



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. 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—

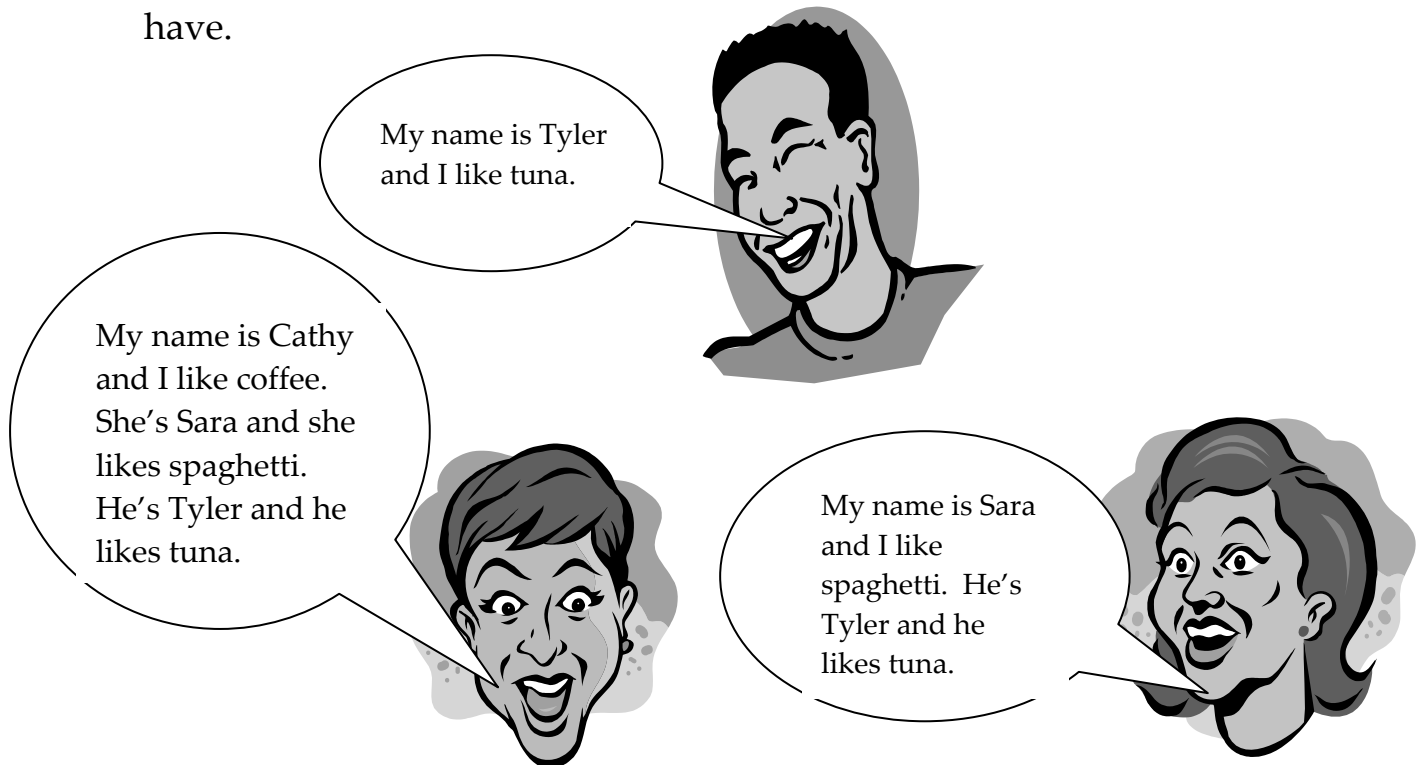
Cranberry Muffins or Rice Cake Faces

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.

Tuesday

Read for 15 minutes with your child.

Wednesday

Read for 15 minutes with your child.

Thursday

Read for 15 minutes with your child.

Friday

Read for 15 minutes with your child.

Saturday

Read for 15 minutes with your child.

Sunday

Read for 15 minutes with your child.





About the Author and Illustrator

Monica Devine – Author¹

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 – Illustrator²

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.

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

² From http://www.gallery88.ca/artist.php?a_id=14



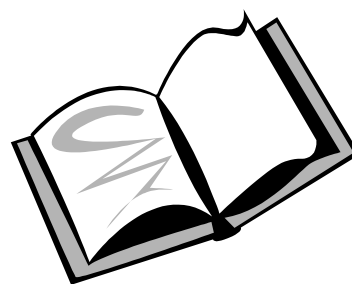
A Book about Me

(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)



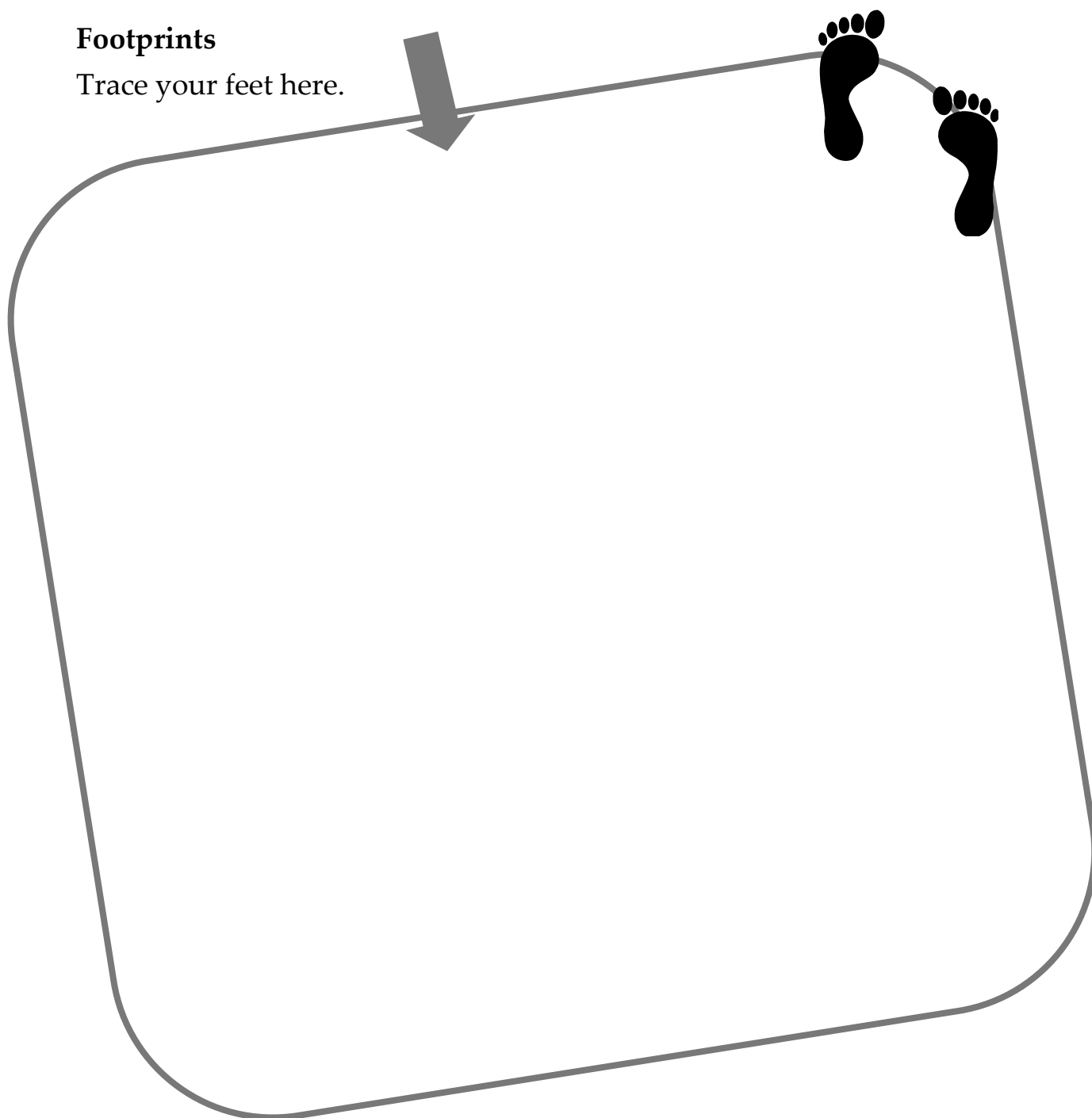
1. Copy or print booklet pages for each child.
2. Staple the pages together along the left edge, or punch 3 holes and tie the pages together with string. Or, you may want to punch the pages and put them in a three ring binder.
3. Write your child's name on the cover. You may also want to glue on his 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.

