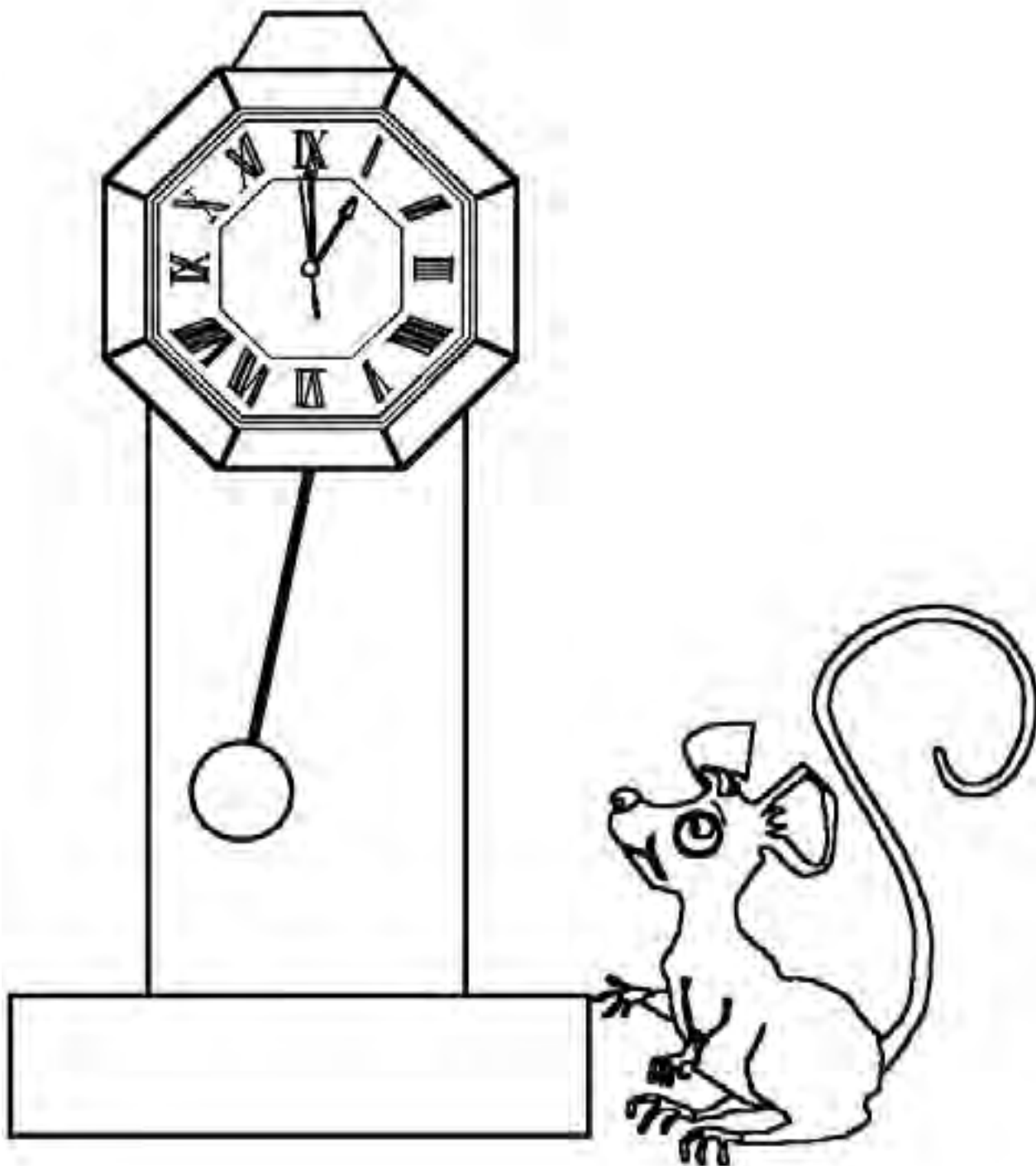
1. First make a large heart. This will be the body of the mouse. To make the heart fold a piece of construction paper in half and cut out the shape of half a heart. Unfold it and you have a heart.
2. Next cut out two small hearts for ears.
3. Cut out two more small hearts from different coloured paper. Make these hearts just a little smaller than the last ones. Glue them on top of the other small hearts.
4. If you have googly eyes, glue them onto either side of the nose, or simply draw on eyes and a nose with a marker.
5. Glue on whiskers made of narrow strips of paper or yarn.
6. Use tape to glue on a piece of yarn for the tail.





# Colouring Page

(All ages)





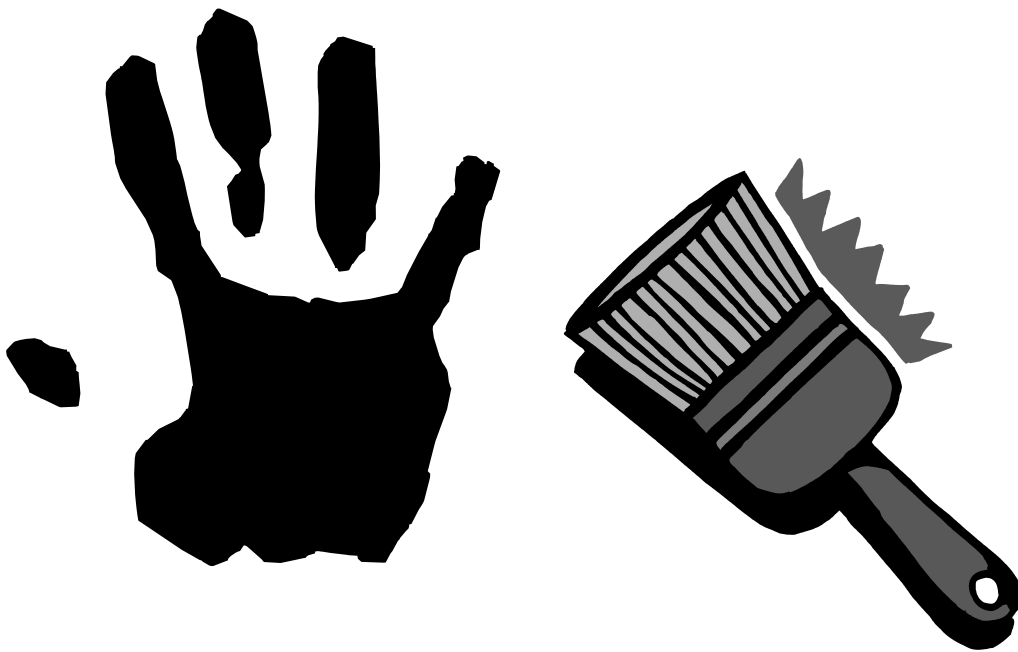
## Make a Memory Hand Print

(All ages)

Kids grow up very quickly. Here is one way to capture a memory of your child today.

Children get to paint their hands and parents get a very nice memento to hang at home.

On the next page there is a short poem called *When I Was Very Small*. Paint the palm of one hand of your child. Then have them make a hand print in the space next to the poem.



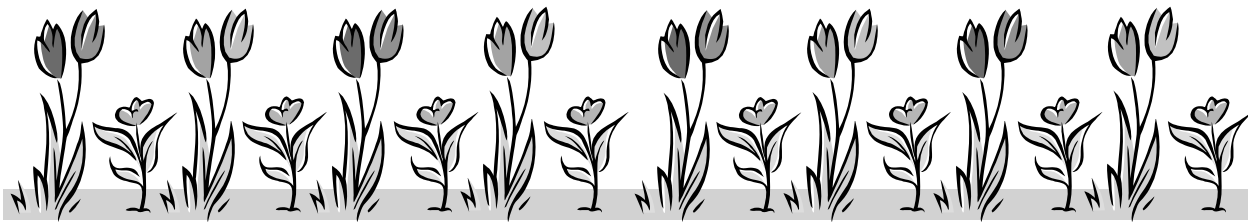


~ When I Was Very Small ~

Sometimes I might upset you  
Just because I'm small  
By leaving fingerprints of mine  
On a table, chair or wall.

But everyday I grow a bit  
And I'll be big one day  
When all my tiny fingerprints  
Have long been cleaned away.

So keep this print of my hand  
To help you to recall  
Just how big my fingers were  
That time when I was small.





## Hickory Dickory Dock

(All ages)

Practice the rhyme. Have fun with it – make up actions or make up your own rhyme using other animals or insects. What did the mouse, the raven or the caribou do?



Hickory Dickory Dock,  
The mouse ran up the clock.  
The clock struck one.  
The mouse ran down.  
Hickory Dickory Dock.

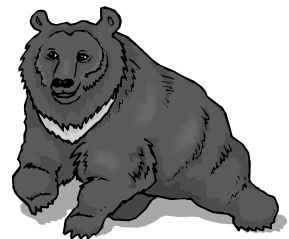
Hickory Dickory Dock,  
The bird looked at the clock.  
The clock struck two.  
Away she flew.  
Hickory Dickory Dock.



Hickory Dickory Dock,  
The dog barked at the clock.  
The clock struck three.

Fiddle-de-dee,  
Hickory Dickory Dock

Hickory Dickory Dock,  
The bear slept by the clock.  
The clock struck four.





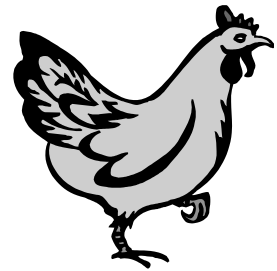


He ran out the door.  
Hickory Dickory Dock.



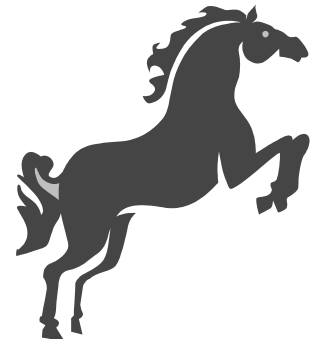
Hickory Dickory Dock,  
The bee buzzed round the clock.  
The clock struck five.  
She went to her hive.  
Hickory Dickory Dock.

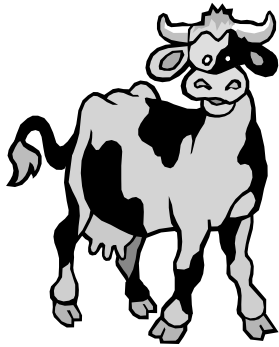
Hickory Dickory Dock,  
The hen pecked at the clock.  
The clock struck six.  
Oh, fiddle-sticks!  
Hickory Dickory Dock.



Hickory Dickory Dock,  
The cat ran round the clock.  
The clock struck seven.  
She wanted to get 'em.  
Hickory Dickory Dock.

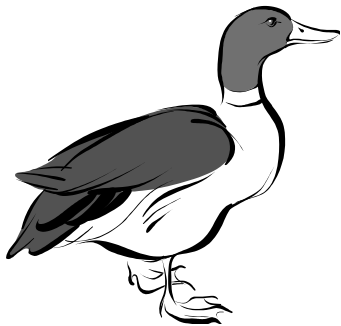
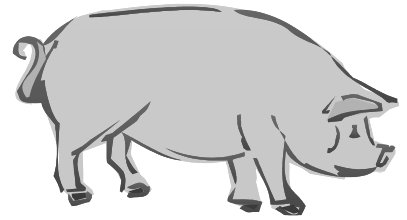
Hickory Dickory Dock,  
The horse jumped over the clock.  
The clock struck eight.  
He ate some cake.  
Hickory Dickory Dock.





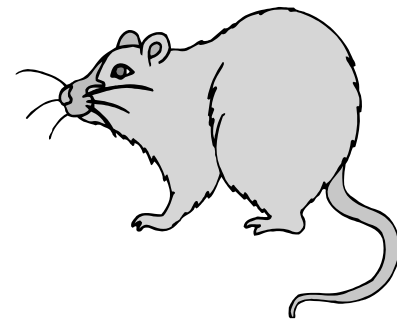
Hickory Dickory Dock,  
The cow danced on the clock.  
The clock struck nine.  
She felt so fine.  
Hickory Dickory Dock.

Hickory Dickory Dock,  
The pig oinked at the clock.  
The clock struck ten.  
She did it again.  
Hickory Dickory Dock.



Hickory Dickory Dock,  
The duck quacked at the clock.  
The clock struck eleven.  
The duck said "Oh heavens!"  
Hickory Dickory Dock.

Hickory Dickory Dock,  
The mouse ran up the clock.  
The clock struck noon.  
He's here too soon.  
Hickory Dickory Dock.

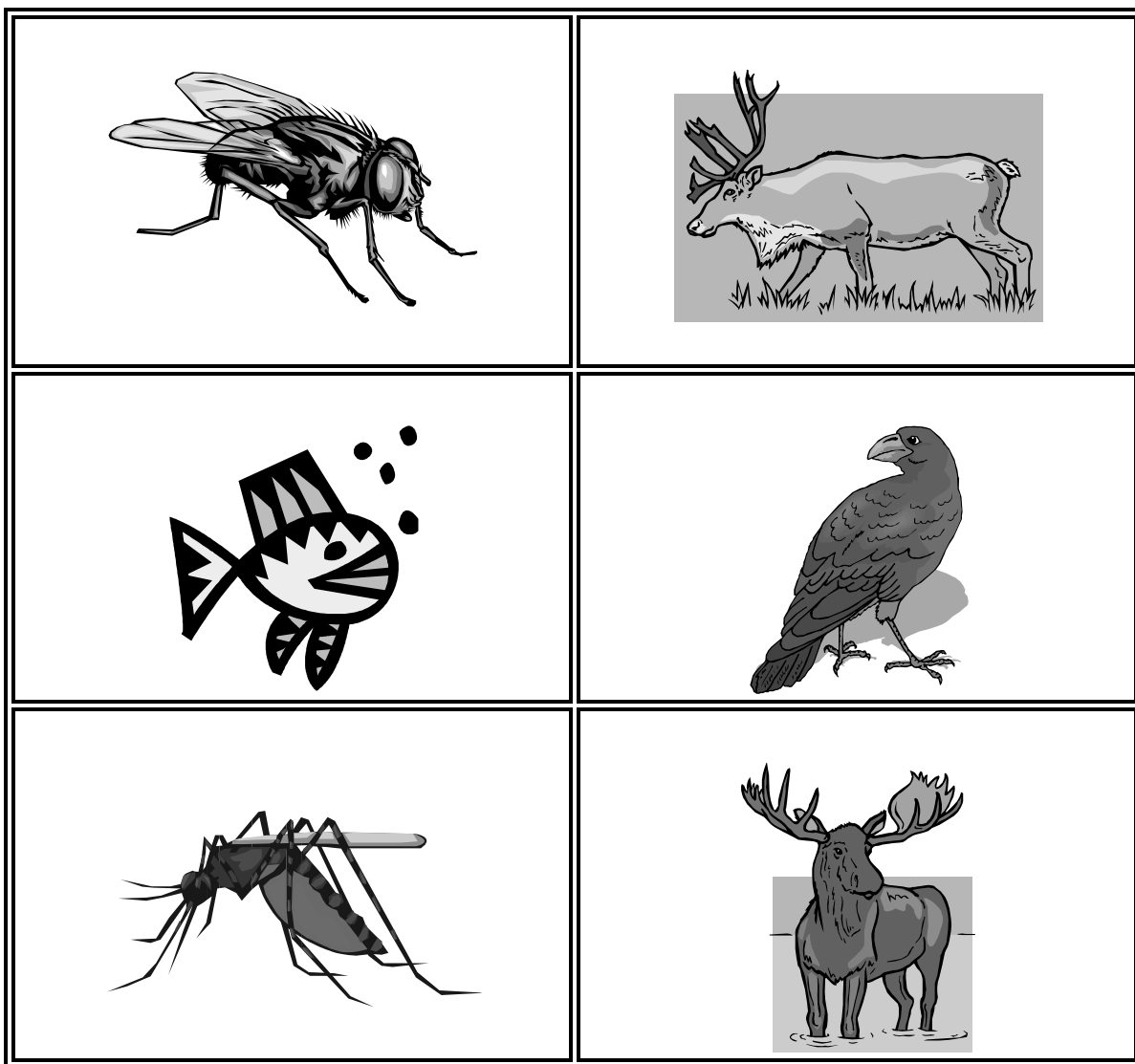




## Make Up Your Own Rhyme

(All ages)

Make your own rhyme! What do the moose, the raven and the caribou do?







# On Mother's Lap

By Ann Herbert Scott



## What You Will Need for this Session

- A copy of *On Mother's Lap* for each family in the program
- Journals for parents
- Copies of *Eight Sleep Tips for Every Child* handout
- Copies of the *Literacy Action Plan* handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
  - Word and Picture Math
  - Put the Story in Order
  - Find the Shapes
  - Memory Game
  - Connect the Dots (2)
  - Heart Maze
  - Rice Krispie Squares
  - Cut and Sequence
  - Words that Describe
  - Write a Short Story
  - Make a Place Mat
  - Stained Glass Hearts
  - Eggshell Picture Frame
  - Tickle and Bounce Rhymes



## Overview of this Session

### 1. Introductions

- Review the group agreements.
- Warm-up activity – Body and Brain Warm-up

### 2. Group Discussion

- Review what happened during the week:
  - What literacy activities did parents do at home with their children?
  - What worked well? Did anything not go well?
  - Did they follow the Literacy Action Plan?
- Talk about the adult discussion topic – Sleep Tips for Every Child.

### 3. *On Mother's Lap* by Ann Herbert Scott

- Introduce the book.
- Read the book together. Ask for volunteers to read parts of the story.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

### 4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for the next week.



- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.
- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download from the NWT Literacy Council website ([www.nwt.literacy.ca](http://www.nwt.literacy.ca)). Print copies are available from the NWT Literacy Council.

### 5. Story Time

- Have the children come back from their reading circle to read with their parents.
- Read a different book together.
- Sing some songs or play a circle game together.

### 6. Snack

- Serve a healthy snack.
- Leave a bit of time for parents and children to socialize.

#### **Snack of the Week - Rice Krispie Squares**

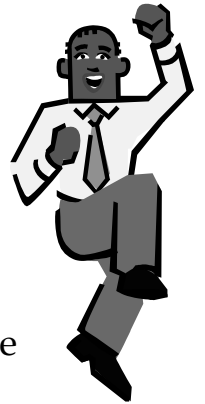
Use the recipe in this kit to make Rice Krispie Squares. Remind parents that the recipe is in the kit. Serve the sweet treat with some healthy vegetables.





### Warm-up Activity – A Fun Warm-up for Your Body and Brain

1. Stand in a circle.
2. One person begins a simple repetitive exercise (arm raises, knee bends, swinging leg, up on toes, toe touches, etc.).
3. The group follows and repeats the same movement until someone else (anyone) decides to do a different exercise.
4. Everyone repeats the new movement until once again someone else (anyone) decides to do a different exercise.
5. After a few different movements, speed things up!



Have fun! Although it may seem a little bit silly, there are benefits to doing this warm-up. The physical activity helps our brain focus and overcome blocks to learning. Plus laughing helps us feel more comfortable and relaxed.







## Adult Discussion Topic – Eight Sleep Tips for Every Child<sup>17</sup>

Sleep is important. Sleep affects the function of our brains and our ability to learn. These tips can improve your child's sleep. But these ideas about sleep aren't only for children. Follow these tips and you will improve your own sleep and outlook as well.

### 1. Go to sleep and wake up at the same time each day.

Your child's body rhythms have a strong influence on tired or how awake they feel at different times of the day. When you go to bed and wake up at the same time each day you "set" your child's clock so that it functions smoothly. Aim for an early bedtime. Young children respond best with a bedtime between 6:30 and 7:30 P.M. Most children will sleep *better* and *longer* when they go to bed early.

### 2. Encourage regular daily naps.

Daily naps are important. It can be difficult for a child to go through a whole day without a rest break. Children who don't take naps may wake up cheerful in the morning and become more and more fussy as the day goes on. A nap will ease the fussiness and can actually result in a better night's sleep.

### 3. Work with your child's biological clock.

Work with your child's biology so that your child is actually *tired* at bedtime. Darkness causes our bodies to release a sleep hormone. Help your child feel sleepy. Dim the lights the hour before bedtime. In the

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<sup>17</sup> Adapted from *The No-Cry Sleep Solution for Toddlers & Preschoolers* by Elizabeth Pantley



morning, expose your child to light. Light is like pushing the “go” button in our brains, so keep your mornings bright!

#### **4. Have a regular bedtime routine.**

An organized routine helps you coordinate all the bedtime things: bath, pajamas, tooth-brushing and story-time. A routine helps you function on auto-pilot at the time when you are most tired and least creative. Sticking to a routine also creates security. A regular, peaceful bedtime routine helps your child transition from the commotion of the day to the quiet and restful state of sleep.

#### **5. Create a cozy sleep environment.**

Your child’s sleep environment can affect their sleep as well. Make sure the mattress is comfortable, the blankets are warm, the room temperature is right, pajamas are comfy, and the bedroom is welcoming.

#### **6. Provide the right nutrition.**

Food affects energy level and sleepiness. A few ideas for pre-bed snacks are: whole wheat toast and cheese, bagel and peanut butter, oatmeal with bananas, or yogurt and low-sugar granola. These foods are high in carbohydrates which have a calming effect on the body. Vitamin deficiencies can also affect a child’s sleep. Give your child an assortment of healthy foods every day.



**7. Help your child to be healthy and fit.**

Watching too much TV and not doing enough physical activities affect the quality of your child's sleep. Too many children don't get enough exercise. Children who get lots of exercise fall asleep more quickly, sleep better, stay asleep longer, and wake up feeling more refreshed. Avoid activity right before bedtime. This will stimulate them when they need to be relaxing, and they will be jumping on the bed instead of sleeping in it!

**8. Teach your child how to relax.**

Many children go to bed but can't get to sleep. It is important to help your child relax before bed. An excellent bedtime routine is to read stories. A child who is listening to a parent read or tell a story will tend to lie still and listen, which will help him to become relaxed and sleepy.

**Work with these eight ideas and you'll see improvements in your child's sleep, and yours too!**



## Literacy Action Plan

### Monday

Read for 15 minutes with your child.

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### Tuesday

Read for 15 minutes with your child.

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### Wednesday

Read for 15 minutes with your child.

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### Thursday

Read for 15 minutes with your child.

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### Friday

Read for 15 minutes with your child.

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### Saturday

Read for 15 minutes with your child.

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### Sunday

Read for 15 minutes with your child.

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### About the Author<sup>18</sup>



Ann Herbert Scott was born in Pennsylvania, USA. She has always loved to write, even when she was a child. She wrote her very first children's book with a friend when she was only 13 years old. They had a lot of fun writing it, but it was never published.