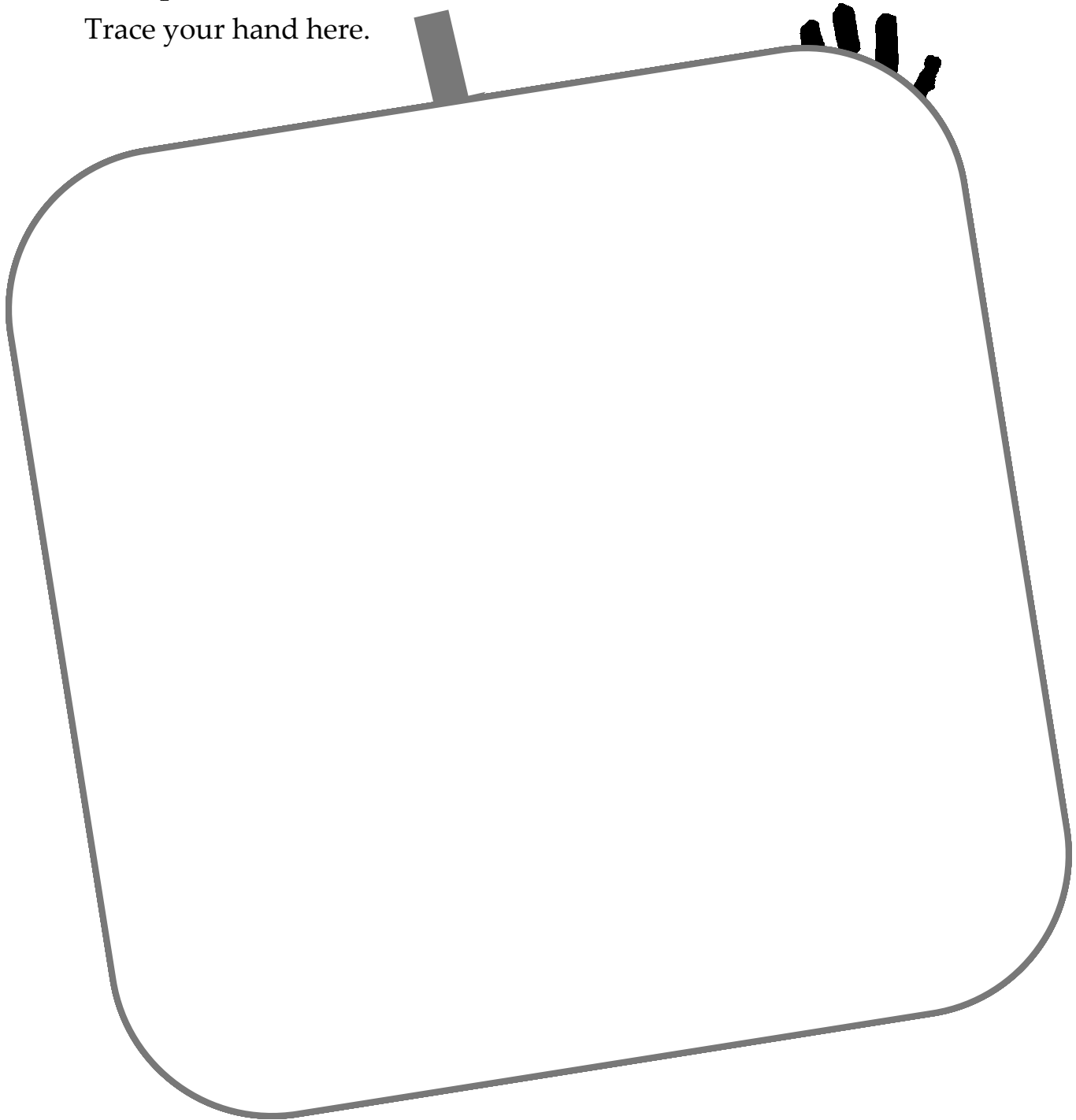




A Book about Me

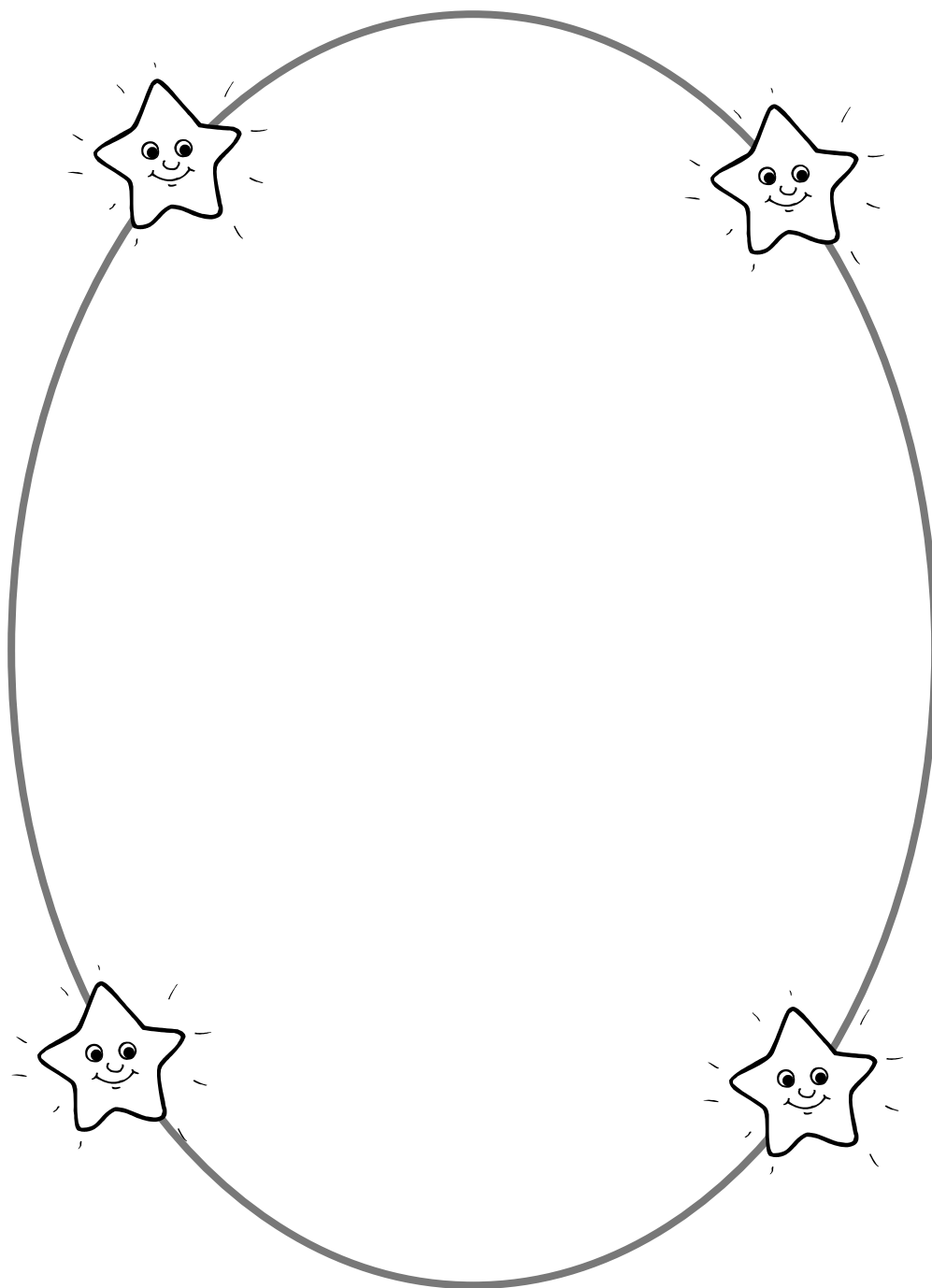
Handprints

Trace your hand here.





A Self-Portrait



This is a picture of me!



A Book about Me

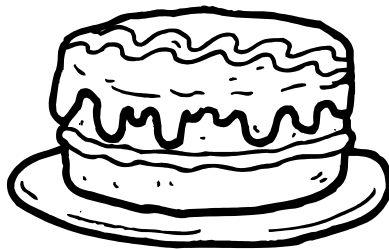
Some Facts about Me

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 _____



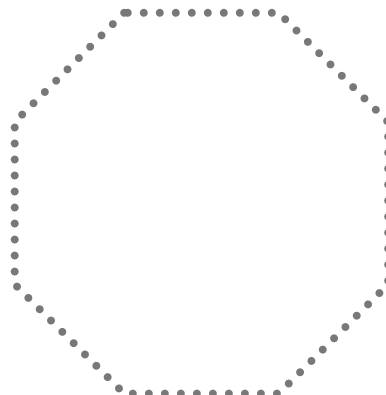