Since that first book, she has written many more. Ann Scott is one of the United States' leading children's authors. Her books have won many honors and awards.

*On Mother's Lap* is a book that captures the love and security a little boy feels as he snuggles on his mother's lap, seeking and receiving reassurance that there will always be room for him even when his sister is there too.

### About the Illustrator<sup>19</sup>



Glo Coalson is an internationally recognized illustrator of children's books. She grew up in Texas. She also lived in Kotzebue, Alaska for nearly a year. Ms Coalson is also a professional artist. She works with clay. She sells her work in many galleries across the United States. Her art work has taken her to many places in the world. In 2003, Ms Coalson was sponsored as a visiting artist in the Ukraine.

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<sup>18</sup> From <http://knowledgecenter.unr.edu/friends/hallfame/scott.html>

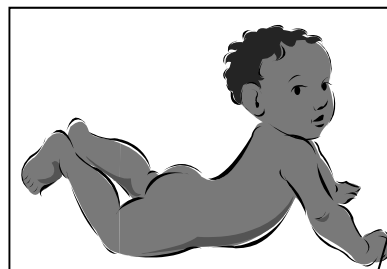
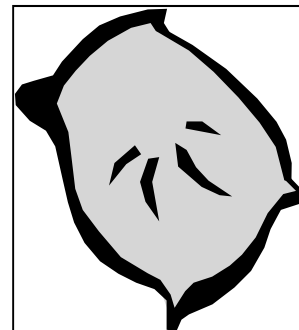
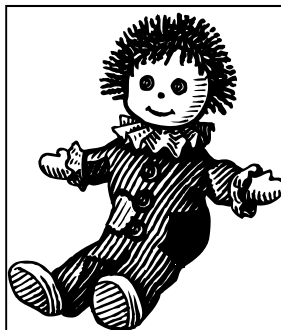
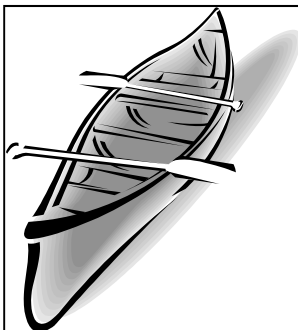
<sup>19</sup> From <http://www2.scholastic.com/browse/contributor.jsp?id=167844>



### Word and Picture Match

(Ages 5 and up)

Draw a line from the picture to the matching word.



puppy

blanket

dolly

baby

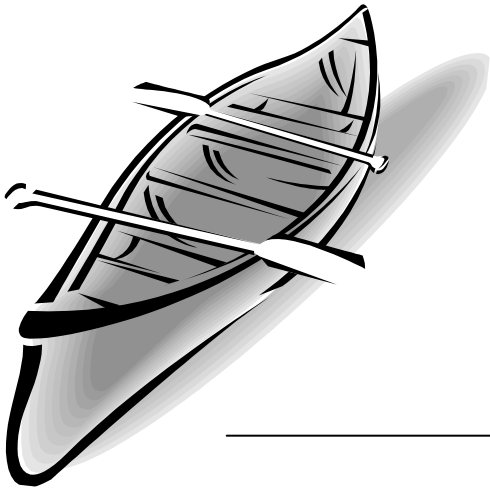
boat



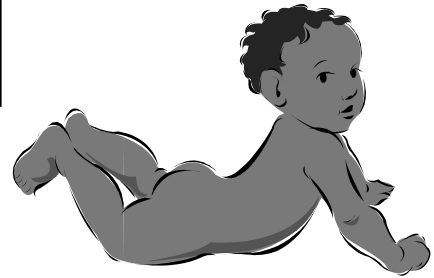
### Put the Story in Order

(Ages 5 and up)

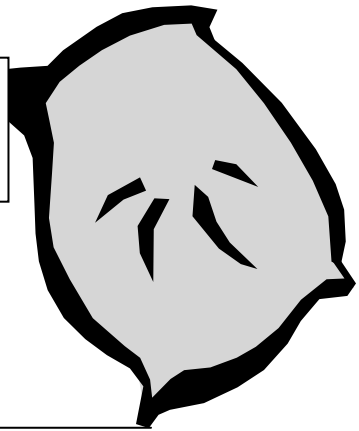
Name the pictures. Write the words on the lines below. Think about the story. What did Michael get first? Number the pictures in the order that Michael got them.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

dolly





### Same or Different?

(Ages 3 and up)

Circle the picture that doesn't match.

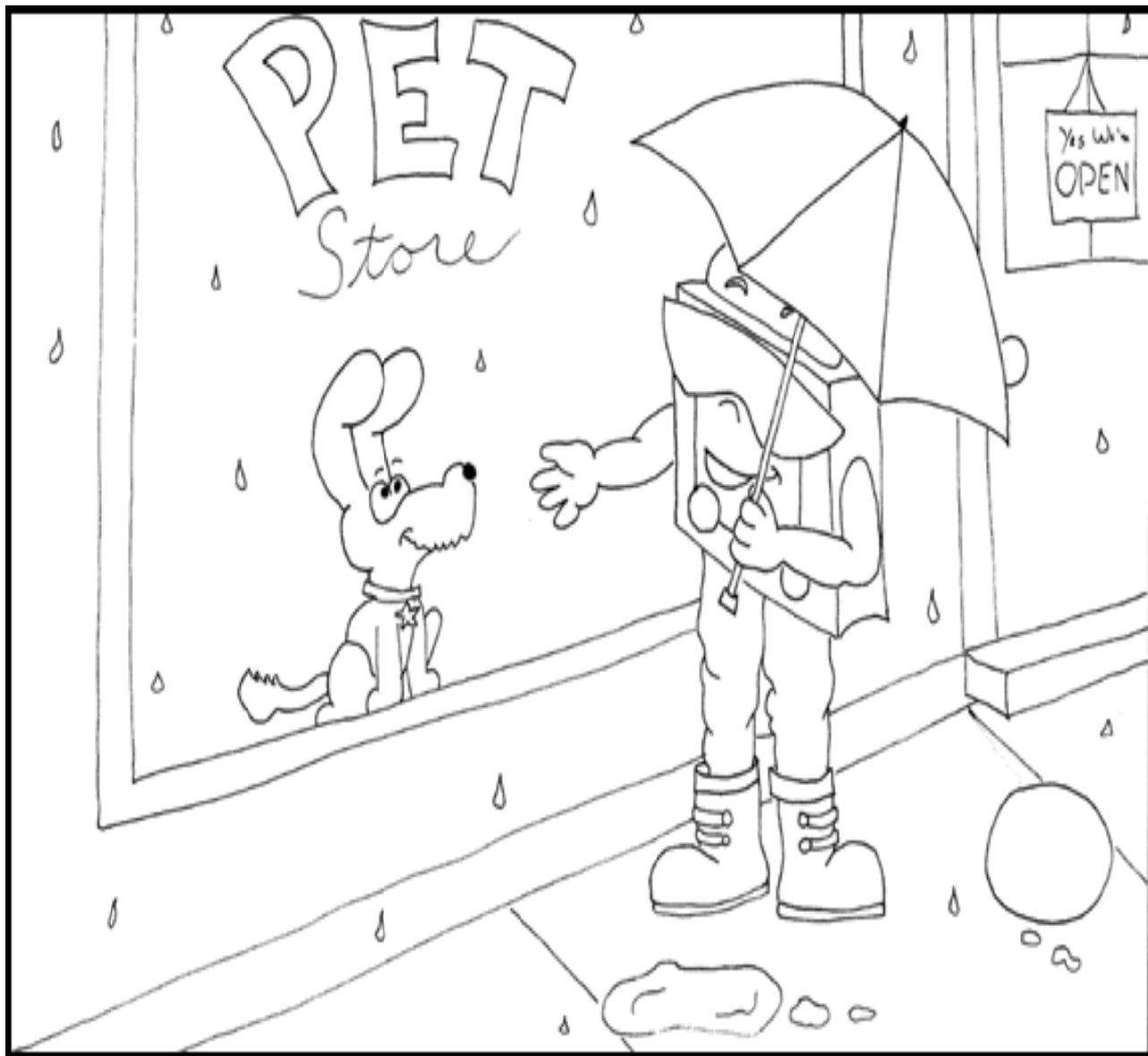





## Find the Shapes<sup>20</sup>

(Ages 3 and up)

What shapes can you see in the picture?



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<sup>20</sup> From: [www.etch-a-sketch.com](http://www.etch-a-sketch.com)

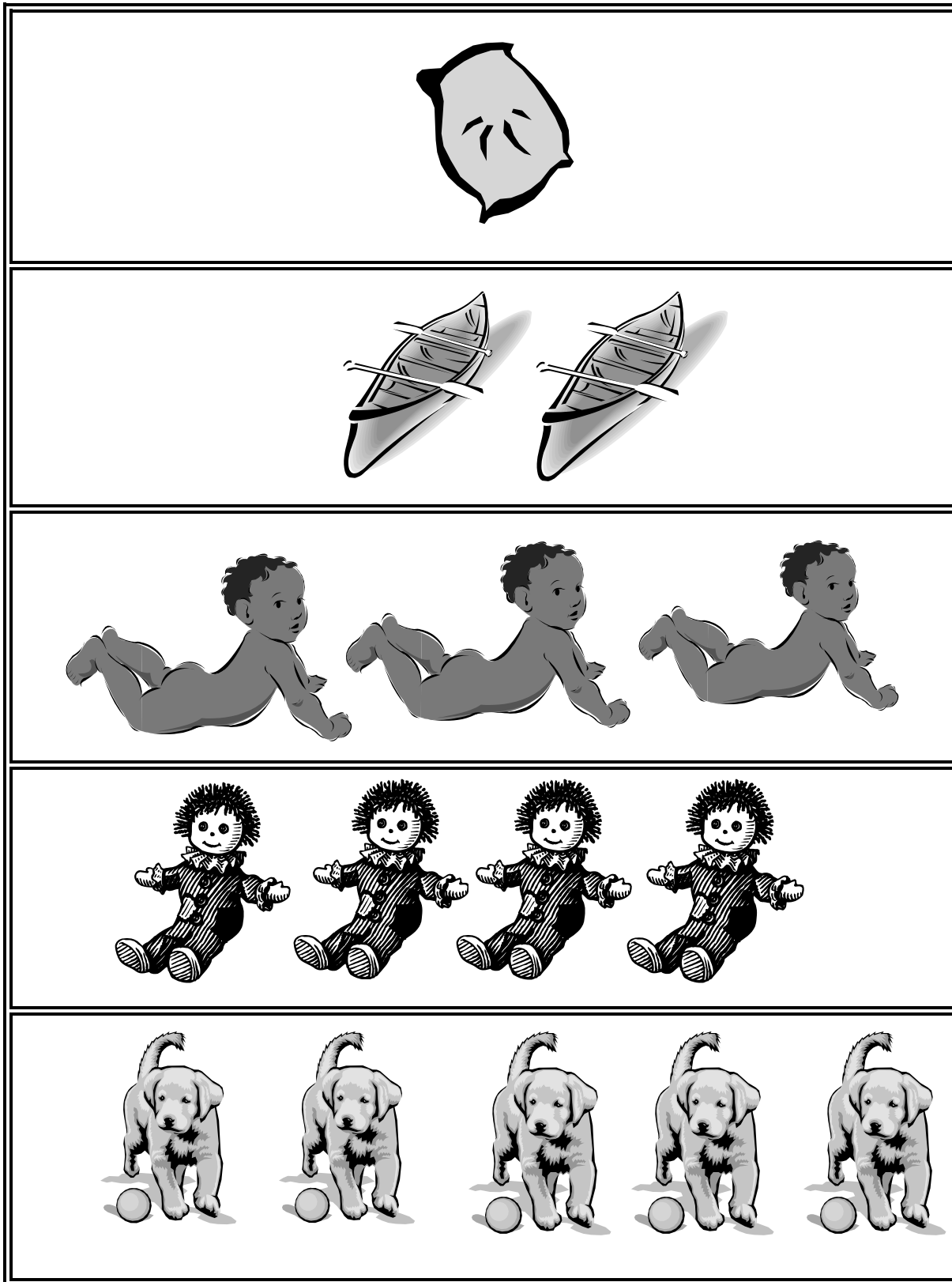


## Memory Game

(Ages 2 and up)

Cut out the number cards on this page and the picture cards on the next page. Paste them onto cardboard or card stock. Laminate them with packing tape. Practice counting and matching or play concentration.

1
2
3
4
5

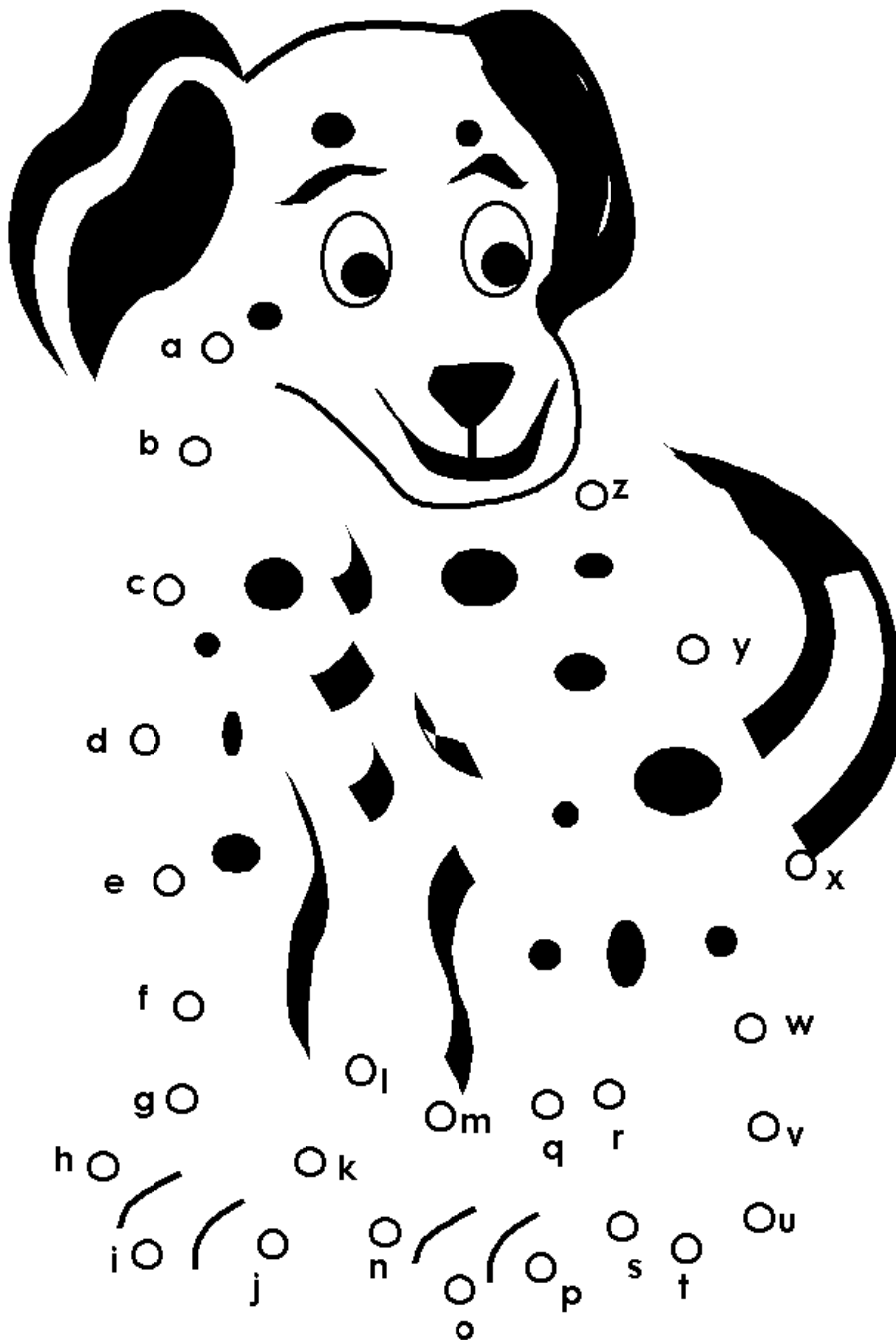




### Connect the Dots

(Ages 3 and up)

Practice the alphabet. Complete the picture below by drawing a line from letter A all the way through the alphabet to letter

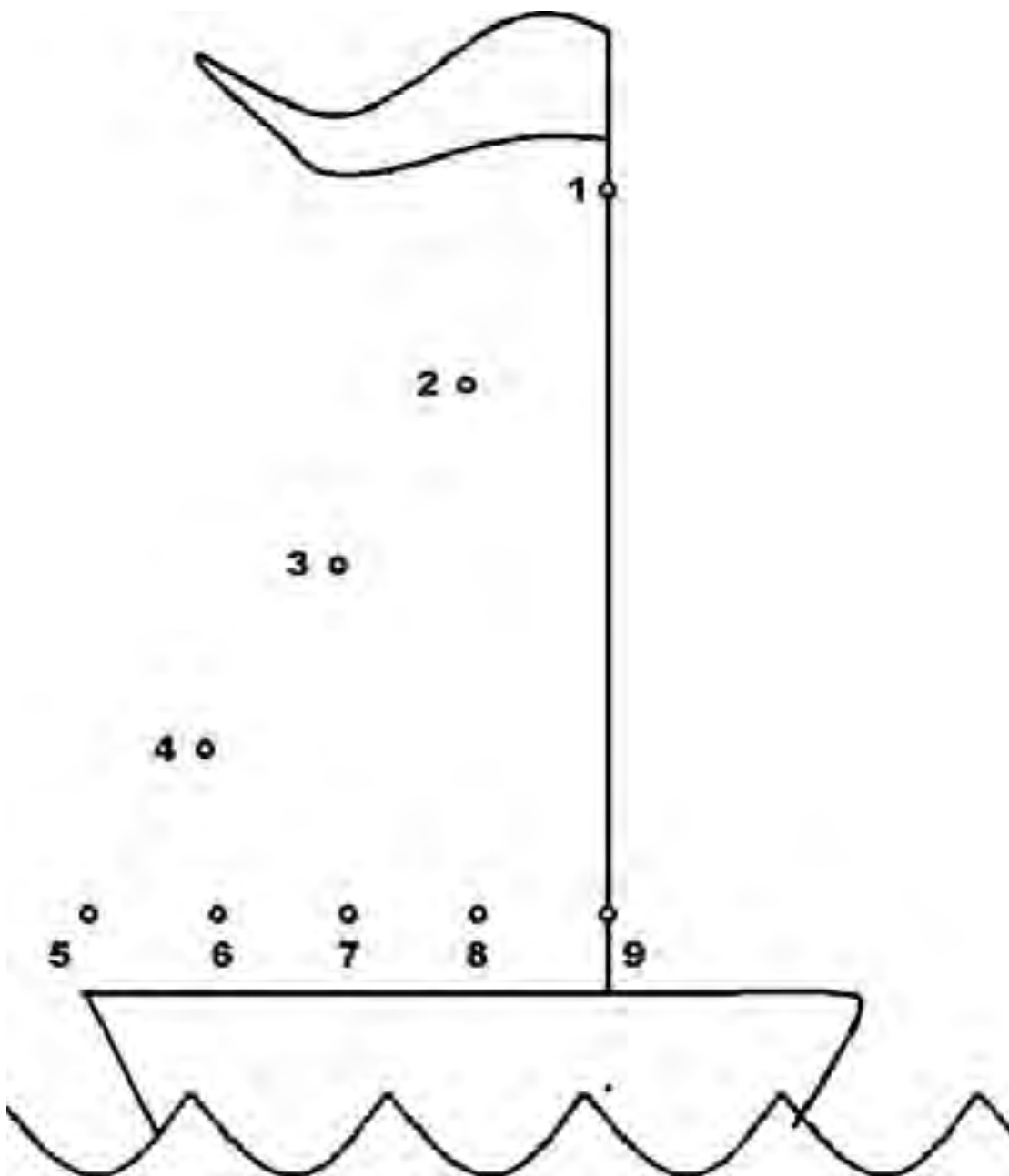




### Connect the Dots

(Ages 3 and up)

Practice counting. Give this boat a sail. Begin at number one and draw a line through to number nine.

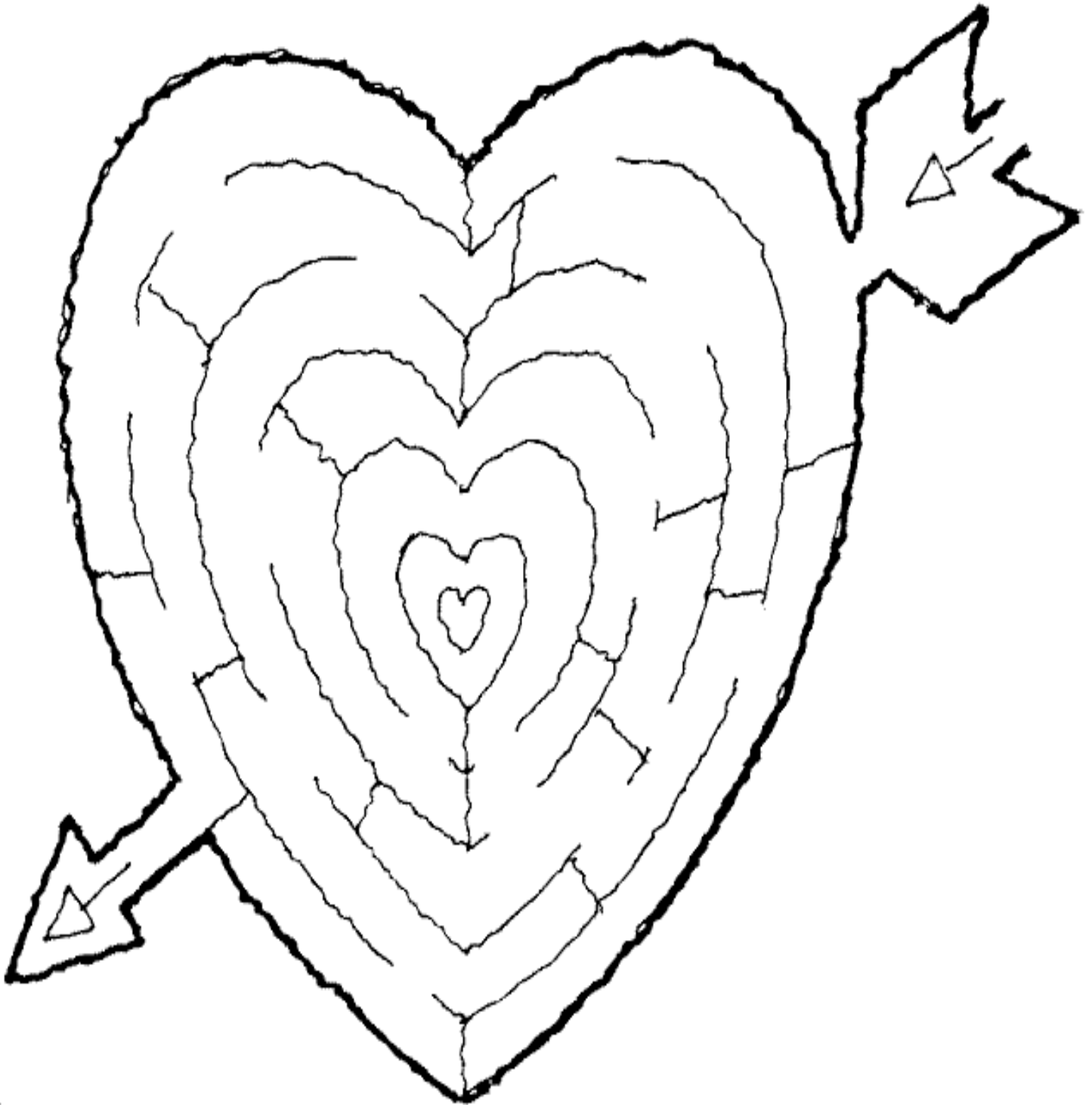




## Heart Maze

(Ages 3 and up)

Find your way through the maze without crossing any lines!





## Rice Krispie Squares

(All ages)

### You will need:

- ¼ cup butter
- 32 large marshmallows
- 4 cups of Rice Krispies



You can add some extra nutrition and flavour by adding a handful of raisins, sunflower seeds, or wheat germ.

1. Put the butter and marshmallows in a pot over low heat. Stir them until all the marshmallows have melted.
2. Take the pot off the stove and add the Rice Krispies. Stir the mixture until the Rice Krispies are coated.
3. Let the mixture cool slightly and then press it into an 8" x 8" pan. Let it cool completely before slicing.



Now set your table with your beautiful hand made paper placemats (*see page 178*), cut the Rice Krispie treats into squares and enjoy!





### Cut and Sequence

(Ages 6 and up)

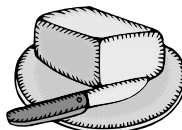
**Turn on the stove.**



**Put the butter in the pan.**



**Melt the butter.**



**Add the marshmallows.**



**Stir until it is mixed together well.**



**Take the pan off the heat.**



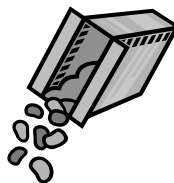
**Turn off the stove.**







**Add the Rice Krispies.**



**Stir.**



**Put it in a pan.**



**Let it cool.**



**Cut it into shapes.**



**Eat them!**





### Words that Describe

(Ages 8 and up)

What words can you think of to describe your treats?

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- yucky    chewy    sticky    sour    soft    hard
- yummy    delicious    crunchy    gross    sweet



## Write a Short Story

(Ages 5 and up)

Ask your child to tell you about making the treats together. Did they get to stir? Pour? Measure? Write the story in his or her own words.

Title

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## Make a Place Mat

(Ages 3 and up)

Make your very own special placemat and bring some fun to mealtimes!

### You will need:

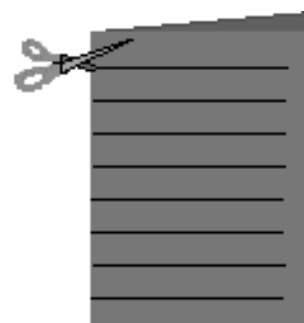
- Construction paper (8 ½" x 11")
- Construction paper strips (8 ½" x 1")
- Scissors
- Ruler
- Glue or tape
- Clear packing tape



1. Start with an 8 ½" by 11" piece of construction paper. Fold it in half.

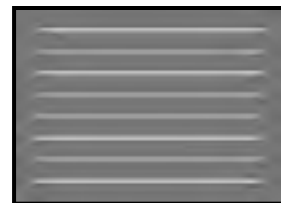


2. While the paper is still folded, draw a series of lines from the folded edge toward the outer edge, leaving about one inch on the outer edge. Draw the lines about one inch apart. For a very neat-looking place mat, use a ruler to draw the lines.

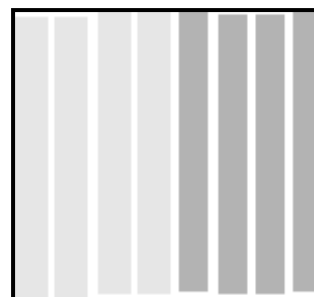




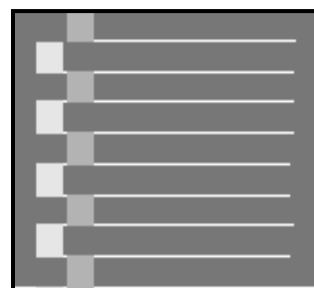
3. Cut along the lines. Unfold it.



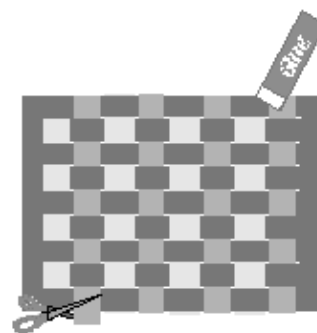
4. Cut strips of different coloured construction paper. Make them about 8 ½" x 1".



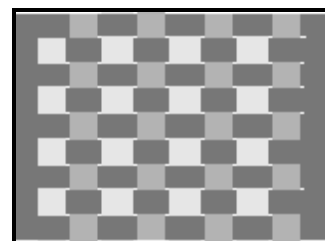
5. Start weaving the coloured strips onto the large piece of paper – under, over, under, over etc. Make sure that each new piece of paper is pushed up next to the previously woven piece.



6. When you're done weaving, trim the strips, if needed, to make the edges of the placemat even. Use some tape or a bit of glue to secure the ends of the strips in place.



7. To protect your paper placemat, "lamininate" it with packing tape. Use strips of clear packing tape to cover both the front and back of the mat. Now after meals it can be wiped clean!





## Stained Glass Hearts<sup>21</sup>

(Ages 2 and up)

Capture the sun and warm your heart! These hanging hearts are easy to make – using just waxed paper and crayons.



### You will need:

- Waxed paper
- Crayons
- An iron
- A handheld pencil sharpener
- Sheets of scrap paper

1. Begin with a 30 by 40 cm sheet of waxed paper.
2. Fold it in half length-wise. Make a crease and then unfold it.
3. Use the pencil sharpener to sharpen the crayons. This will create the wax shavings.
4. Put the wax-crayon shavings evenly, and not too thickly, across one half of the paper.
5. Fold the clean half of the paper over the shavings.
6. Fold the three open edges over by about 1 cm.



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<sup>21</sup> Adapted from: <http://familycrafts.about.com/od/miscvalentine>



7. Set your iron to medium heat. Place a piece of scrap paper onto your ironing surface.
8. Place your waxed paper onto the scrap paper and cover it with another sheet of scrap paper.
9. Iron lightly on medium heat. Check after every few passes of the iron. Stop when all the shavings have melted.
10. Let it cool and then trace and cut out hearts of various sizes. String each heart with a piece of thread for hanging.



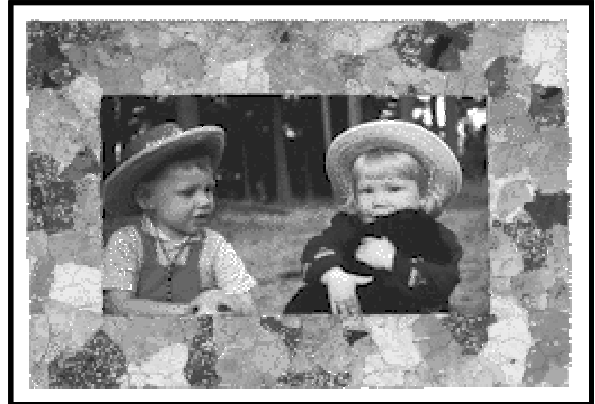
## Eggshell Picture Frame

(Ages 2 and up)

Here is a neat thing to do with the shells from coloured Easter eggs.

### You will need:

- Heavy white cardboard
- Dyed eggshells
- White glue
- String for hanging
- Modge Podge or thin white glue
- Photo



### Instructions

1. (Adult) Use a ruler to draw a rectangle that is slightly smaller than your photo in the centre of the cardboard (Most photos are 4" by 6"). Draw a larger rectangle around it. Cut the larger rectangle and the centre.
2. Spread glue over the frame.
3. Press egg shells all over the frame. Try to use larger pieces of eggshell and press them flat. It's easier than handling a lot of little pieces.
4. Gently shake off the extra bits of egg shell.
5. Fill in any blank spots.





6. Protect your eggshell frame by sealing it with white glue or Modge Podge. With a paint brush, lightly apply some thinned out white glue (white glue mixed with a little water.)
  
7. Glue a piece of string across the back for hanging.



## Tickle and Bounce Rhymes

(All ages)

Hold your child on your lap as you do these rhymes.

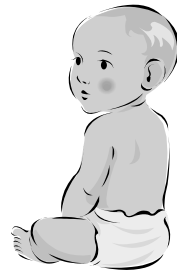


### Tickly Tickly

Tickly tickly  
On my knee  
If you laugh  
You must love me!

### One Two Three

One, two, three  
Baby's on my knee  
One, two, three, four  
Oops! Baby's on the floor!





### Boing Boing Squeak Squeak

*(begin gently bouncing child on your lap)*

Boing, boing, squeak, squeak

Boing, boing, squeak, squeak

A bouncy mouse was in the house

She's been here for a week.

She bounces in the kitchen.

*(bounce on left leg)*

She bounces in the den.

*(bounce on right leg)*

She bounces in the living room.

*(bounce on left leg)*

Oops, there she goes again!

*(bounce in middle again)*



### A Smooth Road, A Smooth Road

*(bounce child lightly)*

A smooth road, a smooth road,

A smooth road, a smooth road.

*(bounce child harder)*

A bumpy road, a bumpy road,

A bumpy road, a bumpy road.

*(bounce child even harder)*

A rough road, a rough road,

A rough road, a rough road.

*(drop child through your legs)*

A hole!





# The Missing Sun

By Peter Eyvindson



## What You Will Need for This Session

- A copy of *The Missing Sun* for each family in the program
- Journals for parents
- Copies of the *Tips for Giving Children a Head Start at Writing* handout
- Copies of the *Literacy Action Plan* handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
  - The Solar System
  - Alphabetical Ordering
  - Word Search
  - Raven Maze
  - Counting Crows and Ravens
  - Did You Know?
  - Connect the Dots
  - Colouring Pages
  - Bird Beak Pop Up Card
  - Raven Craft
  - Paper Lanterns
  - Rhymes and Songs



## Session Overview

### 1. Introduction

- Review group agreements.
- Warm-up Activity – Assassin

### 2. Group Discussion

- Review what happened during the week:
  - What literacy activities did parents do at home with their children?
  - What worked well? Did anything not go well?
  - Did they follow the Literacy Action Plan?
- Talk about the adult discussion topic – Giving Children a Head Start at Writing.

### 3. *The Missing Sun* by Peter Eyvindson

- Introduce the book.
- Read the book together. Ask for volunteers to read parts of the story.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

### 4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for the next week.
- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.



- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download at [www.nwt.literacy.ca](http://www.nwt.literacy.ca). Paper copies are available from the NWT Literacy Council.

### 5. Story/Circle Time

- Have the children come back from their reading circle to read with their parents.
- Do a craft together from the kit.
- Read another story or sing some songs together.

### 6. Healthy Snack

- Serve a healthy snack.
- Leave a bit of time for parents and children to socialize.

#### **Snack of the Week – Yellow Yogurt Jello**

Make yellow Jello to represent the sun. Use vanilla or plain yogurt instead of water when you make the Jello. Put into individual cups. Place into the refrigerator or freezer long enough for them to set and let the children enjoy. Not only is it a wonderful snack but good for them as well!



### Warm-up Activity – Assassin

The object of this game is to talk to as many people as you can and collect their answers to a list of questions. Whoever collects the most answers wins. There is one catch: there is an “assassin” in the room! If the assassin winks at you, you have been killed and must step out of the game.

1. Have each participant write out a list of about 10-15 questions or sentence starters. You may choose to do this as a group, or you may use the sentence starters that are listed below.
2. Decide who is to be the killer. Ask everyone to close their eyes. Tap one person on the shoulder. He or she will be the assassin. If it’s a large group choose two people.
3. Allow time for people to circulate asking questions to as many people as they can.
4. The killer circulates and asks questions. While doing this they quietly “kill” people by winking at them.
5. When a person is winked at, he or she steps out of the game.
6. After about five minutes, have everyone stop.
7. Find out who gathered the most answers. Talk about some of the new and interesting things people may have learned about the other participants.





1. I like people who . . .
2. The funniest thing I ever saw was . . .
3. I'd like to have . . .
4. The riskiest thing I ever did was . . .
5. I hate it when . . .
6. My favourite music is . . .
7. Last night, I . . .
8. The best gift I ever received was . . .
9. In the future, I'll . . .
10. I wish . . .
11. I could not live without . . .
12. I have never . . .
13. Everybody should . . .
14. \_\_\_\_\_ makes me feel good.
15. If I had a \$1,000,000 I would . . .



## Adult Discussion Topic – Giving Children a Head Start at Writing<sup>22</sup>

1. Do activities that help develop hand-eye co-ordination, for example sewing, doing jigsaw puzzles, drawing and painting.
2. Keep crayons, pencils, paper and colouring books at home for your child to use. Fat crayons, pencils and markers are easier for children to hold than thinner ones.
3. Children will sometimes pretend to write. This shows that your child understands that lines and marks on paper can be used to communicate. Ask your child to “read” what they’ve written back to you.
4. Write letters in large print on a piece of paper and have your child trace over them.
5. Write together. For example, while you write out a grocery list sit with your child and have them write a grocery list too.
6. Help your child learn to write her name. Have her write their name on their drawings and books.
7. Remember, you are a role model for your children. Let your child know that learning to write is important by writing yourself. Write notes, letters, and birthday cards.



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<sup>22</sup> These ideas come from: Marianne Paul, *ABC-123*. Edmonton: Grass Roots Press, 1992



### Literacy Action Plan

**Monday**

Read for 15 minutes with your child.

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**Tuesday**

Read for 15 minutes with your child.

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**Wednesday**

Read for 15 minutes with your child.

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**Thursday**

Read for 15 minutes with your child.

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**Friday**

Read for 15 minutes with your child.

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**Saturday**

Read for 15 minutes with your child.

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**Sunday**

Read for 15 minutes with your child.

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### About the Author<sup>23</sup>



Peter Eyvindson is a Canadian author and storyteller. He lives in Clavet, Saskatchewan. Mr. Eyvindson has a passion for books and for teaching children about them. In 1983 he left his job as a teacher-librarian and began to write children's books full time. He has written many very popular children's books including *A Crow Named Joe*, *Kyle's Bath*, and *Red Parka Mary*. All of them have become bestsellers.

In 1998, he and his wife took a trip to Haiti and stayed at a guest house run by the boys of St. Joseph's Home, a home for abandoned and homeless boys. When the boys living there learned that an orphanage for physically and mentally challenged children was going to close, they made a decision to take over the care of the disabled children. Mr. Eyvindson was very moved by what he saw, and decided to write a story about it. The result was *Soni's Mended Wings*, a book whose proceeds went to support the boys of St. Joseph's Home.

Although his passion has become Broken Wings Missions and the children of Haiti, Peter continues to write children's books.

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<sup>23</sup> From [http://www.saskschools.ca/curr\\_content/rbtboxes/lit/sask\\_a/eyvindson/eyvindson.html](http://www.saskschools.ca/curr_content/rbtboxes/lit/sask_a/eyvindson/eyvindson.html)

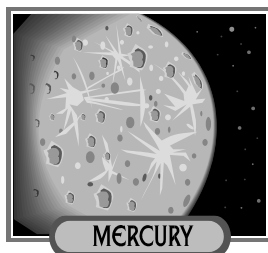


## About the Solar System

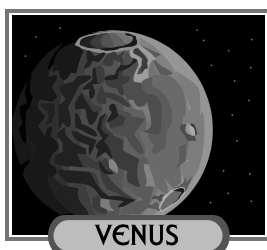
(Ages 5 and up)



The sun is at the center of our solar system. There are nine planets that *orbit* the sun. To orbit the sun means that the planets move in a path around the sun.



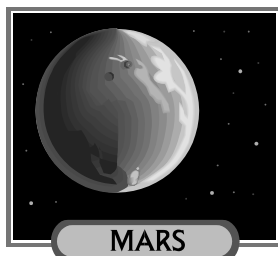
Mercury is the closest planet to the sun. It is the second smallest planet in our solar system. Mercury has rolling, dust covered hills. Mercury has no moons.



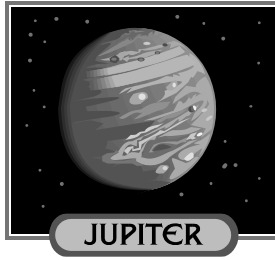
Venus is the second planet from the sun. It is the hottest planet in our solar system. This planet is covered with a type of cloud that traps the heat from the sun. Venus has no moons.



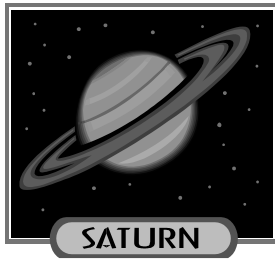
Earth is the third planet from the sun. It is the only planet in our solar system that we know supports life. Earth has one moon.



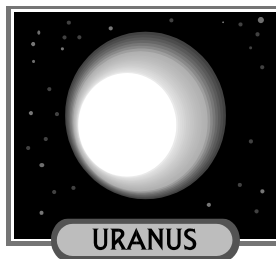
Mars is the fourth planet from the sun in our solar system. It is the most Earth-like planet. It is about half the size of Earth. It has a dry and rocky surface. It has two moons.



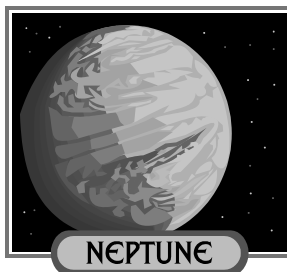
Jupiter is the fifth planet from the sun. It is the biggest planet in our solar system. Jupiter has a great red spot. This spot is actually a storm. Jupiter has 28 moons.



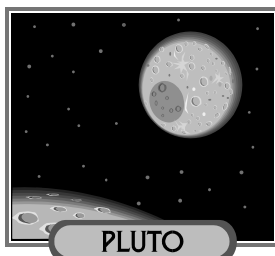
Saturn is the sixth planet from the sun. It is the second largest planet in our solar system. It has rings around it. These rings are mostly chunks of ice and some rock. You can see Saturn without using a telescope, but you would need a telescope to see the rings. Saturn has 30 moons.



Uranus is the seventh planet from the sun. Uranus is an icy planet covered with clouds. It is surrounded by a belt of 11 rings. Uranus has 21 moons.



Neptune is the eighth planet from the sun. It is a cold and windy planet. It has storms with winds of 400 miles per hour. These storms have lasted for hundreds of years. Neptune has eight moons.



Pluto is the ninth and farthest planet from the sun. It is also the smallest planet in our solar system. Pluto has one moon which is almost as big as Pluto itself.



### Alphabetical Ordering

(Ages 8 and up)

Cut out the names of the planets below. Rearrange the words to put them into alphabetical order. Then, arrange them in order of distance from the sun.



Mercury	Saturn
Venus	Uranus
Earth	Neptune
Mars	Pluto
Jupiter	Sun



**The Missing Sun Word Search**  
(Ages 8 and up)

m z p g n i s s i m d  
n u e q u a t o r a t  
e y v g y k i h r p j  
v k i v u n i k c s c  
a n e b h k s c o l d  
r w r a d t v t j w c  
k j v e p l a h e u o  
o t l m q i q y p a u  
r h p x m t l y u e l  
h q d i s a p p e a r  
j r q n q f u s u n u

**Can you find these words?**

**dark**

**missing**

**equator**

**Inuvik**

**raven**

**disappear**

**tilt**

**steal**

**sun**

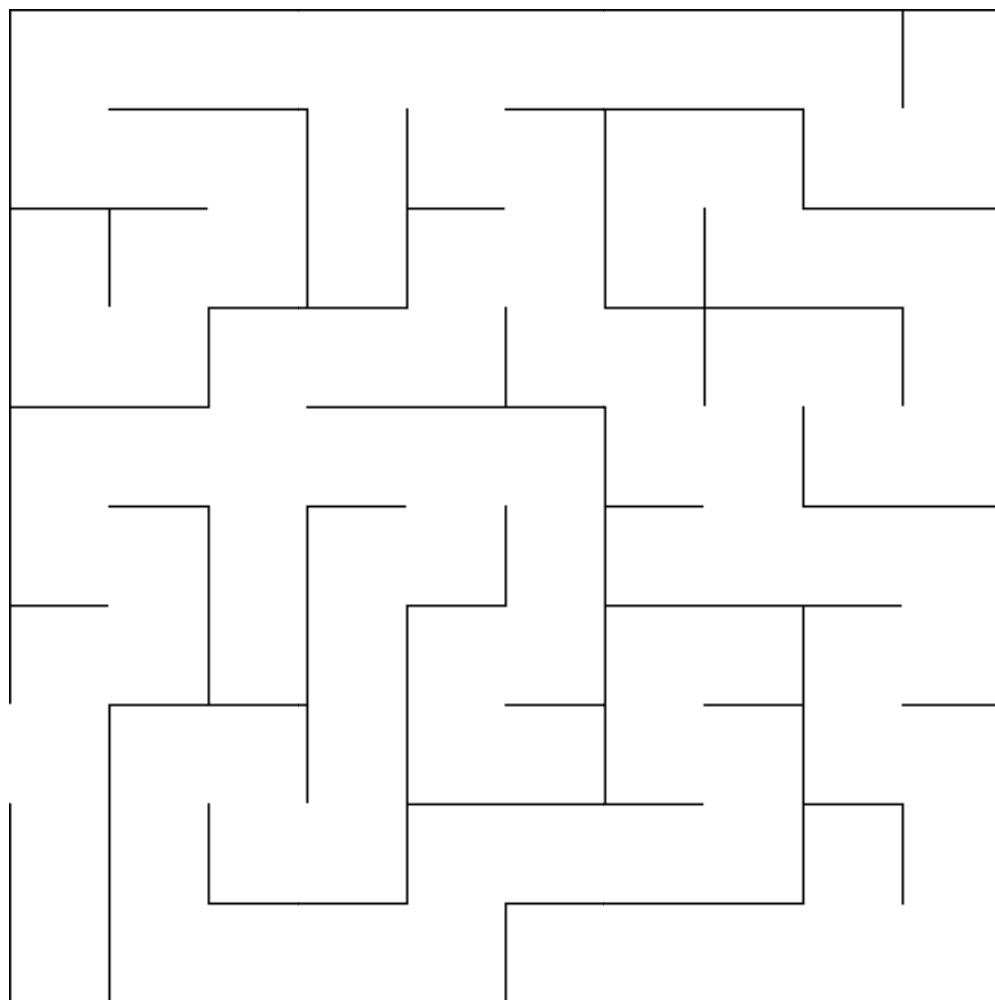
**cold**





### Raven Maze (Ages 4 and up)

Help this raven find his way.