This is me!



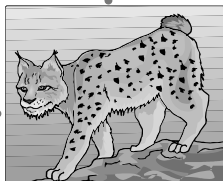
A Book about Me

My Favourite Things

My favourite food is _____



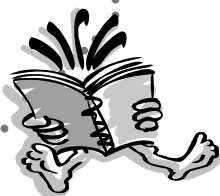
My favourite animal is _____



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

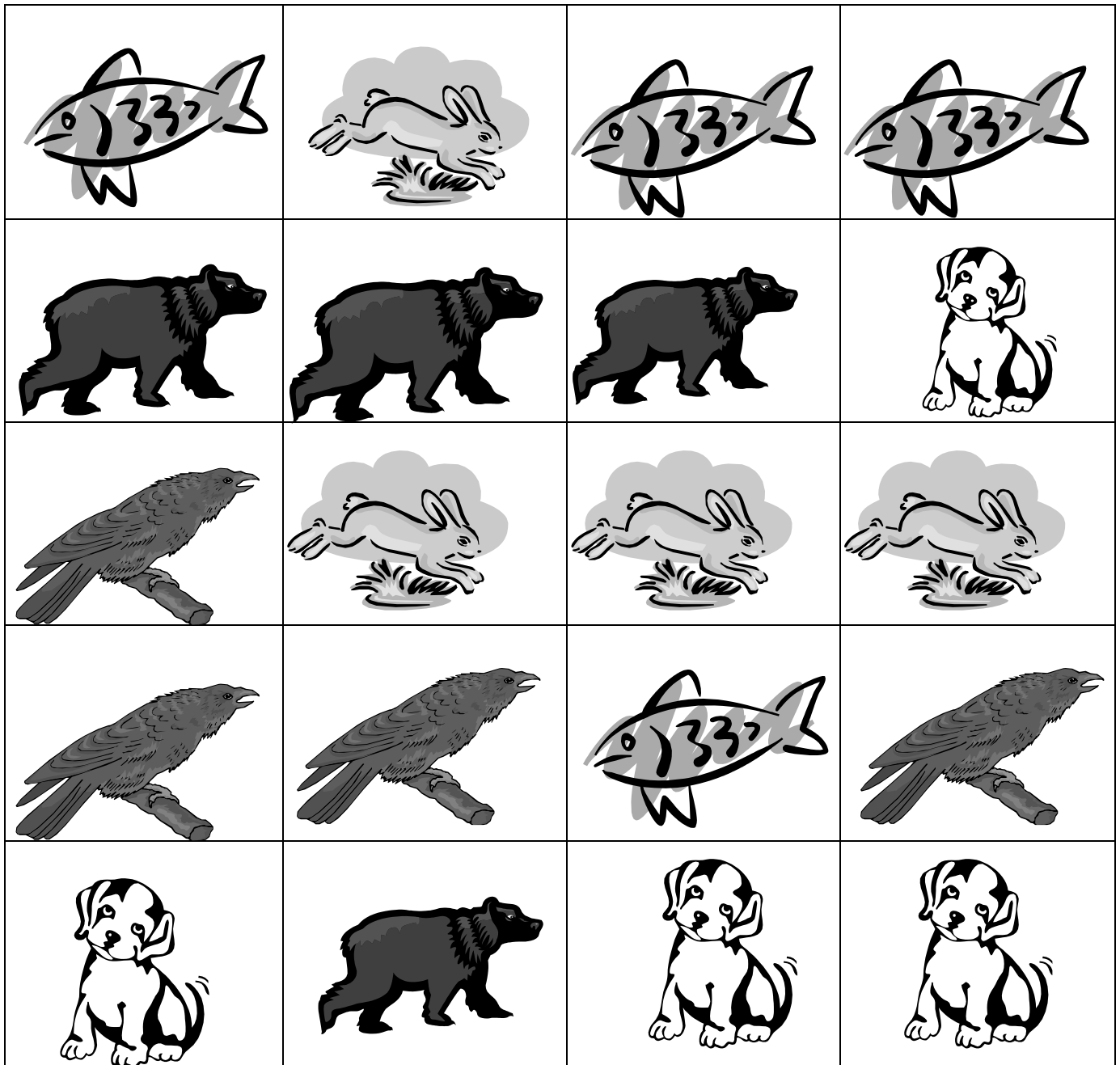
walk



Find the Odd One

(Ages 2 and up)

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

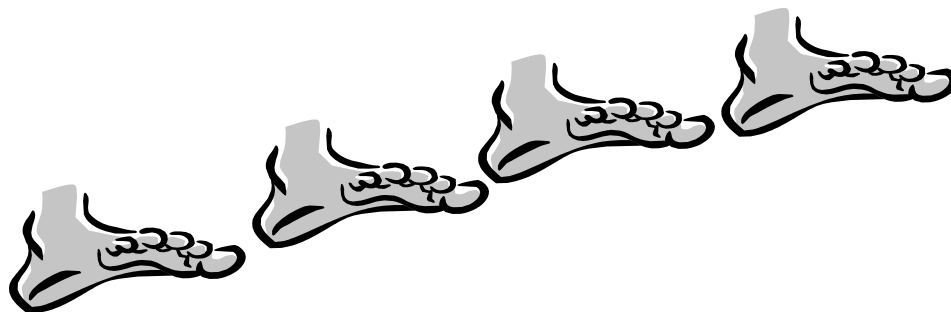




Go Measure!

(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:

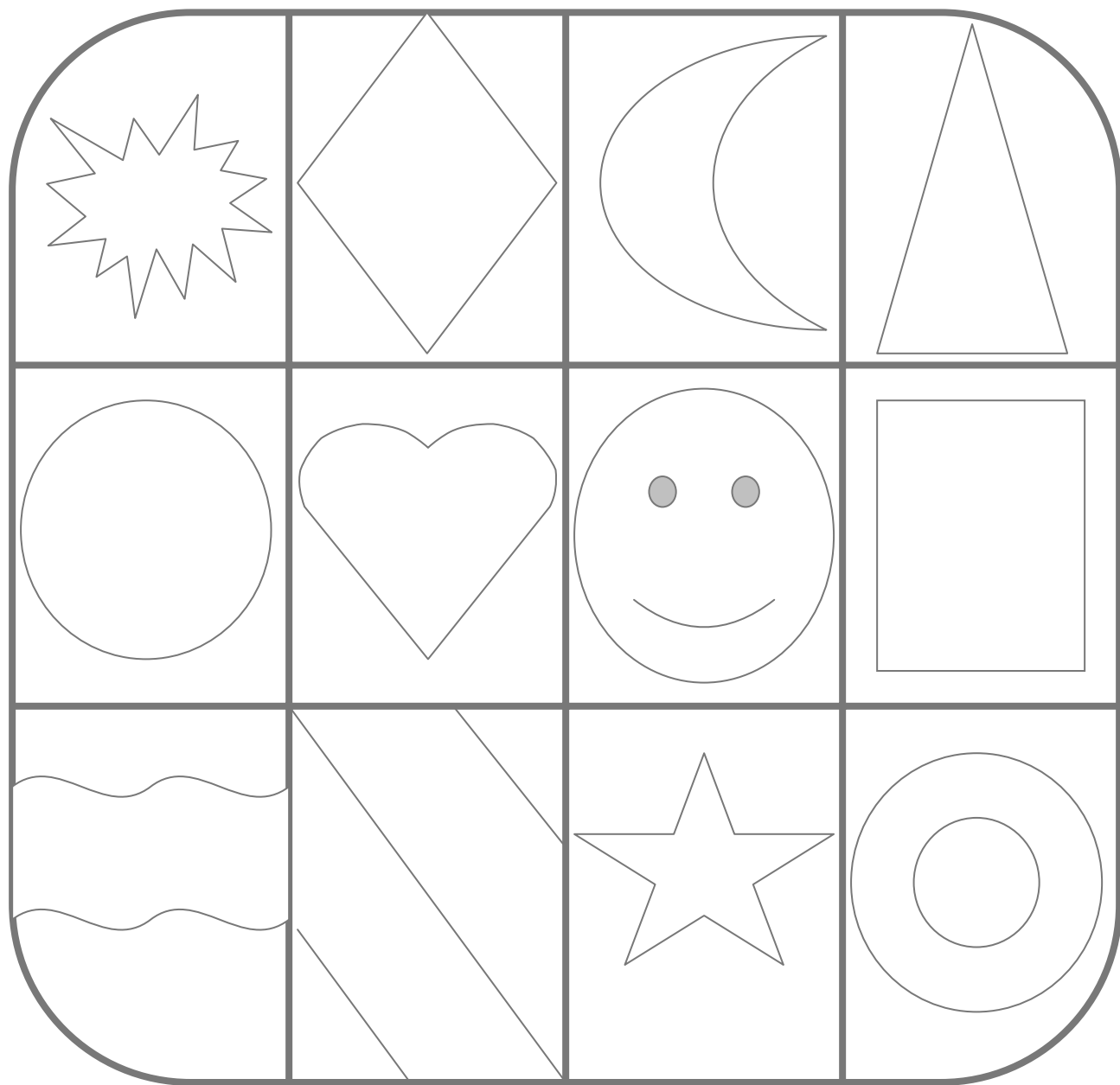
- _____
- _____
- _____



Colour Katie's Quilt

(All ages)

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



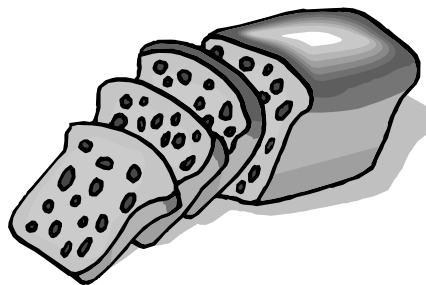


Cranberry Bread or Cranberry Muffins

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.