Start





## Counting and Adding

(Ages 4 and up)

Count and add the crows and ravens.

	+		=	
	+		=	
	+		=	
	+		=	
	+		=	



## Did You Know?

(Ages 6 and up)

Have you ever seen a basketball player spin a ball on his finger?

When you see this spinning ball, what you are seeing is the ball spinning on its axis. An axis is an imaginary straight line around which an object spins.

The earth spins on an axis too. The axis of the basketball passes straight through the centre of the ball and the ball spins straight up and down

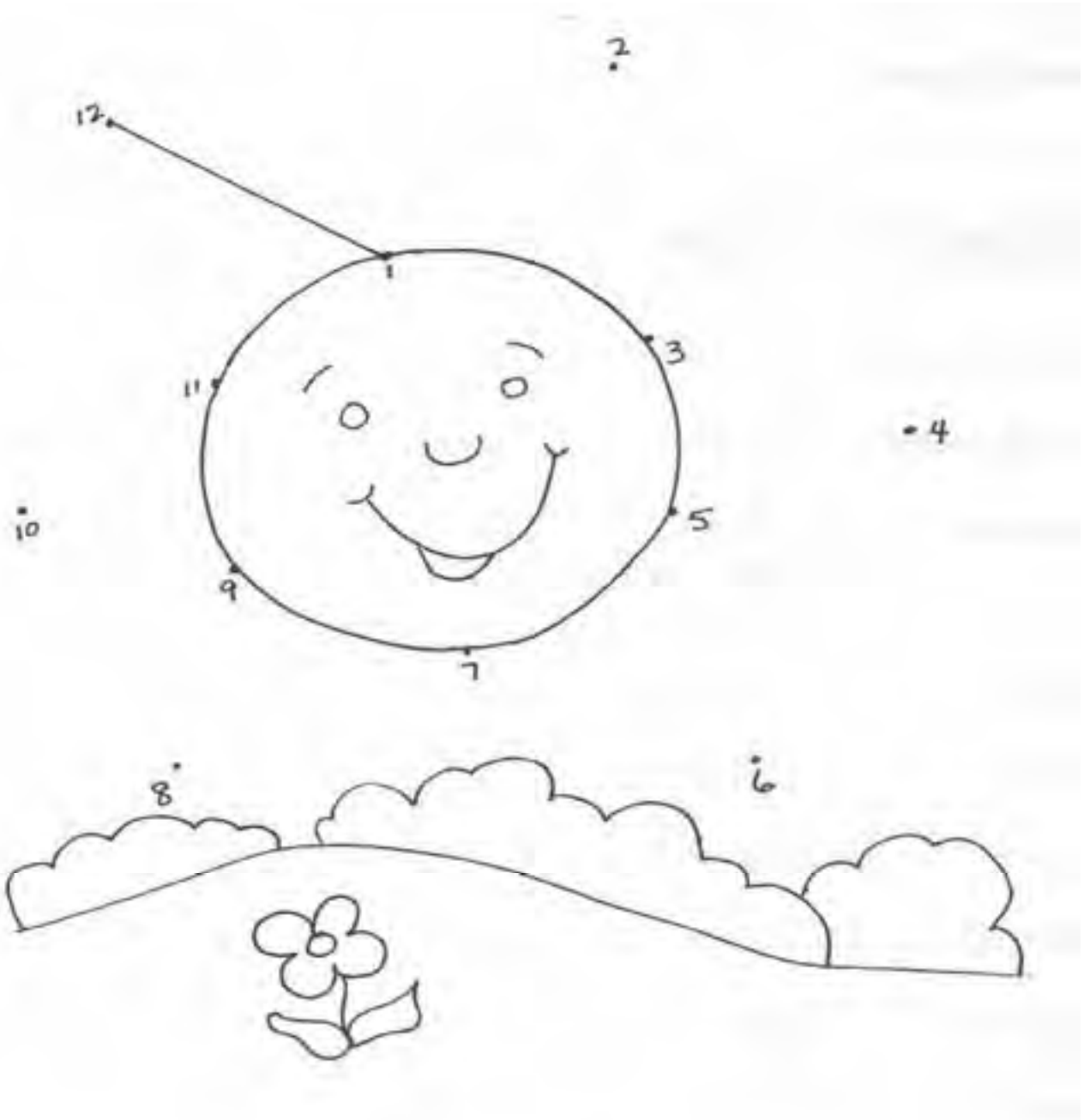
The Earth is different. The axis of the earth is on a tilt. Just like Emily's mother explained in *The Missing Sun*, the tilt of the Earth is  $23\frac{1}{2}$  degrees from the centre.

It is because of the tilt of the Earth that we have changes in the lengths of the days. It is also because of the tilt that we have seasons.





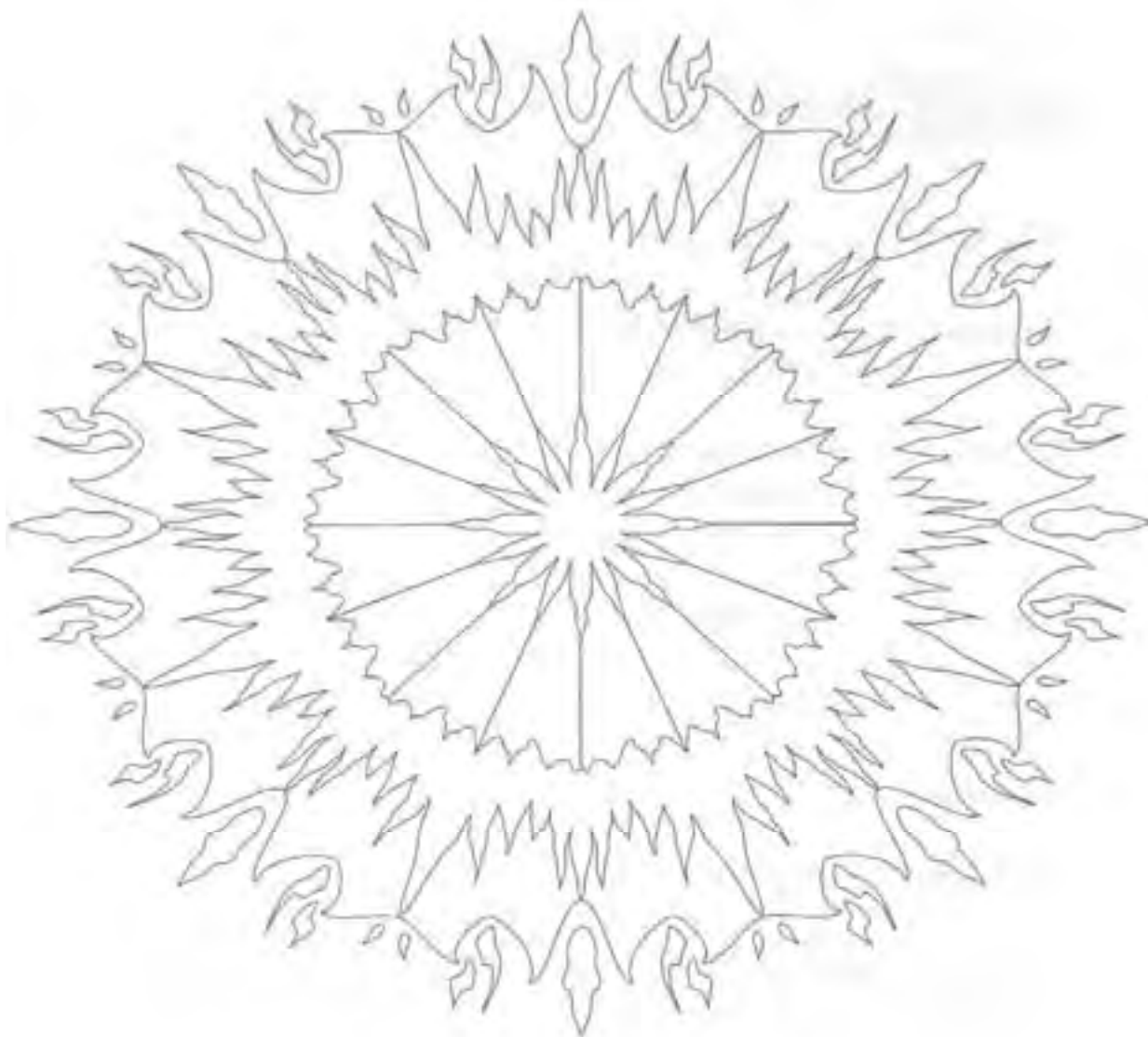
**Draw by Numbers**  
(Ages 3 and up)





**Colour the Sun**

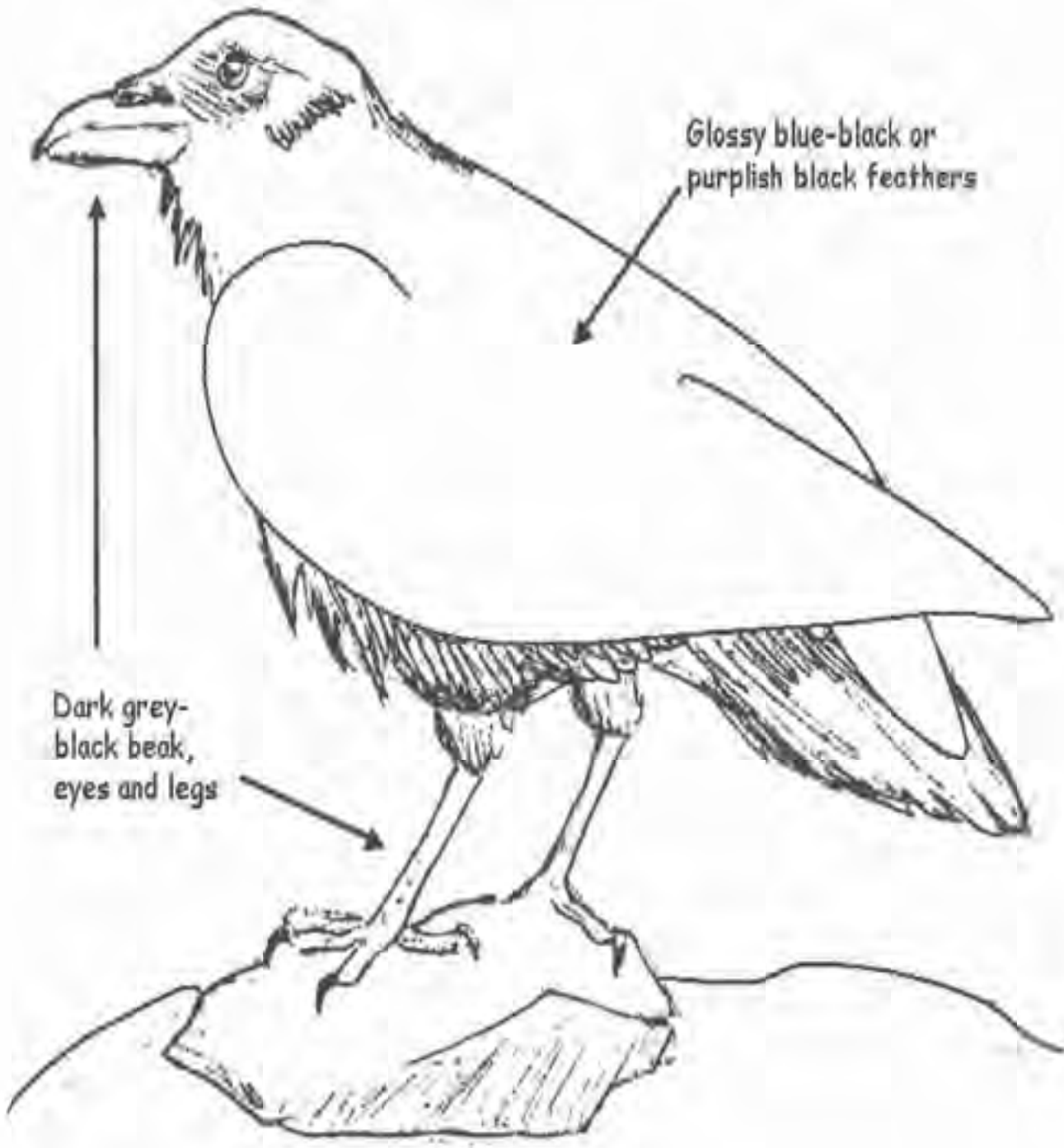
(All ages)



[www.ColoringCastle.com](http://www.ColoringCastle.com)



## Colour the Raven (All ages)





## Bird Beak Pop-Up Card<sup>24</sup>

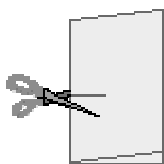
(Ages 3 and up)

Make a bird beak pop-up card. When you open the card, the beak opens!

### You will need:

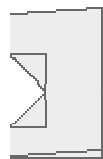
- 2 pieces of paper (2 different colors of cardstock work well)
- Glue
- Scissors
- Crayons and/or markers

1.



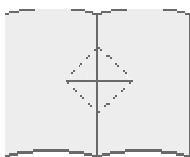
Fold a piece of paper in half. Make a cut about 5cm long in the folded edge.

2.



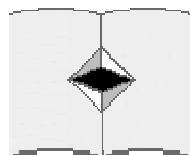
Fold the paper back on each side of the cut to make 2 triangles.

3.



Open up the card and lay it down.

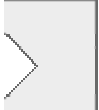
4.





Push one of the triangles up and pinch the edges together above the card. Repeat with the other triangle.

<sup>24</sup> From: [www.enchantedlearning.com/crafts/Birdcard.shtml](http://www.enchantedlearning.com/crafts/Birdcard.shtml)



5.  Carefully close the card and push down on the folds to crease them well. Open the card to see your pop-up beak.

6.  Fold another piece of paper in half (a different color looks great). Glue this new card to the outside of your pop-up card. Don't glue near the beak area or it won't open! Let the glue dry.

7.  Draw a bird around the beak and finish decorating your card.





## Raven Craft<sup>25</sup>

(Ages 2 and up)

### You will need:

- Copies of the pattern
- Crayons
- Yellow paper (optional)
- Tape
- Scissors
- Stapler
- Googly eyes



1. Colour the pieces and cut them out.
2. Tape the body piece together to form a cone shape.
3. Glue the wings on the back.
4. Tape the head to the top front of the cone.
5. Glue on the googly eyes if you have them.
6. Tape the tail feather inside bottom of the cone at the back.
7. Fold the legs with an “accordion” fold, finishing so that the feet are pointed upward.

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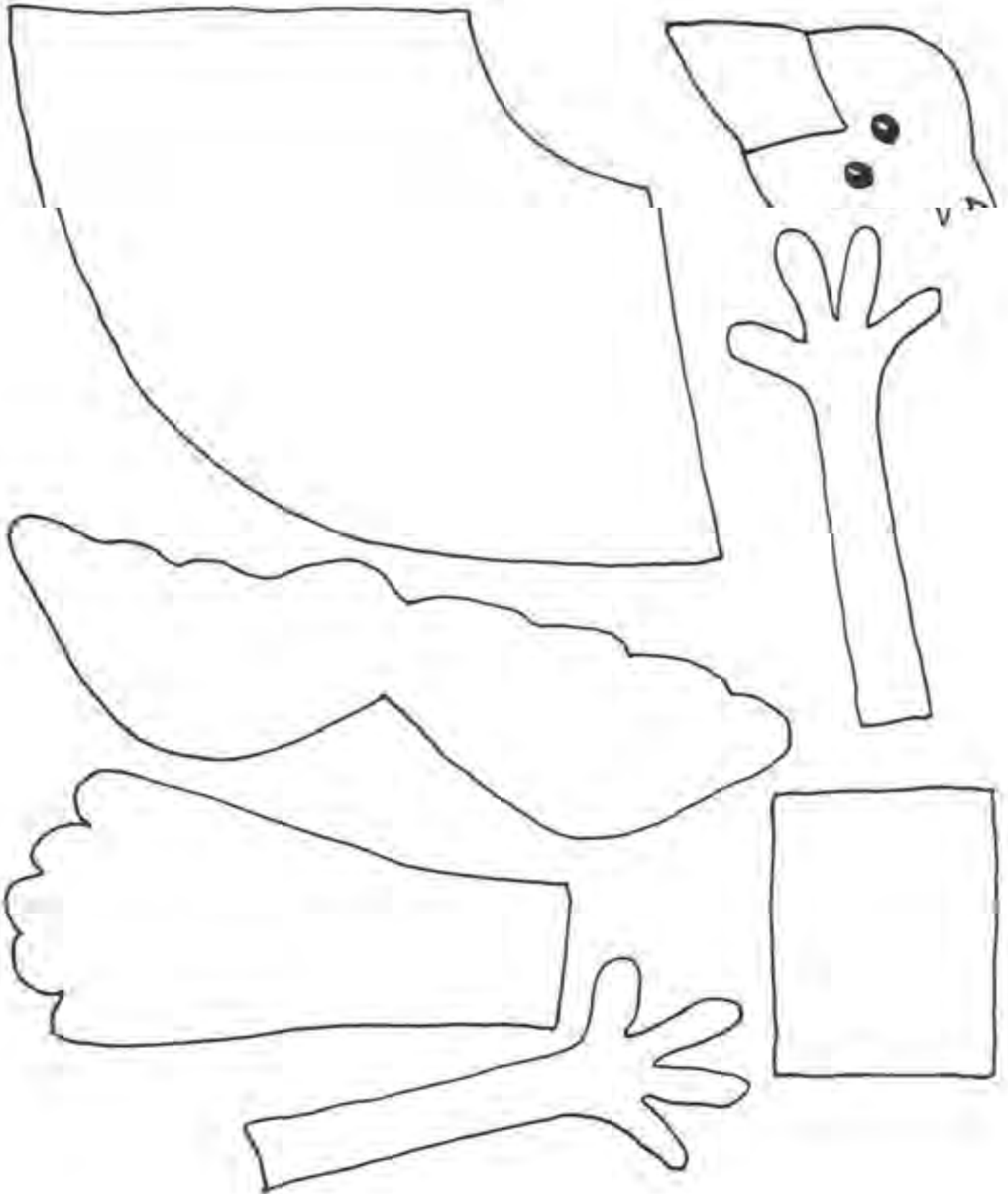
<sup>25</sup> Craft idea from [www.daniellesplace.com](http://www.daniellesplace.com)



8. If you prefer, skip the folding of the legs and instead cut them a little shorter.
9. Tape the legs to the body.
10. Write your message on the square cut out:
  - “I love you”
  - “Read for 15”
  - “I love reading”
  - “Read to succeed”
  - Or any other message you would like to write

Then glue or tape the sign into the beak.

The Missing Sun





## Paper Lanterns<sup>26</sup>

(Ages 2 and up)

Has raven stolen the sun? Light up your winter and make a paper lantern! Make many lanterns of different colours and hang them around your house.

### You will need:

- Scissors
- Pencil
- Glue, tape or stapler
- Ruler
- Colored construction paper



1. Take a rectangular sheet of paper (any size) and cut a 1 cm strip off one short side to make a handle. Put the strip aside for later.



2. Measure and mark fold lines about  $\frac{1}{2}$  inch wide at top and bottom of paper as shown in the photo. Add fold lines in the middle, at an equal distance from the edges, as shown.

<sup>26</sup> Craft idea from: [www.kidsdomain.com/craft/lantern1.html](http://www.kidsdomain.com/craft/lantern1.html)



3. Fold the paper along the fold lines as shown.



4. Cut the paper into strips about 1 inch wide on both folded edges. Make sure not to cut through the small folds at the top and bottom of the paper.



5. Open out the paper and roll it along the long edge as shown. Glue, tape or staple the short edges together.



6. Glue, tape or staple the handle you made in Step 1 to the top of the lantern. If you like, you can add tassels, glitter, and other decorations.



## Rhymes and Songs

(All ages)

### Sing a Song of Sixty<sup>27</sup>

Sing a song of sixty  
A snowflake in your eye  
Four and twenty ravens  
Baked in a pie.



When the pie was opened  
The birds flew in the air  
What a truly northern dish  
To set before the mayor.

The mayor was in his office  
Counting out his votes  
His wife was in the kitchen  
Eating boiled oats.

The son was in the front yard  
Fixing his old sleigh.  
The ravens grabbed the garbage can  
And with it flew away.

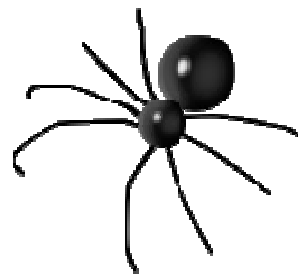
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<sup>27</sup> From: *Mother Raven Nursery Rhymes* by Peter Redvers. Illustrated by Don Harney. 1992. Hay River, NT: Crosscurrents Associates.



### Eency, Weency Spider

Eency, weency spider  
Crawled up the water spout.  
Down came the rain  
And washed the spider out.  
Out came the sunshine  
And dried up all the rain.  
So the eency, weency spider  
Crawled up the spout again.

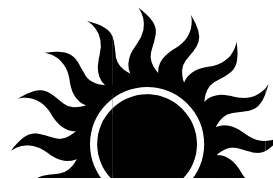


### Oh Mister Sun

Oh Mister Sun, Sun  
Mister Golden Sun  
Hiding behind the tree

These little children  
are asking you  
To please come out  
so we can play with you.

Oh Mister Sun, Sun  
Mister Golden Sun  
Won't you please shine down on me?









# The Moccasin Goalie

By William Roy Brownridge



## What You Will Need for this Session

- A copy of *The Moccasin Goalie* for each family
- Journals for parents
- Copies of the *Tips for Encouraging Children to Read* handout
- Copies of the *Literacy Action Plan* handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
  - Word Search
  - Story Strips
  - The Hockey Maze
  - The Colouring Page
  - Hockey Jersey Cake
  - Banana Cake Recipe
  - Butter Icing Recipe
  - Word and Picture Match Up
  - I am Special and So are You
  - Crossword Puzzle
  - About the Goalie
  - Hockey Time Rhyme



## Session Overview

### 1. Introductions

- Review the group agreements.
- Warm-up activity – Word Association.