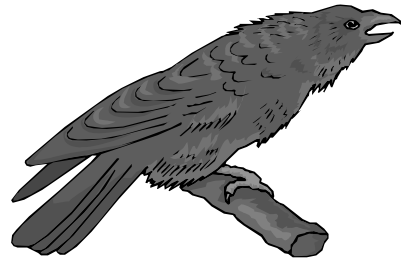


Matching Pictures and Words

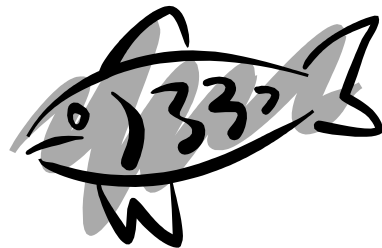
(Ages 5 and up)

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

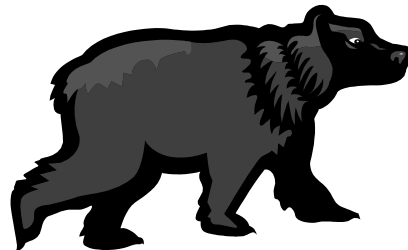
dog



bear



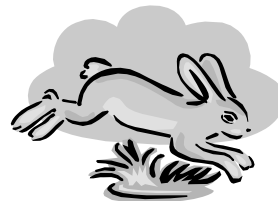
raven



rabbit



fish

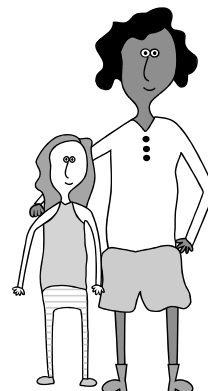




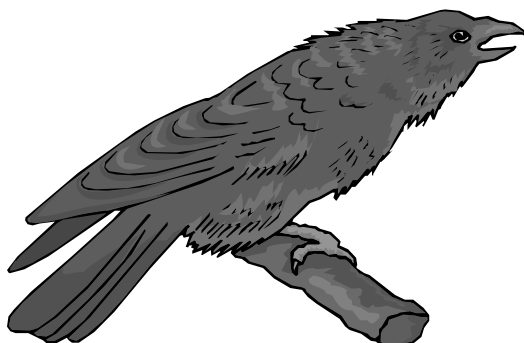
Mama and Me Treasure Hunt

(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.



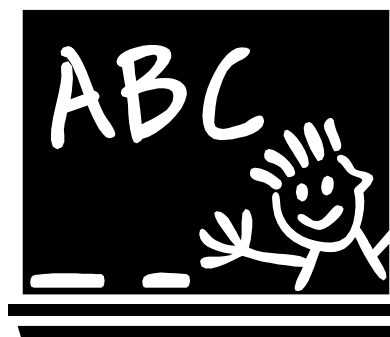
a dog



a raven



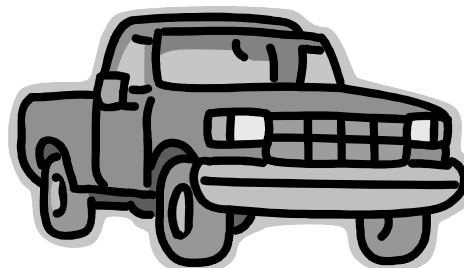
an old house



the school



a sign



a truck

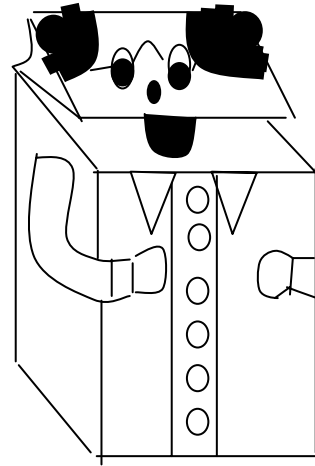


Me Puppet

(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.

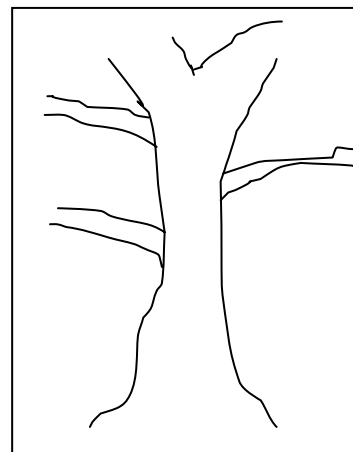


A Family Tree

(Ages 5 and up)

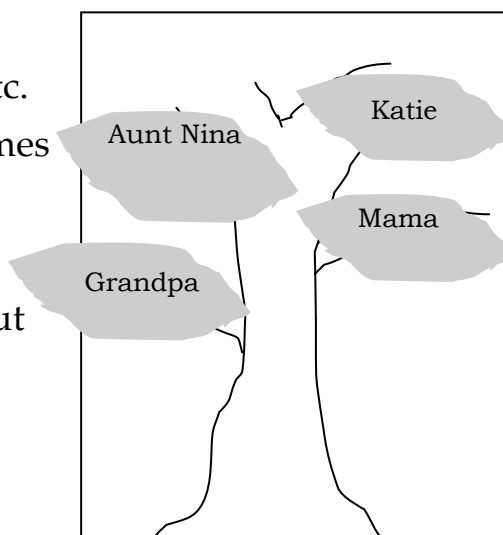
You will need:

- 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.





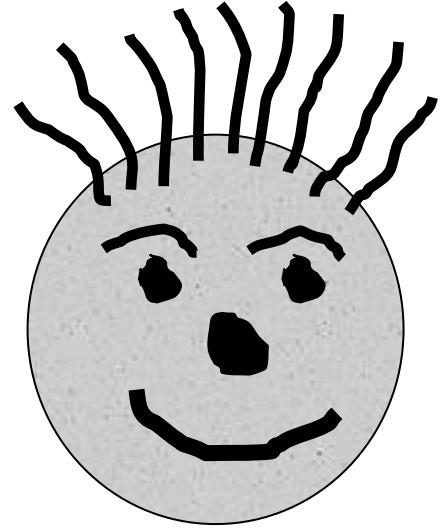
Rice Cake Faces

(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). 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

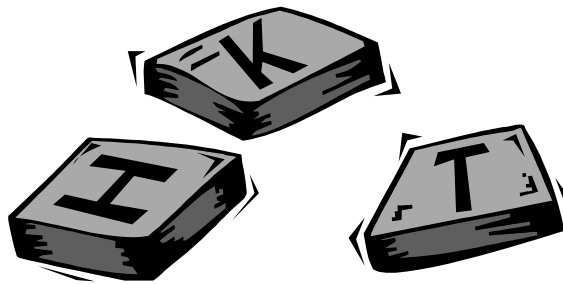
Cut fruit like pineapple, apples and oranges into chunks. Use whole grapes and strawberries. Cut some cheese into chunks. Thread them on to a skewer and serve.





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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Wednesday

Read for 15 minutes with your child.

Thursday

Read for 15 minutes with your child.

Friday

Read for 15 minutes with your child.

Saturday

Read for 15 minutes with your child.

Sunday

Read for 15 minutes with your child.





About the Author³



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.

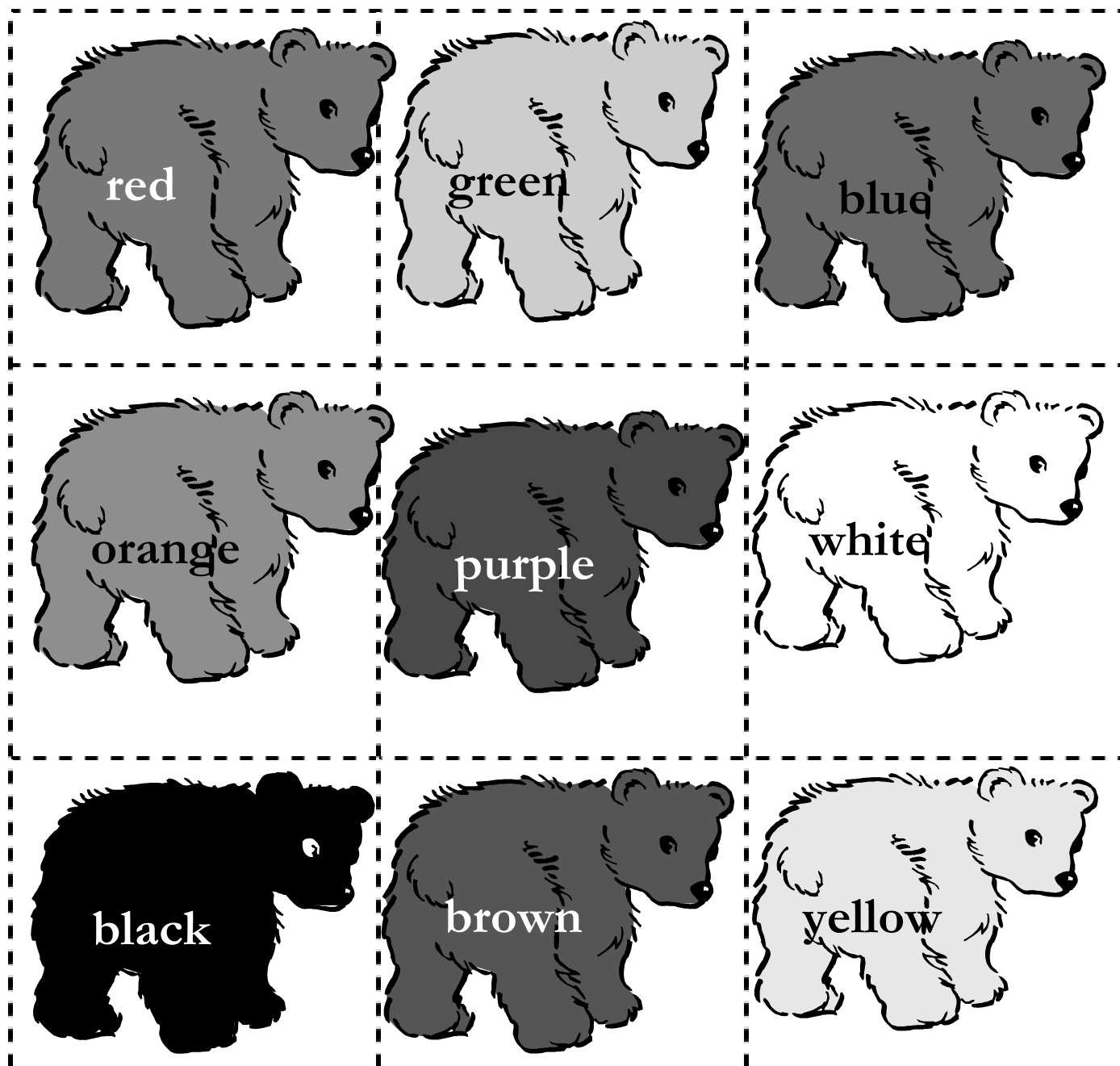
³ From http://www.frankasch.com/about_asch.shtml



Coloured Bears Memory Game

(Ages 3 and up)

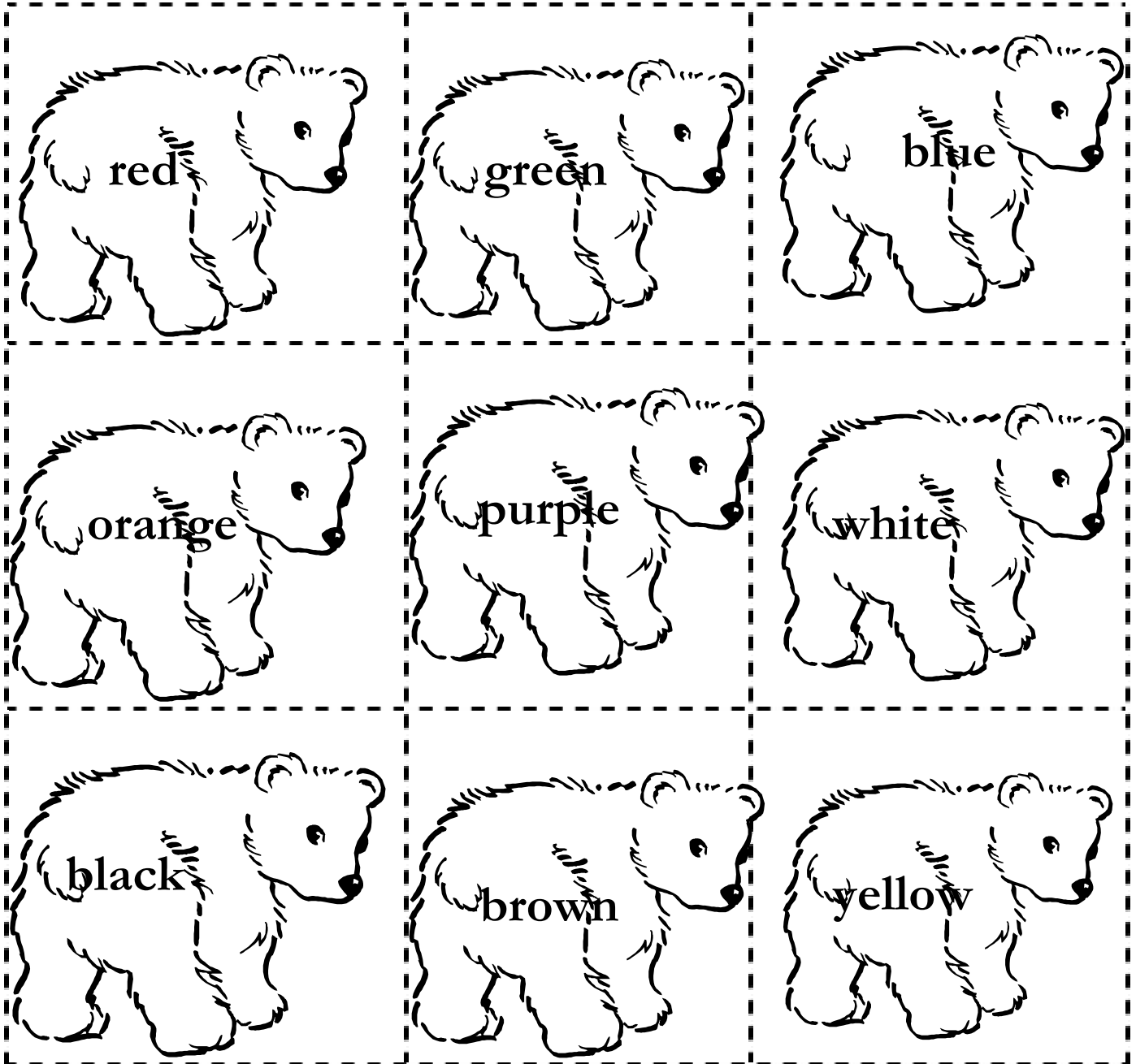
Make two copies of this page. Cut out each square and paste it onto construction paper. Turn the cards over and pick two. If they match, keep them face up. If they don't, turn them over and try again.