### 2. Group Discussion

- Review what happened during the week:
  - What literacy activities did parents do at home with their children?
  - What worked well? Did anything not go well?
  - Did they follow the Literacy Action Plan?
- Talk about the adult discussion topic – Tips for Getting Kids to Read.

### 3. *The Moccasin Goalie* by Roy William Brownridge

- Introduce the book.
- Read the book together. Ask for volunteers to read parts of the story.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

### 4. Adult Writing

- Ask parents to fill in the Literacy Action Plan for the next week.
- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.



- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download at [www.nwt.literacy.ca](http://www.nwt.literacy.ca) or in paper form from the NWT Literacy Council.

## 5. Story/Activity Time

- Have the children come back from their reading circle to read with their parents.
- Do a craft together from the kit.
- Read a different book together.
- Sing some songs or play a circle game together.

## 6. Snack Time

- Serve a healthy snack.
- Leave a bit of time for parents and children to socialize.

### Snack of the Week – Banana Cake

Use the recipe in this kit and make banana cake. You can be adventurous and turn the cake into a hockey jersey. Serve with cut up bananas to make it more nutritious.





## Warm-up Activity – Word Association

This warm-up is lively and fun. It is a game that can go in many different directions. There is never one right answer. This game also helps to focus everyone's attention.

### Description

1. Stand in a circle.
2. Begin the Warm-up by saying any word.
3. The person to the left then says the first thing that comes to mind.
4. The person to *her* left then responds to *that* word, continuing until someone gets stuck.



### Example

The game might sound something like this:

The first person might start with the word “coat.”

The next person might say “jacket.”

The third person, responding to the word jacket, might say “zipper.”

Then followed by “stuck,” “push,” “pull,” “tow,” “foot,” “inch,” “measure,” and so on.

As you can see the game can and will go in many directions. The game should move along quite quickly. Have fun! Remember it's a game of *free* association. There are no right or wrong answers!



## Adult Discussion Topic – Tips for Encouraging Children to Read

### 1. Read together.

Reading together is the most powerful tool for motivating your child to read.

### 2. Reading isn't only about books.

Reading material comes in many different forms. Reading magazines or comic books, playing board games, and writing notes and messages to each other are all great ways of to practice reading.

### 3. Keep it fun for everyone.

As you read with your children keep them involved by asking questions about the story. Talk about the pictures in the book. Use different voices for the people and animals in the stories. Act out parts of the book.

### 4. Keep a record.

Another successful approach to help motivate your child is to use a visible record of achievement. A chart or graph that shows the number of books that your child has read lets them see their accomplishments.

### 5. Choice.

Reading should be a choice, not a chore. Provide a variety of books for your child to choose from. Make a weekly library date and select books to read during the upcoming week.



**6. Talk.**

Reading doesn't have to stop when you put the book down. Talk with your child about the book that you've read. Point out similarities between the stories in the books and your everyday events.

**7. Make time for reading.**

Make time in the day to dedicate to reading. When you set aside a specific time instead of trying to squeeze it in, you pass along the message that reading and spending time together is important.





### Literacy Action Plan

**Monday**

Read for 15 minutes with your child.

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**Tuesday**

Read for 15 minutes with your child.

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**Wednesday**

Read for 15 minutes with your child.

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**Thursday**

Read for 15 minutes with your child.

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**Friday**

Read for 15 minutes with your child.

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**Saturday**

Read for 15 minutes with your child.

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**Sunday**

Read for 15 minutes with your child.

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## About the Author<sup>28</sup>



The author of *The Moccasin Goalie* is William Roy Brownridge. He was born in Rosetown, Saskatchewan in 1932. He was the youngest of five children.

Bill was born with spina bifida and club feet. Spina bifida is a birth defect where parts of the spinal cord and nerves do not develop properly.

When he was still a boy his health conditions got worse. Doctors had to amputate one of his legs. He was not able to move around very well and had to sit for long periods of time. He began to pass the time by drawing and painting. Through his art he began to see that he could become more independent.

### Hockey

Mr. Brownridge always loved hockey. He loved hockey because it was a lot of fun. But there are many other qualities to the game that he believes are even more important. Hockey taught Mr. Brownridge about the problems of bullying and cheating. He also learned about courage, determination, patience and discipline. He learned about selflessness and how to be a team player.

Learn more about the author William Roy Brownridge and see his artwork at [www.heartofhockey.com](http://www.heartofhockey.com).

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<sup>28</sup> From <http://www.lloydminster.net/Brownridge.htm>





### Hockey Word Search

(Ages 8 and up)



s k c i t s e s k t t h  
m c h c d h k k s s i c  
o r s g e m o s g u s p  
y i s k e c l h o k a u  
e n n o a i e c u i u c  
k k i o d t r a s i n k  
c z s e e l e o e c i i  
o a a t e a m c a a f l  
h n c k e i l a o g o h  
i k c x a s h c c o r u  
n r o c i i t n c c m t  
n e m t d w i i m h x m

Can you find these words?

uniform  
ice  
rink  
skate

puck  
goalie  
slide  
hockey

team  
moccasins  
coach  
stick



**Story Strips**  
(Ages 7 and up)

Cut out the strips below. Read each sentence and put the story into the right order.

You can also glue the strips in order onto a piece of paper and practice reading it together.

**As Danny put on his hockey sweater, he felt proud but his heart was pounding.**

**Danny felt very disappointed.**

**Mr. Matteau asked Danny to stay on the team.**

**Danny didn't make the team.**

**The team went to Chong's Café to celebrate.**



**Weeks later, Mr. Matteau asked Danny to play on the team.**

**Danny and his friends played road hockey on Main Street.**

**They won the game three to two.**

**Mr. Matteau read out the names for the new team.**

**Danny said, "They play the rest of the year with the Wolves,  
too."**

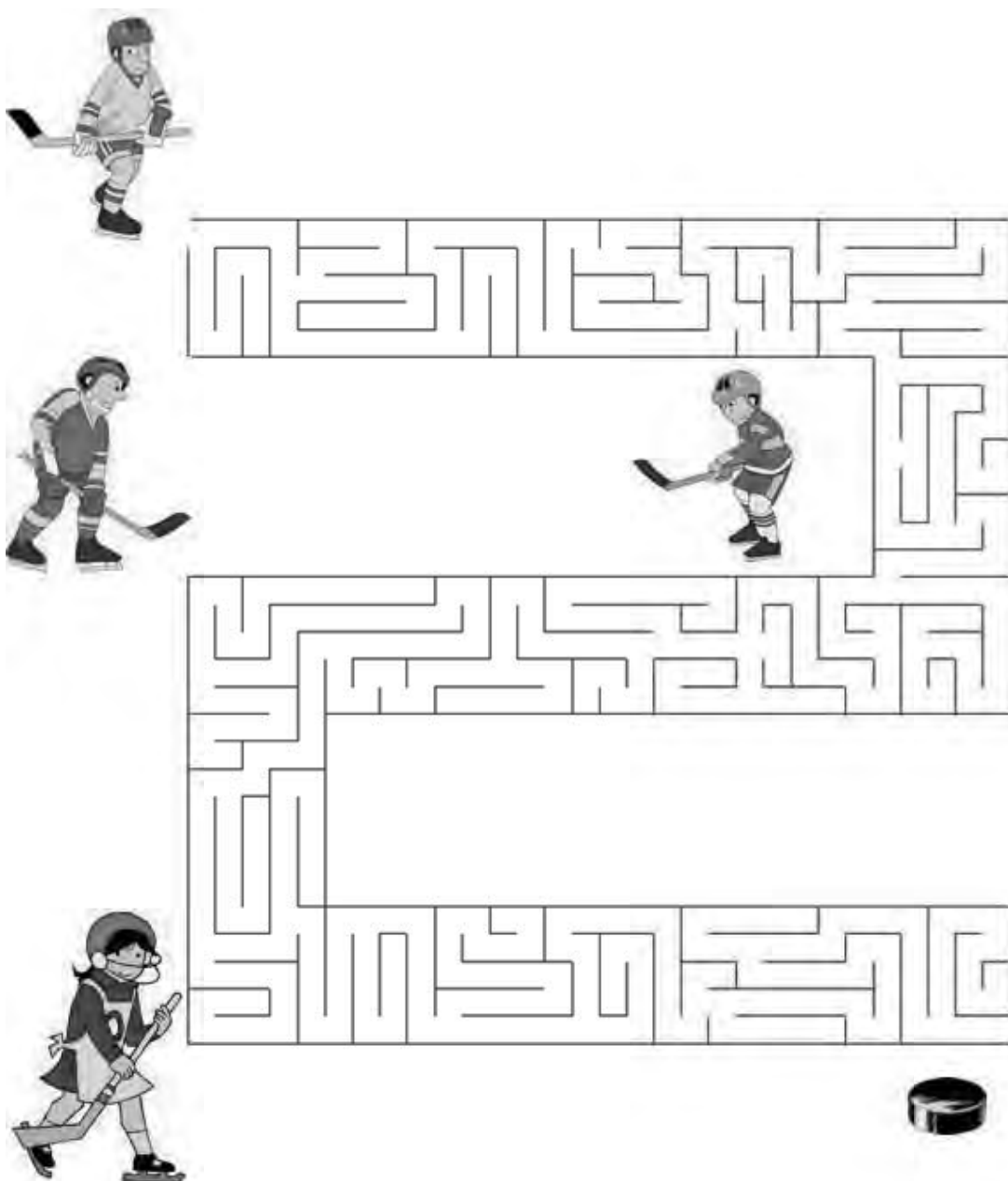
**The men and the bigger boys began to make the ice.**



## The Hockey Maze

(Ages 4 and up)

Help the hockey players get to the puck!







## Colour the Hockey Player (All ages)





## Did You Know?

(Ages 6 and up)

NHL hockey players skate up to 50 km per hour.

A puck can travel 160 km per hour.

A goalie wears about 16 kg of equipment.



### Players Code of Conduct

**It is important for all kids and all adults to play sports and games with the right attitude.**

Play for FUN!

Work hard to improve your skills.

Be a team player — get along with your teammates.

Learn teamwork, sportsmanship and discipline.

Be on time for practices and games.

Learn the rules and play by them. Always be a good sport.

Respect your coaches, your teammates, your opponents and the officials.





## Hockey Jersey Cake

(All ages)

### You will need:

- Cake batter
- 9" x 13" cake pan
- Icing

1. Make the batter for your favorite kind of cake (or follow the recipe below to make a banana cake.)



2. Bake the cake in a 9" x 13" cake pan.



3. Be sure to grease the pan so that the cake doesn't stick!

4. Let the cake cool.

5. Cut a two inch wide strip from each end of the cake.



6. Use a bowl to cut a curved line for the neck.

7. Arrange the pieces into the shape of a jersey.

8. Make different coloured icing and ice the cake to look like your favorite team!

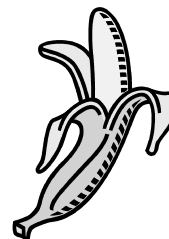




## Banana Cake

(All ages)

This is a very yummy cake. It doesn't really need icing, but for a special occasion you could add icing and turn the cake into a hockey jersey.



### You will need:

- 4 very ripe bananas
- 1 cup white sugar
- 1 teaspoon vanilla
- 2 cups all purpose flour
- 1 teaspoon baking soda
- 1 teaspoon baking powder
- Pinch of cinnamon
- Pinch of nutmeg
- ½ cup chopped nuts (optional)
- ½ cup chocolate chips (optional)

1. Mash the bananas until they are smooth.
2. Add the sugar and vanilla. Blend everything together until it is well mixed.
3. In another bowl, mix the flour, baking soda, baking powder, baking soda and spices until they are well blended.
4. Add the dry ingredients to the banana mixture. Mix them together thoroughly.
5. Add the nuts and chocolate chips. (optional)
6. Pour the batter into a greased 9 x 13 pan. Bake at 350 degrees for 1 hour.



## Butter Icing

### You will need:

- 3 tablespoons butter (at room temperature)
- 2 tablespoons milk
- 1 teaspoon vanilla
- 2 - 2 ¼ cups icing sugar



1. Cream the butter to make it soft and smooth.
2. Add the milk, vanilla and a little bit of the icing sugar. Mix it well.
3. Add a little more of the icing sugar and mix well again. Continue to add the sugar a bit at a time, until the icing reaches a good spreading consistency.
4. Put the icing into smaller bowls. Use a few drops of food colouring to make the icing the same colours as your favorite hockey team's jerseys.



### Word Picture Match

(Ages 6 and up)

Draw a line to match the word to the picture.



Flour

Eggs

Carrot

Banana

Bowl

Pan

Flour

Pan

Messy mix





## Special Time (Ages 3 and up)

### I am Special and So Are You



Just like Danny in *The Moccasin Goalie*, every one of us is born different from everyone else. We are all special and we all have something special to share. We all make a difference in the world.

Help your child see what is special and unique about her. Encourage her to see what is special and unique in others. Help her overlook differences and become a caring friend.

Take some time together with your child and think about friends and family and what makes them special. Fill in the table on the following page.



## I am Special and So Are You

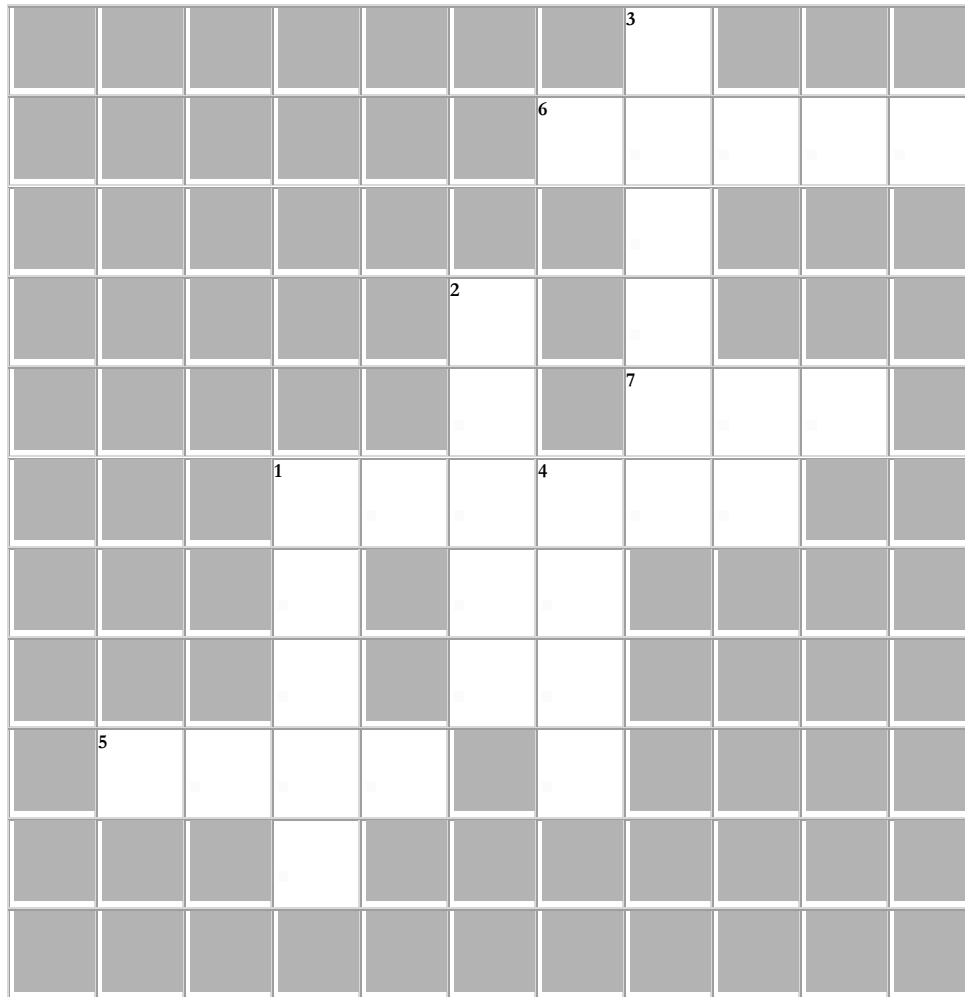


Name	Things that Make Him or Her Special



## Hockey Puzzle

(Ages 8 and up)



### Down

1. You hit the puck with a \_\_\_\_\_.
2. The sharp part on a skate.
3. The person on the team who keeps the puck out of the net.
4. A group of people that plays together on the same side in a game.

### Across

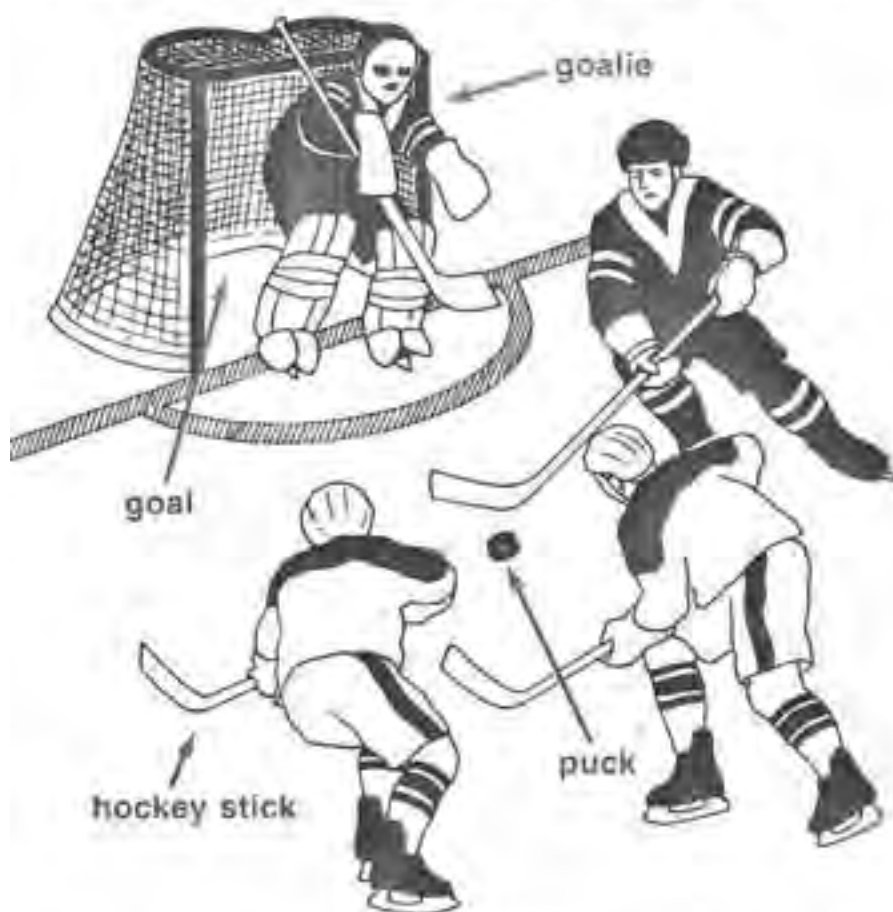
1. What you wear on your feet.
5. The small black rubber disc that you hit when you play hockey.
6. The person who helps organize the team.
7. Frozen water.




## About the Goalie

(Ages 4 and up)<sup>29</sup>

### The goalie has a hard job



 The goaltender (goalie) plays in front of the goal. Players on the other team try to shoot the puck into the goal. The goalie tries to guess where the players will shoot the puck.

<sup>29</sup> \* This story is printed with permission from *English Express*.

The artwork is by Nola Johnston



## Hockey Time Rhyme

One, two  
Blades so new

Three, four  
Shoot and score

Five, six  
Hockey sticks

Seven, eight  
Play 'til late

Nine, ten  
Score again!







# Turnagain Ptarmigan! Where Did You Go?

By James Guenther



## What You Will Need for This Session

- A copy of *Turnagain Ptarmigan* for each family in the program
- A journal for parents
- Copies of *Mother Raven Nursery Rhymes* (can be ordered from the NWT Literacy Council)
- Copies of *Rhymes/Songs Bingo* handout
- Copies of the *Language Development* handout
- Copies of the *Activities to Do at Home with Your Children* handout
- Copies of the *Literacy Action Plan* handout
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit
  - Quick Facts about Ptarmigans
  - Ptarmigan Word Fun
  - Which goes with what season?
  - Turnagain Ptarmigan Word Search
  - Seasonal Clothing
  - Rhyming Cards



## Session Overview

### 1. Introductions

- Review the group agreements
- Warm-up Activity – Rhymes/Songs Bingo

### 2. Group Discussion

- Review what happened during the week:
  - What literacy activities did parents do at home with their children?
  - What worked well? Did anything not go well?
  - Did they follow the Literacy Action Plan?
- Talk about the adult discussion topic – Language Development.

### 3. *Turnagain Ptarmigan! Where Did You Go?* by James Guenther

1. Introduce the book.
  2. Read the book together. Ask for volunteers to read parts of the story.
  3. Discuss the story. Think of activities related to the book that families can do at home.
  4. Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

### 4. Adult Writing

- Fill in the Literacy Action Plan for the next week.
- Have parents write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.



- *Northern Writes* and *More Northern Writes* are good sources for other adult writing activities. They are available for download at [www.nwt.literacy.ca](http://www.nwt.literacy.ca) or in paper form from the NWT Literacy Council.

## 5. Story/Activity Time

- Have the children come back from their reading circle to read with their parents.
- Read a different book together.
- Sing some songs or learn some new rhymes and poems from this kit.

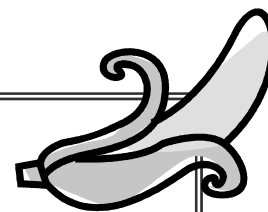
## 6. Snack Time

- Serve a healthy snack.
- Leave a bit of time for parents and children to socialize.

### **Snack of the Week – Banana Pops**

5 peeled bananas cut in half,  
5 T. brown sugar and 1 1/4 t. cinnamon,  
or  
5T. honey and 2 1/2 T. granola

Roll each banana half in either the brown sugar and cinnamon mixture or the honey and granola mixture. Wrap each half in foil and freeze. Serves 10. You will most likely have to double the recipe.





## Warm-Up Activity – Rhymes/Songs Bingo

Come up with 16 different rhymes or songs that you know and write them **randomly** on the next sheet.

After the game, have parents share some of the rhymes and songs with the group. Do they know any rhymes or songs in their Aboriginal language?





### Rhymes/Songs Bingo



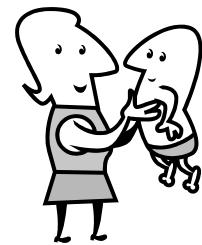

## Adult Discussion Topic – Language Development

Children learn language by hearing it. It is important to talk to your babies or young children about the things around them. Talk to them when you are changing their diapers, going for a walk, eating dinner, grocery shopping etc.