Colour the Bears

(Ages 2 and up)

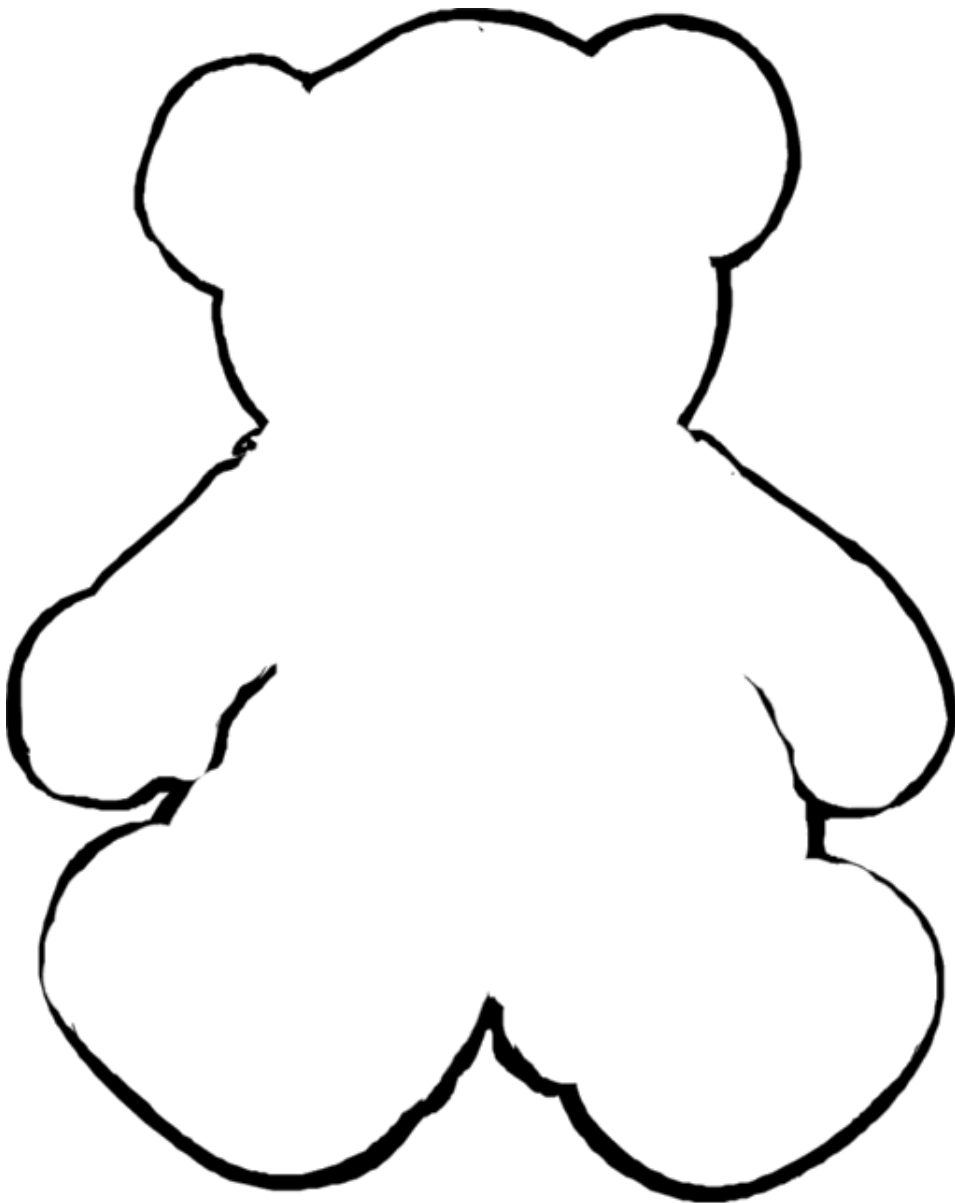




Shape Book

(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.

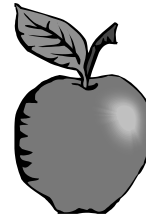
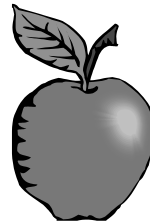
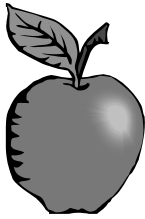




Same or Different

(Ages 3 and up)

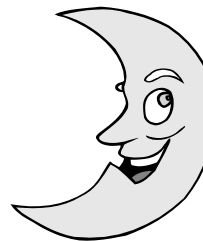
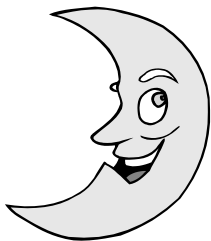
Circle the fruit that is different.



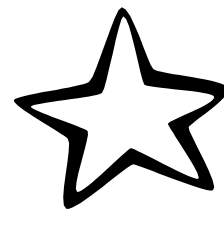
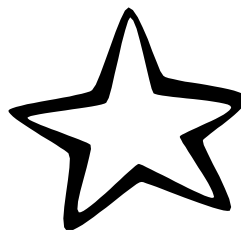
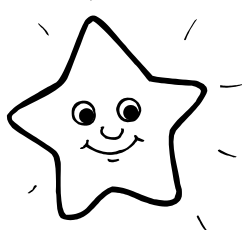
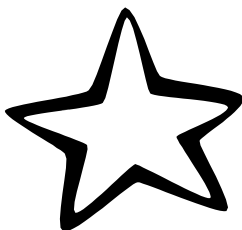
Draw a square around the bear that is different.



Put an X on the moon that is different.



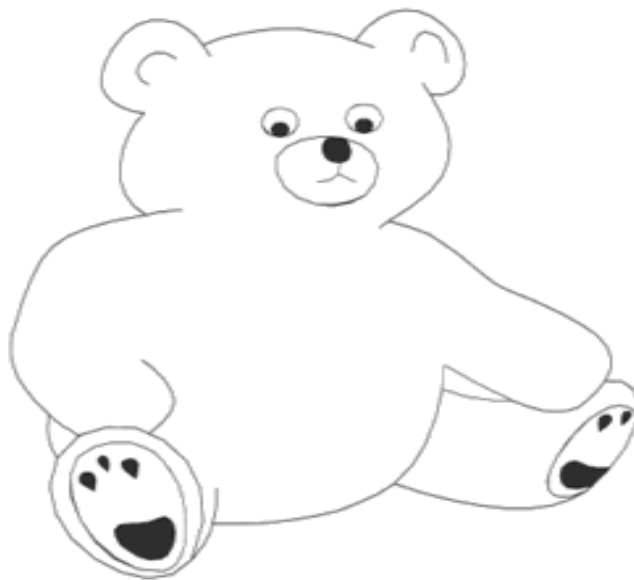
Colour the star that is different.