You can also start saying simple rhymes to your baby and young children. As your children grow they will be able to understand the rhymes and then eventually say them with you.

You can also sing to your baby and young children. The rhythm of songs really helps children learn the language. Think of how easy it is to sing a song in a different language.



Tell stories to your children. They love to hear about how they were born and also about your childhood. This is a wonderful way to pass on traditions and culture.



## Language Development Activities to Do with Your Children

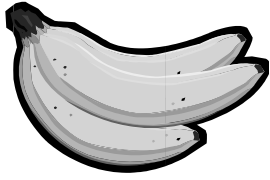
- Play games with your young children. Ask questions like: “Where is your nose?” and “Where are your toes?” and “Where is your bellybutton?”
- During necessary routines like baths, reading, and eating, be sure to make time to talk with children or sing or say rhymes.
- Songs, rhyming games, language play, and nursery rhymes are excellent ways to spark children's curiosity about language. For example:



Teddy bear, Teddy bear, turn around.  
Teddy bear, Teddy bear, touch the ground.  
Teddy bear, Teddy bear, show your shoe.  
Teddy bear, Teddy bear, that will do.  
Teddy bear, Teddy bear, brush your hair.  
Teddy bear, Teddy bear, climb the stair.  
Teddy bear, Teddy bear, reach for the sky.  
Teddy bear, Teddy bear, wave goodbye.



- Tell children some of your own stories about when you were a child, or about your own parents or grandparents. Encourage children to tell about special events, like holidays or trips. Use photo albums to remember and prompt these kinds of stories.
- Make up your own games with rhyming words, silly sounds, and chants, like this one:



## Apples and Bananas

(All ages)



I like to eat eat eat apples and bananas.

I like to eat eat eat apples and bananas.

I like to ate ate ate aypuls and baynaynays.

I like to ate ate ate aypuls and baynaynays.

I like to eet eet eet eeples and beeneenees.

I like to eet eet eet eeples and beeneenees.

I like to ote ote ote opples and bononos.

I like to ote ote ote opples and bononos.

I like to ute ute ute upples and bununus.

I like to ute ute ute upples and bununus.

**This is a silly song that children love!**





## Literacy Action Plan

### Monday

Read for 15 minutes with your child.

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### Tuesday

Read for 15 minutes with your child.

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### Wednesday

Read for 15 minutes with your child.

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### Thursday

Read for 15 minutes with your child.

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### Friday

Read for 15 minutes with your child.

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### Saturday

Read for 15 minutes with your child.

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### Sunday

Read for 15 minutes with your child.

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## About the Author

*Turnagain Ptarmigan* is the only book that James Guenther wrote. It is a lovely book that introduces the idea of camouflage to toddlers.

Did you know that the ptarmigan is Alaska's state bird? The ptarmigan is a bird resembling a chicken that inhabits the tundra and alpine regions of the northern part of the world. Ptarmigans are a hardy bird, spending the winters in these areas despite the harsh weather conditions. A member of the grouse family of birds, ptarmigans spend most of their time on the ground.



## Quick Facts About Ptarmigans

(Ages 3 and up)

**Ptarmigans** are common birds. They are a major food source for predators like the gyrfalcon and, the winter visitor, the snowy owl. Sometimes people will also hunt them.

The photo shows a male in late spring. During winter they are all white except for a black tail end and black eye line. During the summer they have reddish-grey top parts. They are also ground birds, which can be found in bushes and scrubs.

Ptarmigan feed on berries, buds, germinating seeds and insects when available.





## Which Season?

(Ages 3 and up)

Cut out the four squares on the following page that represent the different seasons. Talk about the pictures and why they represent each season. Laminate each card with packing tape. Give the cards to your children. Now say different items and ask your child or children to flash the right season. For example you may say:



- What season can you go swimming in the lake?
- What season does it rain a lot?
- What season is Christmas in?
- When do the leaves fall off the trees?
- What season is June in?

A variation of this game is for older children is to match words to the season. Cut out the words below and match them to the correct season. Make up your own words.

**For example:**

swimming

snowballs

skidoos

rain

school starts

cold

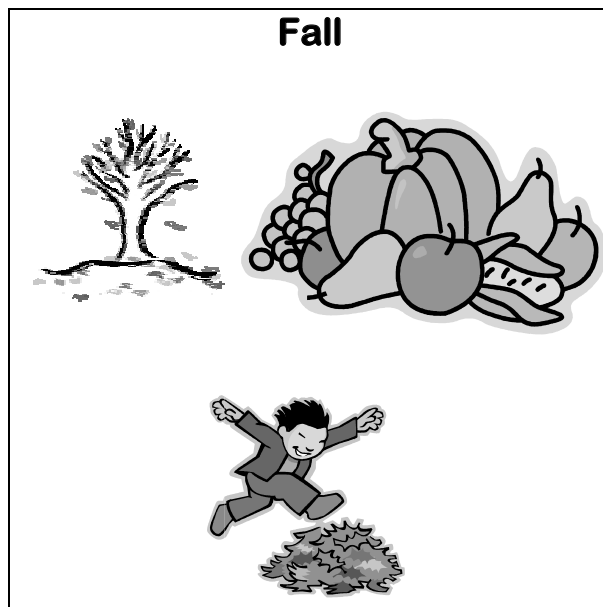
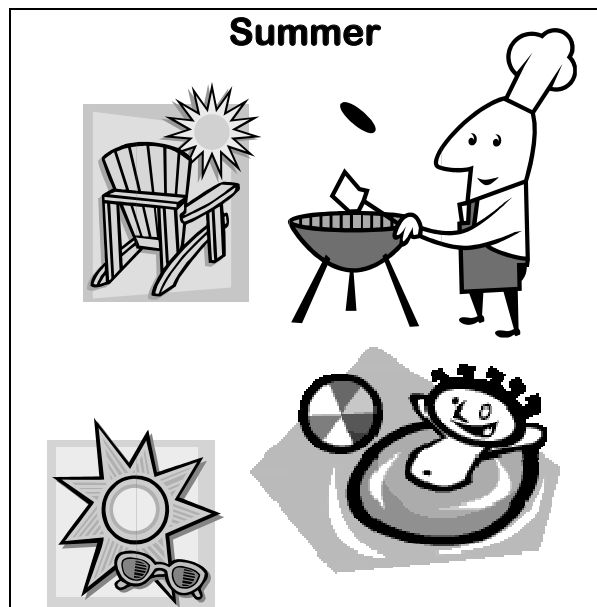
warm days

mosquitoes

flowers



## Seasons







## Rhyming Words

(Ages 8 and up)

Draw a line between the words that rhyme.

go

tree

be

lay

play

you

alone

peeping

sleeping

snow

snow

shy

meeting

glow

sky

eating

too

shown

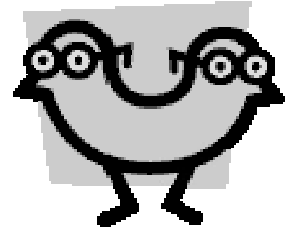
Read the book again to check your answers.



### Ptarmigan Word Fun

(Ages 8 and up)

How many words can you find in the word **Ptarmigan**? You can use the letters in any order.



**Example:** man, part, mart, etc

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____





## Turnagain Ptarmigan Word Search

(Ages 8 and up)

Find all the words below in the word search. The words can be found across, down and diagonally.

a	w	u	s	e	i	b	a	b	t	y	p	c	g	e
h	l	c	d	k	c	h	d	z	u	b	t	e	z	g
p	i	h	s	t	r	u	o	c	r	z	s	k	y	a
d	n	e	i	r	f	r	o	n	n	i	m	n	f	l
d	a	n	c	i	n	g	c	r	a	d	w	i	d	f
s	r	e	m	m	u	s	o	e	g	r	z	n	d	u
u	e	r	h	m	a	m	n	h	a	b	i	u	x	o
c	t	i	e	j	f	g	j	t	i	w	o	x	a	m
a	a	o	r	t	b	a	u	r	n	a	p	d	t	a
l	m	w	l	r	n	b	y	o	s	b	c	f	q	c
d	l	i	h	c	e	i	z	n	t	c	i	l	t	y
s	e	a	s	o	n	b	w	l	h	l	g	r	l	y
g	n	i	r	p	s	i	r	e	g	a	u	l	d	m
p	t	a	r	m	i	g	a	n	i	z	i	g	a	e
s	r	e	h	t	a	e	f	s	l	s	g	a	m	e

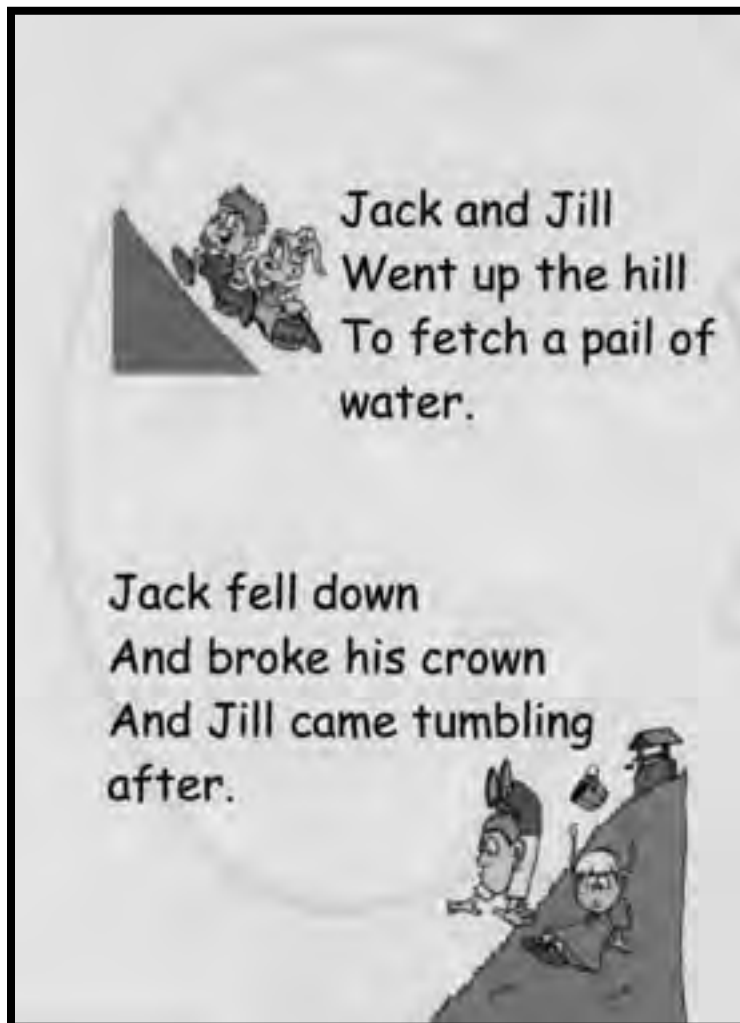
babies	berries	bird
camouflage	child	courtship
dancing	feathers	friend
game	lights	northern
ptarmigan	season	silly
sky	spring	summer
turnagain	wind	winter



## Rhyming Cards

(All ages)

Cut out the following rhyming cards and laminate them with packing tape. You may want to colour them also. Use these cards with your children. You can read them together and learn the rhymes. Practice the rhymes each day. This will help your children with their language development. Make up your own rhymes in your own language!





Star bright,  
Star light,  
First Star  
I see tonight.



I wish I may,  
I wish I might,  
Have the wish  
I wish tonight.

Jack and Jill chopped through the ice<sup>30</sup>

To fetch a pail of water.

The ice was thin

And Jack fell in

And Jill came sliding after.



Then up they popped  
And home they hopped  
Before their bodies froze.

Jack caught a chill  
And got quite ill  
And Jill lost all her toes.



<sup>30</sup> From *Mother Raven's Nursery Rhymes* by Peter Redvers



## Northern Rhymes

(All ages)



### Five Little Snowflakes

Five little snowflakes  
Flying by my door  
One blew away  
And then there were four.



Four little snowflakes  
Falling down on me  
One blew away  
And then there were three.

Three little snowflakes  
Falling down on you  
One blew away  
And then there were two.

Two little snowflakes  
Having lots of fun  
One blew away  
And then there was one.

One little snowflake  
Sitting in the sun  
It melted away  
And then there were none.



## I'm a Little Snowman

Sing this song to the tune of *I'm a Little Teapot*.

I'm a little snowman  
short and fat,  
Here is my scarf  
and here is my hat.  
Lumps of coal for eyes  
and a carrot nose,  
And I'm all ready  
when the cold wind blows!





## Bugs



Bugs, bugs, go away  
Don't come back again this way  
Summer's here, we want to play.



## The Strangest Sight I Have Ever Seen

The strangest sight I have ever seen  
Is a little old lady on a snow machine.



She wears a pink scarf and big fur mitts  
And a bright green parka that doesn't quite fit.

She skids over ice and sinks in the snow  
She drives very fast—she never goes slow!

She wears caribou mukluks and a blue knit hat  
She isn't very tall, but she sure is fat!

She drives like a wild man, uphill and down  
She drives that skidoo all over town.

The strangest sight I have ever seen  
Is a little old lady on a snow machine.

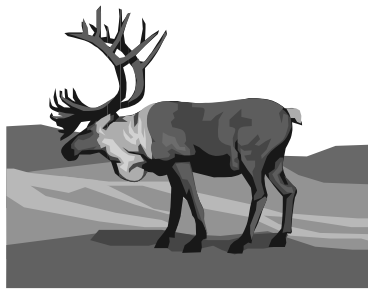


### This Little Puppy

This little puppy went uptown.  
This little puppy stayed home.  
This little puppy ate dry fish.  
This little puppy had none.  
And this little puppy said "ruff, ruff, ruff"  
All the way home.



### One, Two, Caribou



One, two, caribou  
Three, four, fishing by the shore  
Five, six, fire from sticks  
Seven, eight, bannock we make  
Nine, ten, camping again



### The Mitten in the Snow

The mitten in the snow

The mitten in the snow

Help us please so we won't freeze

The mitten in the snow.

A \* \_\_\_\_\_ squeezes in

A \* \_\_\_\_\_ squeezes in

Help us please so we won't freeze

The mitten in the snow.

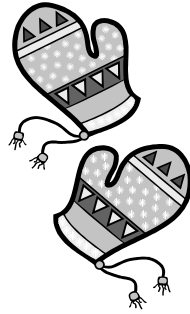


*Use different animals such as: mouse, squirrel, raccoon, beaver, rabbit, and bear*





### Putting On Mittens



Thumbs in the thumb place  
Fingers all together  
This is what we say  
In mitten weather.

### Bwaa, Bwaa, Black Moose<sup>31</sup>



Bwaa, bwaa, black moose  
Have you any fat?  
Yes sir, yes sir  
Three packsacks.

One for your grandma,  
One for your aunts  
And one for the skinny boy  
Who falls through his pants.

Bwaa, bwaa, black moose  
Have you any fat?  
Yes sir, yes sir  
Three packsacks.

---

<sup>31</sup> From *Mother Raven's Nursery Rhymes* by Peter Redvers





# Kumak's Fish: A Tale of the Far North

By Michael Bania



## What You Will Need for this Session

- Copies of *Kumak's Fish* for each family in the program
- Journals for parents
- Copies of the *Nutrition for Learning* Handout
- Copies of the *Literacy Action Plan* for each parent
- Craft materials—crayons, glue, scissors, paper, etc.
- Activities in this kit:
  - Paper Plate Fish
  - Lunch Bag Fish
  - Paper Plate Aquarium
  - Coffee Filter Fish
  - Memory Game
  - Fish Snacks
  - Fish Stew
  - The Letter F
  - Colour the Fish
  - Fish Bowl Fun!
  - More Fish Bowl Fun!
  - Count and Colour the Fish
  - Lace-up the Fish
  - Fish Songs



## Session Overview

### 1. Introductions

- Review the group agreements.
- Warm-up Activity – Telephone.

### 2. Group Discussion

- Review what happened during the week:
  - What literacy activities did parents do at home with their children?
  - What worked well? Did anything not go well?
  - Did they follow the Literacy Action Plan?
- Talk about the adult discussion topic – Nutrition for Learning.

### 3. *Kumak's Fish* by Michael Bania

- Introduce the book.
- Read the book together. Ask for volunteers to read parts of the story.
- Discuss the story. Think of activities related to the book that families can do at home.
- Hand out the activity sheets. Go over them and make sure that parents understand the activities.
- Make an activity related to the story that families can use at home.

### 4. Adult Writing

- Fill in the Literacy Action Plan for the next week.
- Ask parents to write down one thing they learned this week in their journals. If they feel comfortable, they can share with the group.



- You could also use this time to show parents how to make the foam book, which they could use for a recipe book. They could either each contribute a recipe to each other's books, or make a family recipe book at home with their children.

### 5. Story/Activity Time

- Have the children come back from their reading circle to read with their parents.
- Read a different book together.
- Sing some songs or learn some new rhymes and poems from this kit.

### 6. Snack Time

- Serve a healthy snack.
- Leave a bit of time for parents and children to socialize.



#### **Snack of the Week – Fish Stew**

This might be a good time to have a supper event with the families that are attending the program. Make some fish stew or chowder for everyone. Fish stew or chowder is a very healthy and fits perfectly for this week's book - *Kumak's Fish*. All you need is some fish, vegetables and some soup stock! Use the recipe in this kit. Serve with bannock.



### Warm-Up Activity – The Telephone

- Participants should sit or stand in a circle.
- The facilitator quickly whispers a message to one participant. This participant passes the message in a whisper to the next person and so on.
- The last person shouts out the message. Chances are the final message will be different from the original.
- Here is an example of an initial message (note how two different activities are blended into the initial statement, a sure cause for confusion when whispered quickly): “I had rice for dinner and then dressed in blue to go dancing.”





### **Adult Discussion – Nutrition for Learning**

Proper fuel is one of the most important things for young, growing bodies. What kind of fuel? Food of course. And not just any food; wholesome, nutritious food which will give their growing bodies and minds just what they need.

#### **Here are some tips to help you supply nutrition for learning:**

- Children aged 2-5 years will need 3 meals as well as snacks each day. It is important to offer children small quantities of food several times throughout the day, since children have small stomachs.
- Have meals as a family and sit together at the table. Try not to watch TV or have other distractions.
- Children are ready to try out new foods. The sooner you offer them healthy foods, the easier it will be for them to accept them.
- Advertisers and big companies try to make foods that kids will like by using dyes and shapes. These foods are over processed and often have little nutritional value. Foods you make at home and traditional foods are much better for you.

#### **Canada's Food Guide**

- Canada's Food Guide has recommendations for the amounts that children should eat from each of the four food groups.
- There is a special version of the food guide for First Nations, Inuit and Metis, which incorporates serving sizes for traditional foods.



## Eating from the Food Guide

- Try and choose your meals from the four food groups. Breakfast should include at least 3 food groups, lunch and supper all four food groups and snacks at least 2 food groups.

## Ideas for Breakfasts and Snacks

Breakfast, which is commonly referred to as the most important meal of the day, is challenging for many parents. The early morning rush to school and work makes it difficult for families to have a nutritious well balanced meal.

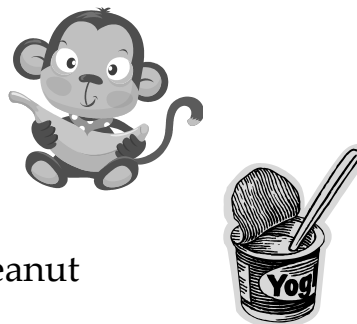
### Here are some ideas to get you started:

- Cereal (low sugar, high fibre) with fruit and milk
- Peanut butter, bannock, glass of milk
- Orange wedges, crackers, cheese
- Brown toast, yogurt, apple
- Oatmeal, canned fruit, milk



### Healthy snack ideas:

- Crackers and cheese
- Banana and yogurt for dipping
- Fruit and homemade muffin
- Bannock and milk
- Ants on a log (celery sticks spread with peanut butter, topped with raisins)
- Carrot sticks with yogurt dip







- Banana Scream (3 bananas – cut in half, width-wise, wrap in plastic wrap and freeze. When frozen, place in blender with 2 Tbsp milk and blend until creamy).

## Brainstorming

Record the responses on a flipchart.

- What types of snacks and meals do you prepare to help your children eat nutritiously?
- Do you have any special ideas or hints for other parents to help their children eat healthy?



## Literacy Action Plan

### Monday

Read for 15 minutes with your child.

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### Tuesday

Read for 15 minutes with your child.

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### Wednesday

Read for 15 minutes with your child.

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### Thursday

Read for 15 minutes with your child.

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### Friday

Read for 15 minutes with your child.

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### Saturday

Read for 15 minutes with your child.

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### Sunday

Read for 15 minutes with your child.

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## About the Author<sup>32</sup>

Author and illustrator Michael Bania wrote *Kumak's Fish* based on her experiences living and teaching in the northwest Arctic where the Inupiat live. Comical Kumak makes his second appearance here, following his debut in Bania's previous book *Kumak's House*. *Kumak's Fish* was inspired by Bania's observation of an Inupiat community dealing with the unexpected arrival (and boon) of a whale amongst their midst. The village celebration and feasting that was the result of this joyous event helped shape the story of Kumak and his amazing catch of fish.

Originally from California, Michael Bania settled into life in Alaska. She didn't head for the big cities instead, she lived in an Inupiat village working for a regional school district. She worked to help preserve the Inupiat language and culture and her job was to produce a series of textbooks for which she also provided the illustrations. Art has been a big part of her life. She could draw from an early age and her father was an illustrator at the Disney studios.

When she retired from her job she began to write children's books. She vowed that she would write books that children's wanted to read over and over again. And that she did!

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<sup>32</sup> From [http://www.childrenslit.com/childrenslit/mai\\_bania\\_michael.html](http://www.childrenslit.com/childrenslit/mai_bania_michael.html)



## Paper Plate Fish

### You will need:

- Paper plates
- Paints
- Crayons
- Glue
- Collage items
- Scissors



1. Decorate the back of a small paper plate with paints, crayons, glue and collage items.
2. When dried, cut out a triangle from the upper right hand section.
3. Glue the triangle onto the opposite side of the fish for the tail.
4. Glue on a wiggle eye.
5. Hang your fish from the ceiling.



## Lunch Bag Fish

### You will need:

- Lunch bags
- Old newspapers
- Wiggly eyes
- Paint
- Crayons
- Glitter



1. Decorate a lunch bag, and loosely stuff with old newspaper.
2. Tie about 2 inches from the end.
3. Fan out the tied portion for the tail.
4. Glue on a wiggly eye and attach a fin to the side if you like!



## Paper Plate Aquarium

### You will need:

- 2 paper plates per person
- Blue construction paper
- Glitter
- Fish stickers (optional)
- Plastic wrap
- Glue



1. Cut the center out of one of the paper plates.
2. Trace around the center circle on blue construction paper.
3. Glue the blue circle to the other paper plate.
4. Add fish stickers or pictures to the blue circle.
5. Add glitter to the bottom of the ocean circle.
6. Cover the ocean scene with plastic wrap.
7. Glue both paper plates together.



## Coffee Filter Fish

### You will need:

- Coffee filter
- Washable markers
- Water (spray bottle if possible)
- Wiggly eyes
- Tinfoil



1. Flatten out the coffee filter on a plate.
2. Color it with various colors of markers.
3. Wet the coffee filter using a squirt bottle or by flicking drops of water onto the filter with your hands.
4. Set it aside to dry for a few hours or blow dry with a hand held blow dryer on low heat for about 5 minutes.
5. Once it is dry, cut out a fish shape from the coffee filter.
6. Glue on some small strips and triangles of tinfoil.
7. Glue on a wiggly eye and draw on a mouth.

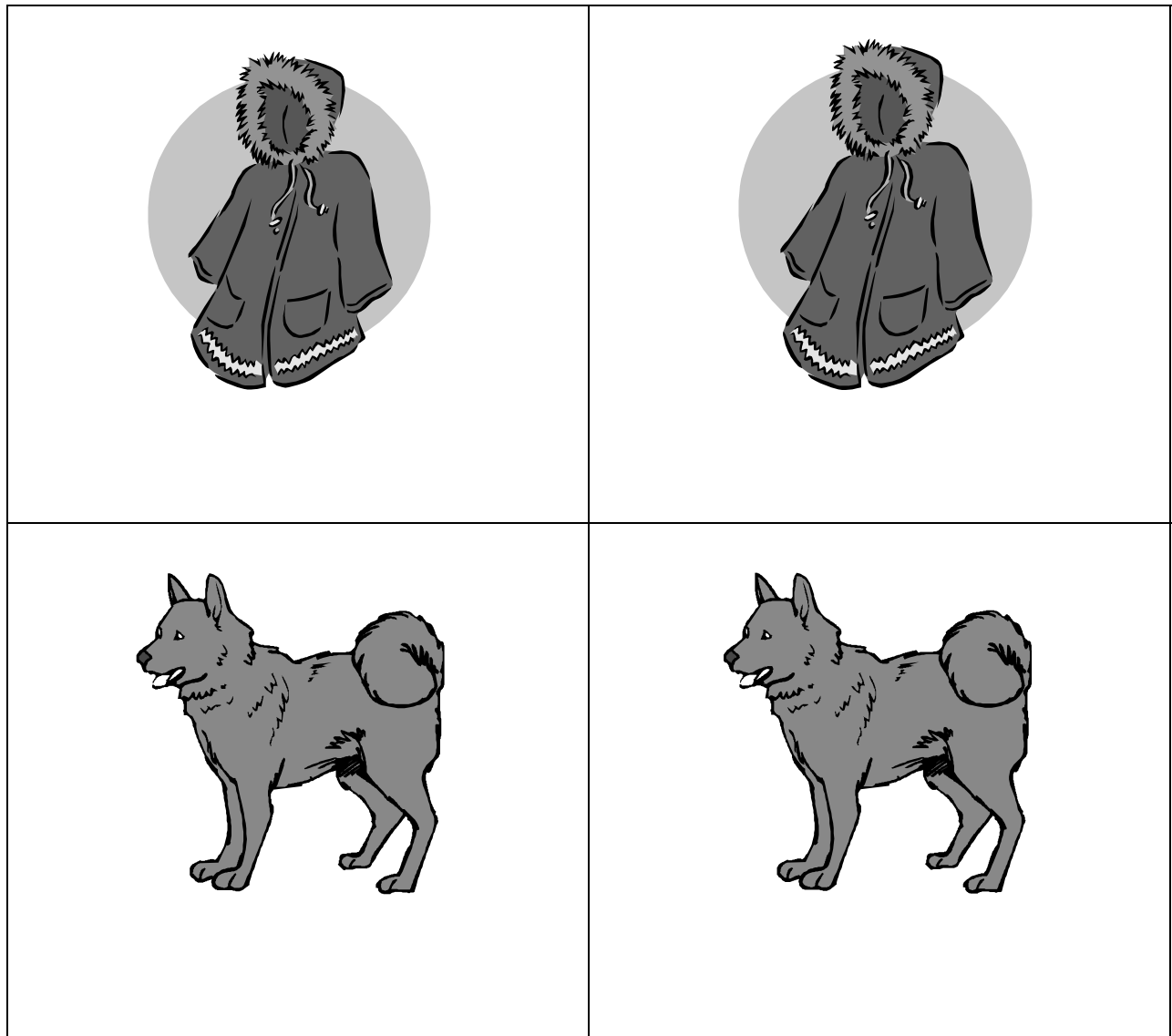


## Memory Game

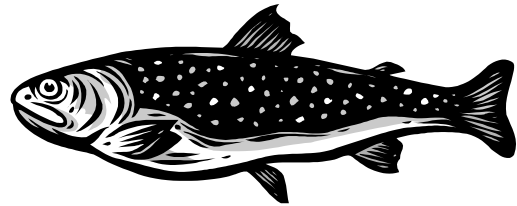
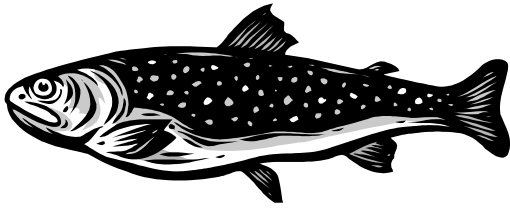
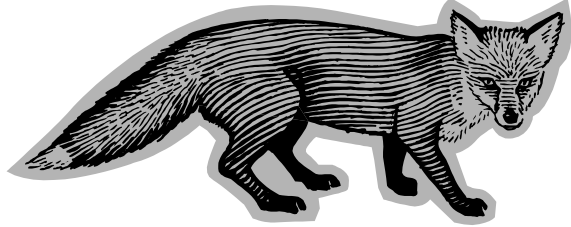
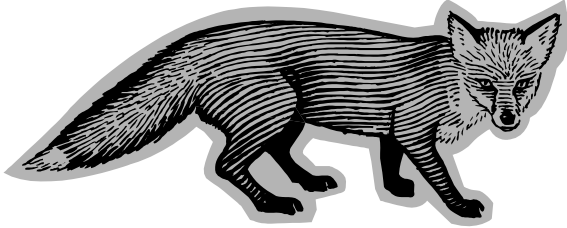
(Ages 2 and up)

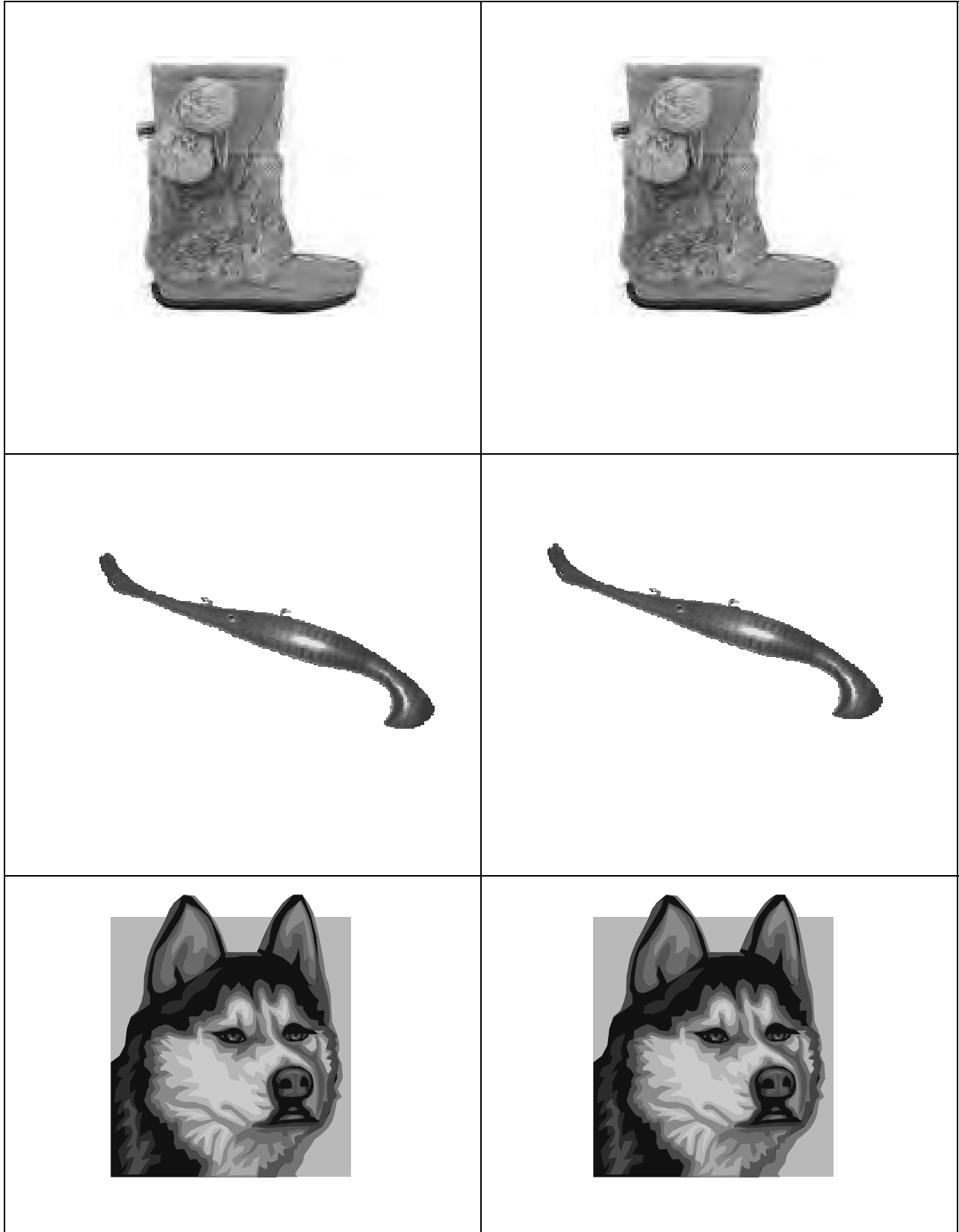
Cut out the cards and turn them over on the table top. The first player turns over 2 cards. If the pictures match, she gets to keep them and take another turn. If not, she turns them back over and the next player takes a turn. The winner is the person with the most pairs when all the cards are picked up.

\* If you want to make a sturdier game that will last a long time, glue the cards to a sheet of cardboard before cutting them out, or laminate them.













## Fish snacks<sup>33</sup>

### Tuna Fish Boats

#### You Will Need:

- Tuna
- Mayonnaise
- Hot Dog Rolls
- Pretzel Rods
- Cheese Slices

1. Mix the tuna and the mayonnaise together.
2. Place tuna mixture in a hot dog roll. Cut the roll in half.
3. Cut a piece of cheese slice into a triangle shape and thread it onto a pretzel rod (this is the sail).
4. Stick the sail into the tuna boat.

### Apricot Goldfish

#### You Will Need:

- Dried Apricots
- Mini pretzels
- Cream cheese or a bit of icing
- Mini chocolate chips



1. For each fish, slit one end of a dried apricot and insert the bottom of a mini pretzel. Pinch the apricot around the pretzel to hold it in place.
2. For a fish eye, use a small dot of cream cheese and then press a mini chocolate chip, tip down, into the cream cheese.

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<sup>33</sup> Recipe from [www.familyfun.com](http://www.familyfun.com)



## Fish Stew

Makes enough for 6 people

You will need:

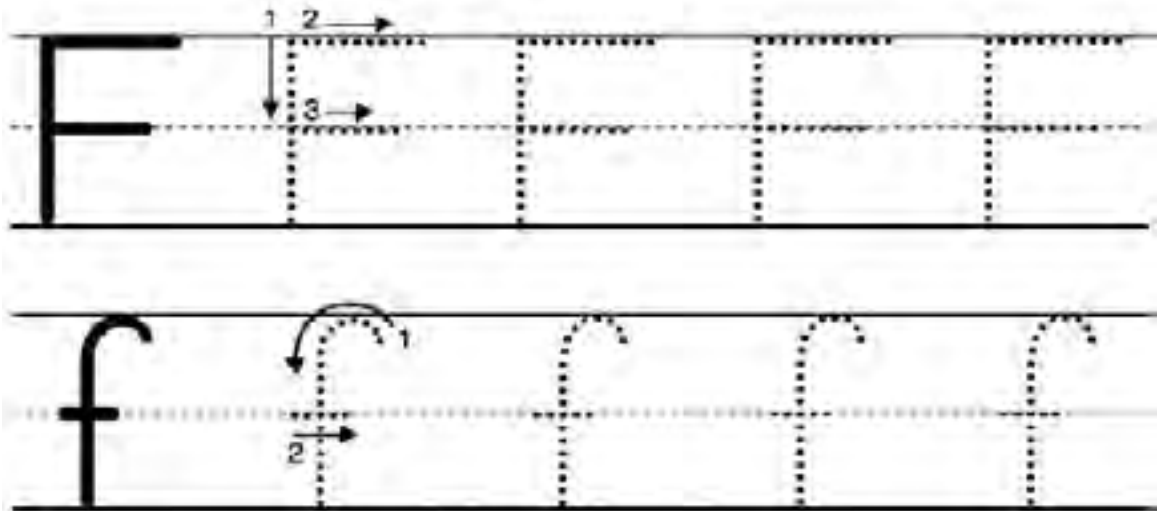
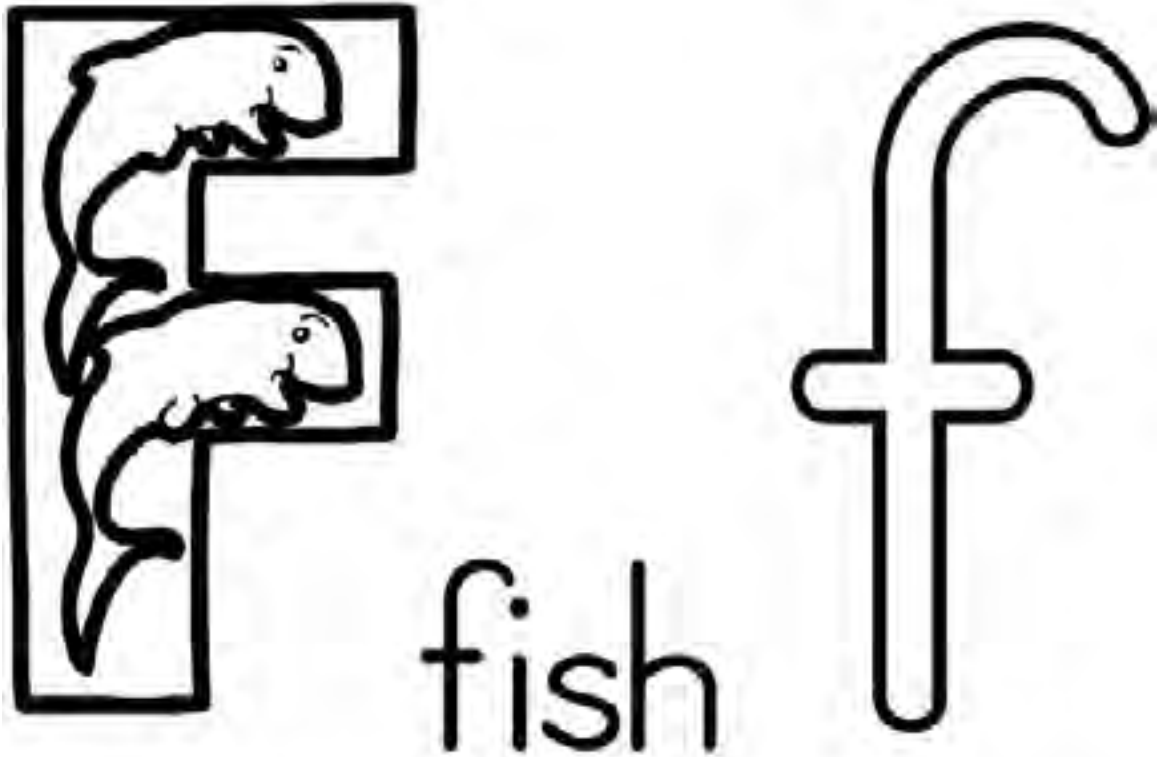
- Oil
- 1 large onion
- 2 cloves of garlic
- Can of tomatoes
- 3 tablespoons of tomato paste
- 3 cups of soup stock (vegetable or chicken broth)
- 3 carrots
- 4 stalks of celery
- 2 large potatoes
- 2 large fish fillets
- Spices – oregano, thyme, pepper, salt, etc



1. Cut onion and fry.
2. Cut carrots and chop garlic add to onion. Simmer for 5 minutes
3. Add can of tomatoes, tomato paste, soup stock bring to a boil.
4. Add cut up potatoes and celery. Cook for 8 minutes or until tender.
5. Add spices and fish cut into pieces. Cook for about 5-7 minutes.



The Letter F  
(Ages 4 and up)

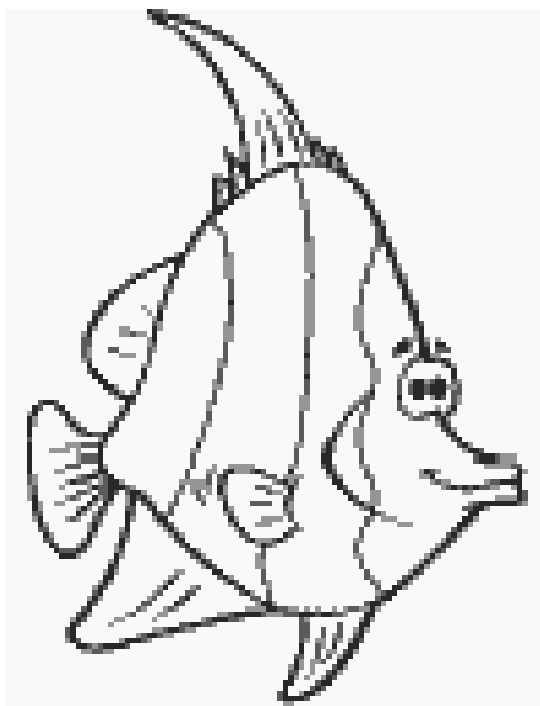
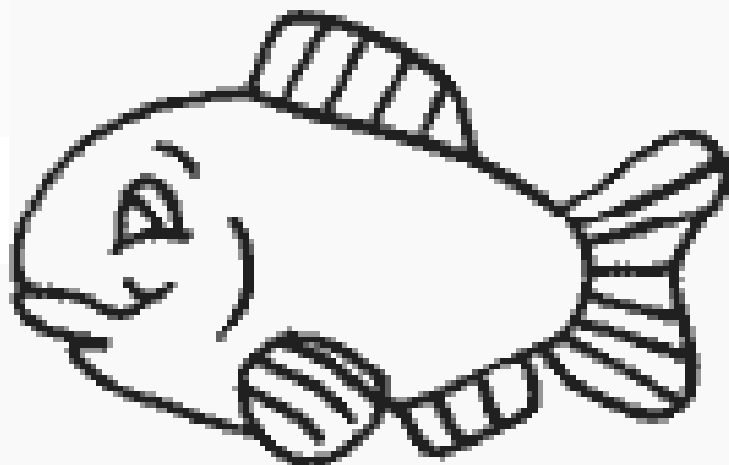


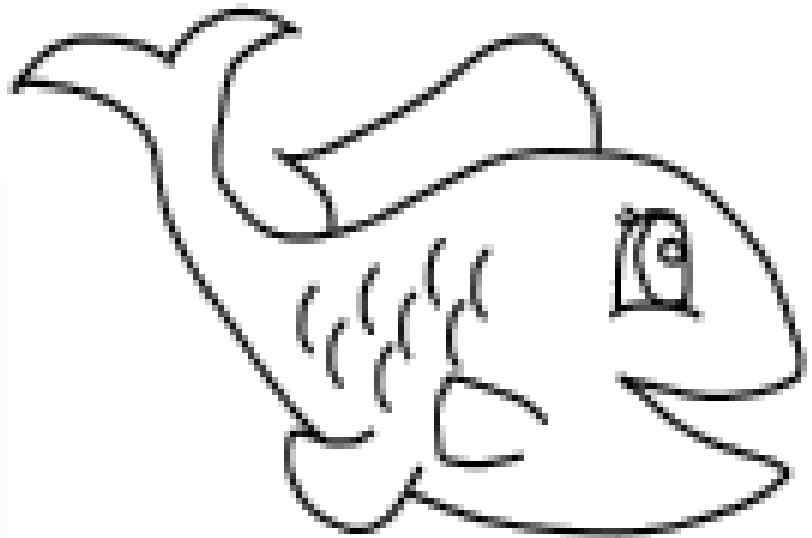
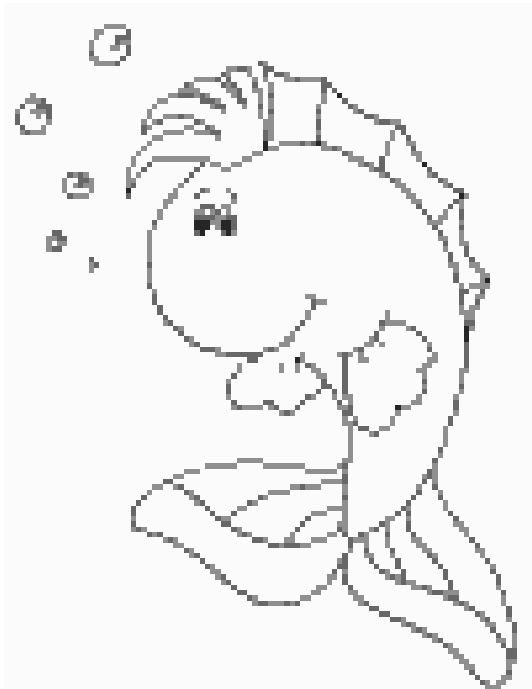
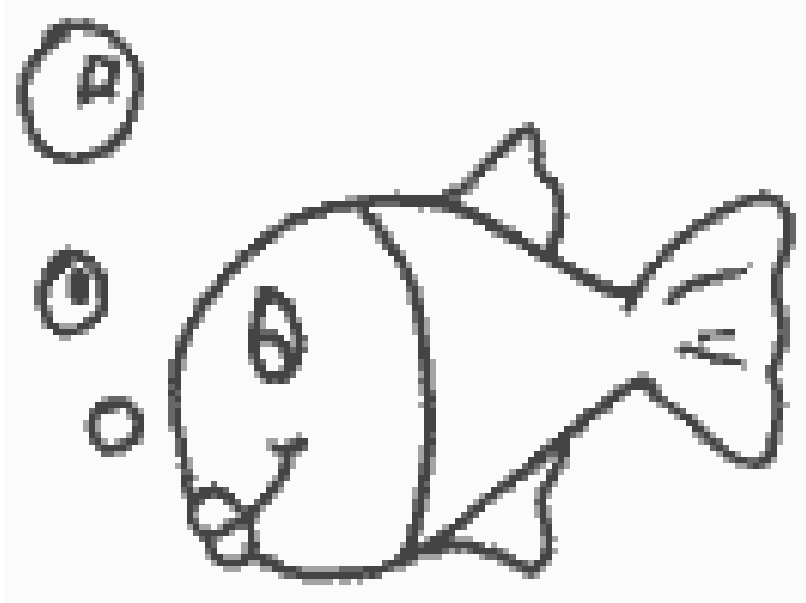
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## Colour the Fish

(All ages)

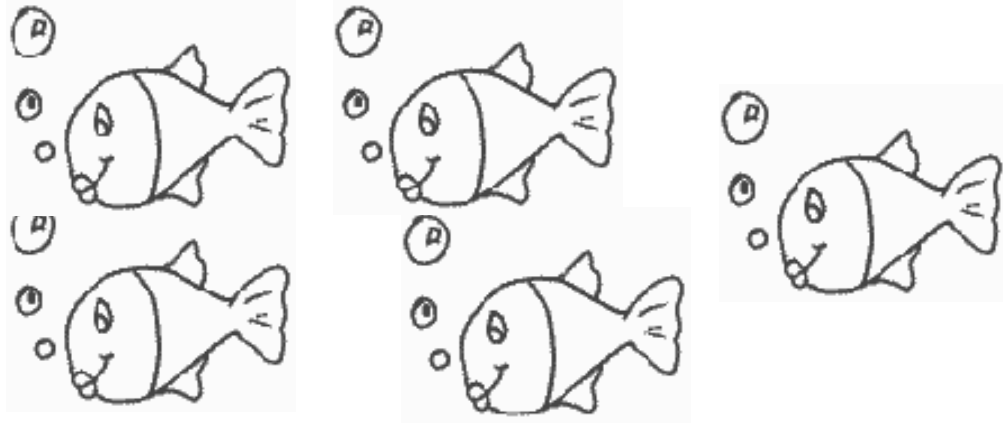




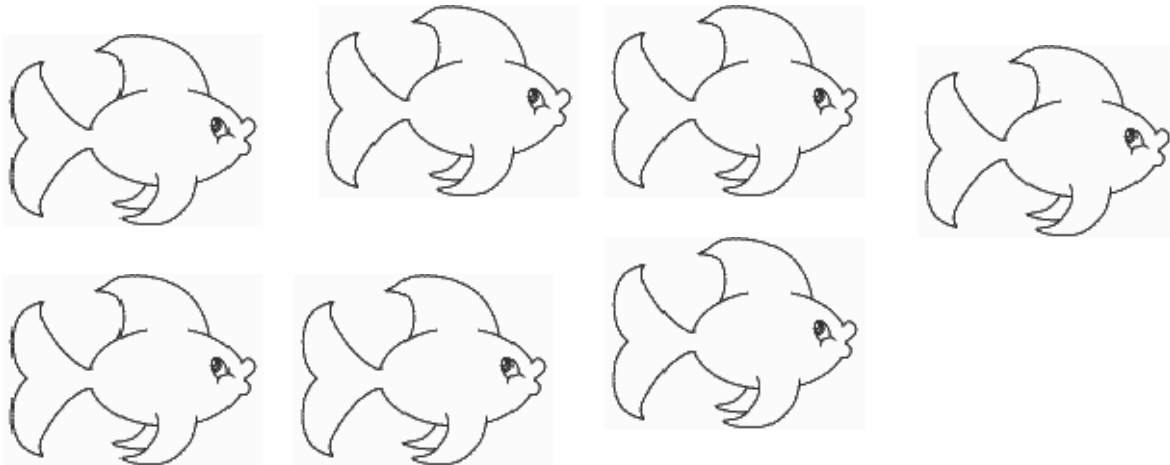




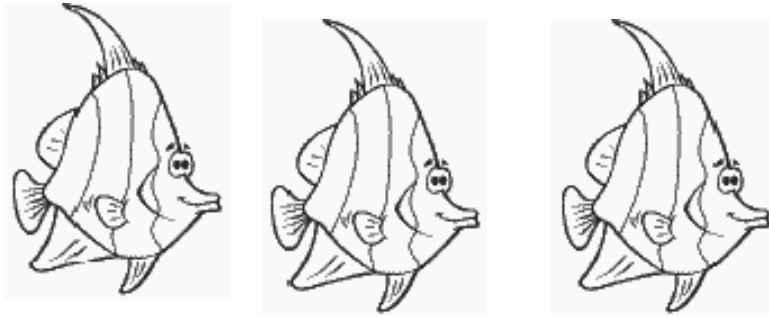
### Count and Colour the Fish (Ages 2 and up)



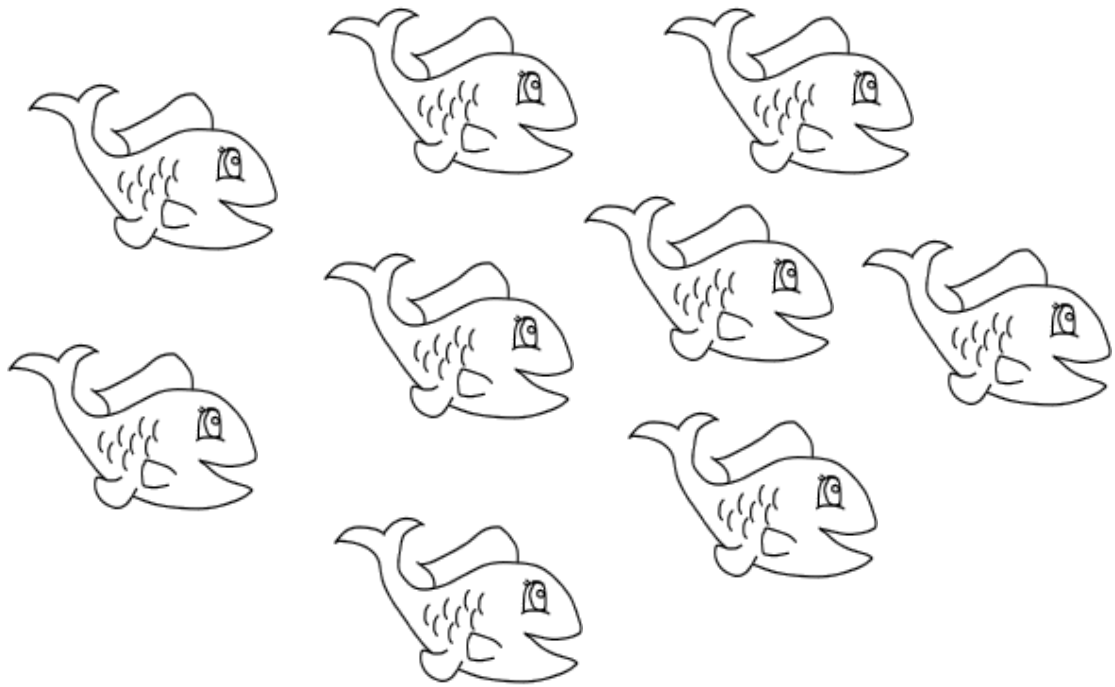
How many fish? \_\_\_\_\_



How many fish? \_\_\_\_\_



How many fish? \_\_\_\_\_



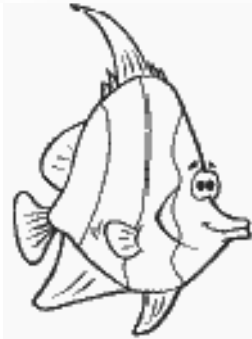
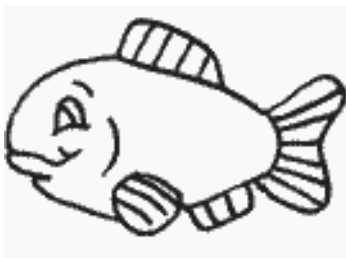
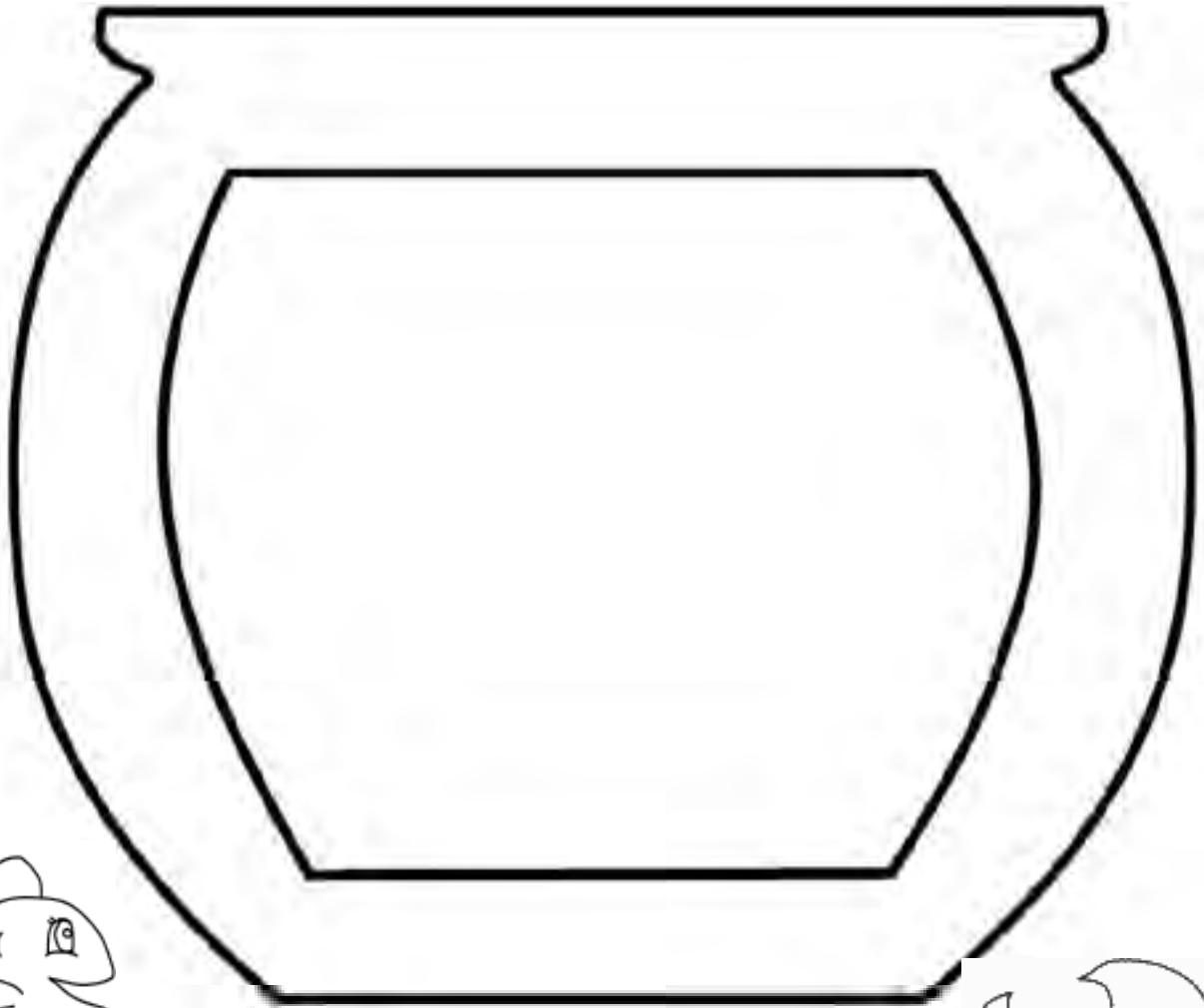
How many fish? \_\_\_\_\_



## Fish Bowl Fun!

(All ages)

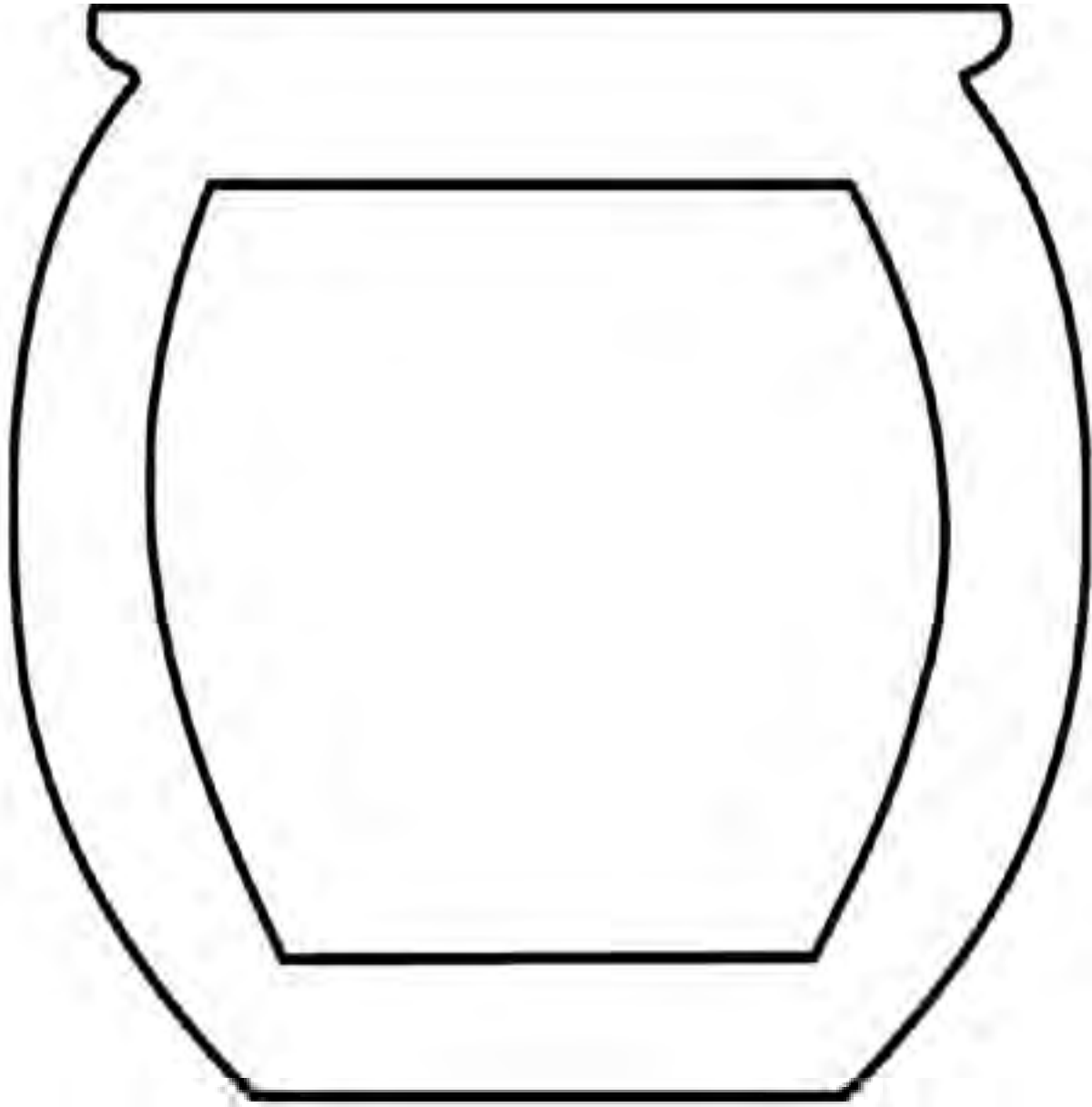
Colour the fish and the bowl and water. Then cut out the fish below and paste them into the bowl. Have some fun and use sprinkles for the water!





**More Fish Bowl Fun!**  
(All ages)

Now draw your own fish in the fish bowl. How many fish did you draw?  
What colours are your fish?



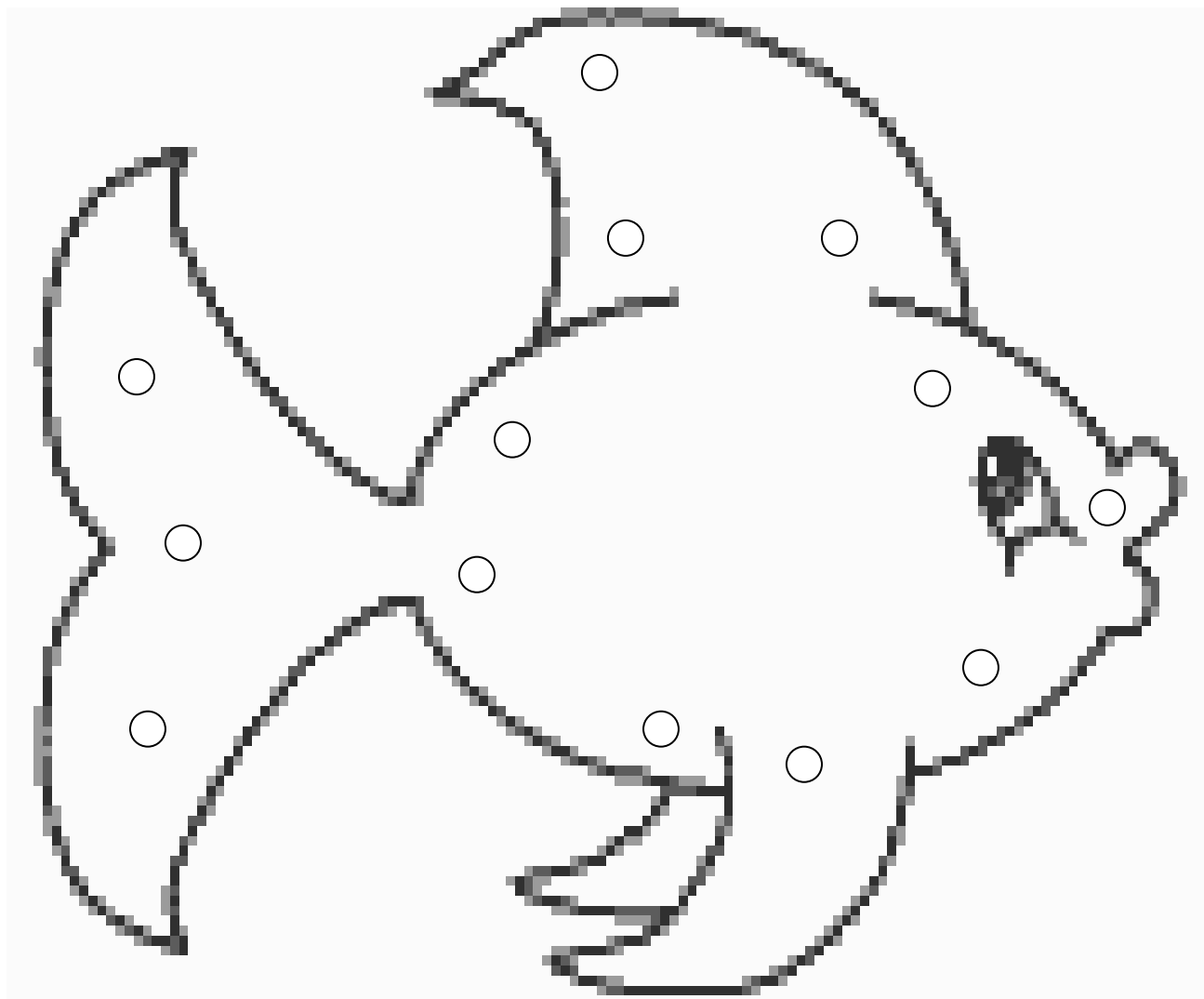


## Lace-up the Fish

(Ages 3 and up)

### You will need:

- Picture of fish
  - Cardboard
  - Lace or string
  - Hole puncher
  - Markers or crayons
1. Colour the fish below.
  2. Cut out the fish and paste it onto cardboard.
  3. Punch holes around the edges.
  4. Lace the string through the holes.
  5. Practice your counting as you lace.





## **Fish Songs**

(All ages)

### **1-2-3-4-5 Once I Caught a Fish Alive**

1-2-3-4-5 Once I caught a fish alive

6-7-8-9-10 Then I let him go again.

Why did you let him go?

Because he bit my finger so.

Which finger did he bite?

This little pinky on the right.

### **I'm a Little Fish!**

(tune of I'm a Little Teapot)

**I'm a Little Fish, I like to swim.**

(put hands in prayer position facing away from you...they're the fish.  
Wiggle them back and forth like a fish swimming through the water)

**You can't catch me, 'cause I have no fins.**

(shake fingers back and forth "no no no")

**When I swim past my friends, I hear them say,**

(put hand to ear like you're listening)

**"STOP your swimming and come and play!"**

(make a STOP gesture with hand and then jump up in the air).



## Slippery Fish

(by Charlotte Diamond)

Slippery fish, slippery fish, sliding through the water

Slippery fish, slippery fish Gulp, Gulp, Gulp!

Oh, no! it's been eaten by an....

Octopus, octopus, squiggling in the water

Octopus, octopus, Gulp, Gulp, Gulp!

Oh, no! it's been eaten by a ....

Tuna fish, tuna fish, flashing in the water

Tuna fish, tuna fish, Gulp, Gulp, Gulp!

Oh, no! it's been eaten by a....

Great white shark, great white shark, lurking in the water

Great white shark, great white shark, Gulp, Gulp, Gulp!

Oh, no! it's been eaten by a ...

Humongous whale, humongous whale, spouting in the water

Gulp! ... Gulp! ... Gulp! ... BURP!

Pardon me!



**Have You Ever Been Fishing?**

Have you ever been fishing  
On a bright and sunny day?

*(Pretend to cast fishing rod)*

When all the little fishes  
Swimmin' up and down the bay?

*(Swim with hands)*

With your hands in your pockets  
And your pockets in your pants

*(Put hands in pockets)*

And all the little fishes do the  
Hootchy Kootchy dance!

*(Wiggle hips and do a little dance)*

**One Little, Two Little, Three Little Fishes**

One little, two little, three little fishes  
Four little, five little, six little fishes  
Seven little, eight little, nine little fishes  
Ten little fishes in the pond