My Teddy Bear

(Ages 3 and up)



I love my teddy bear because

My teddy bear is

I always take my teddy bear to

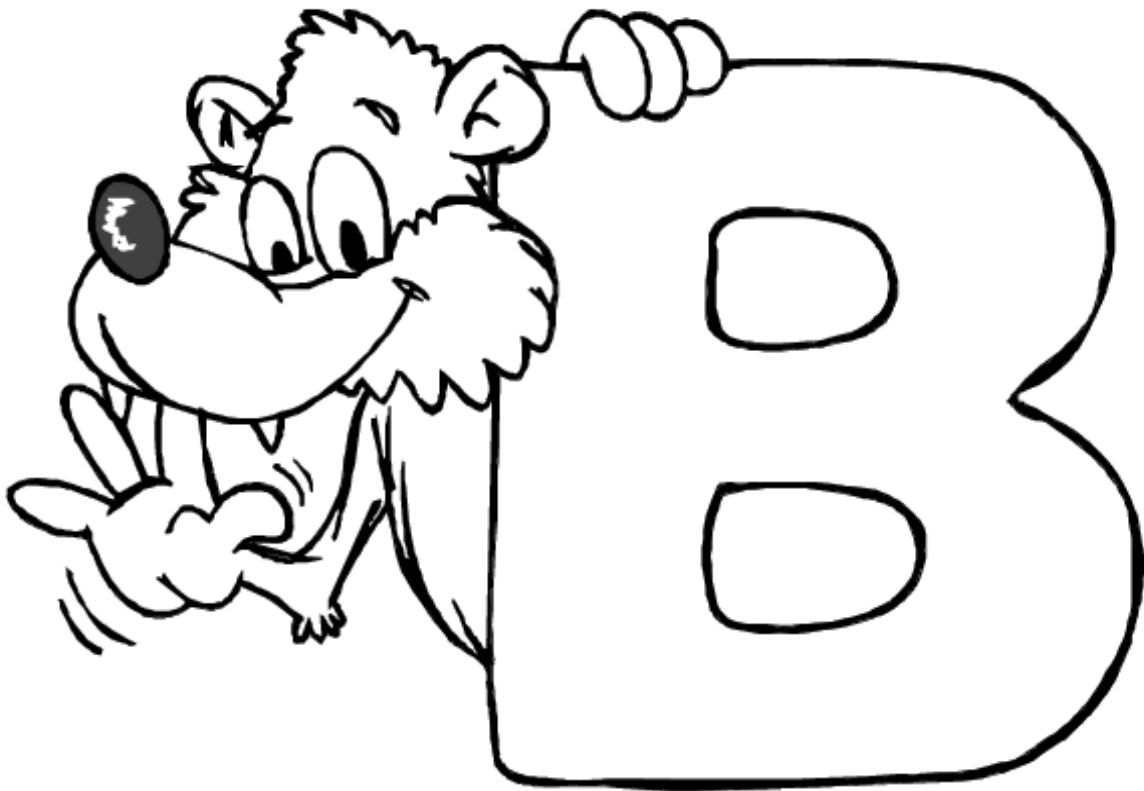
One time my teddy and I



Letter *Bb*

(Ages 4 and up)

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



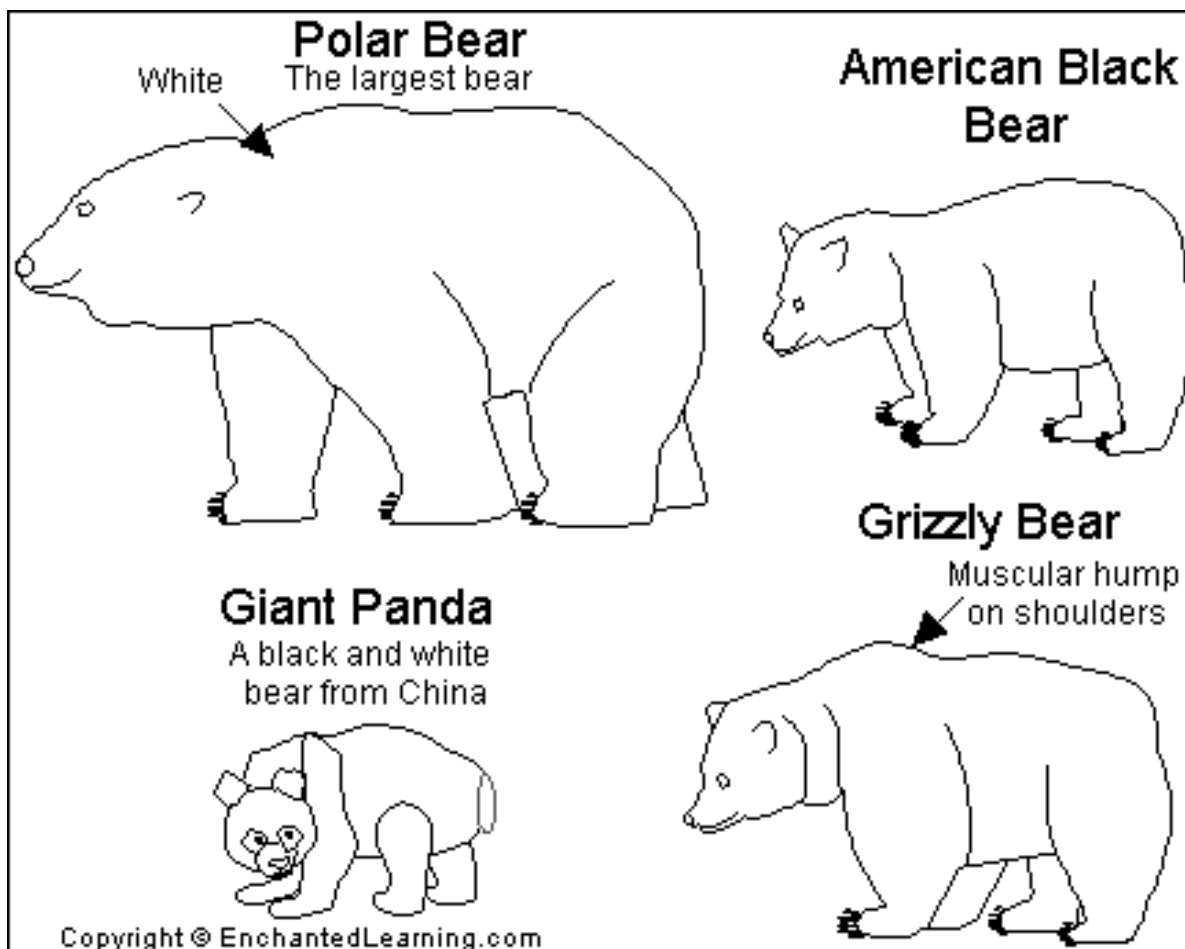
Handwriting practice lines for the letter Bb. The first line shows a dotted uppercase B and a dotted lowercase b for tracing. The second line is empty for independent practice.



Bears Fact Sheet⁴

(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

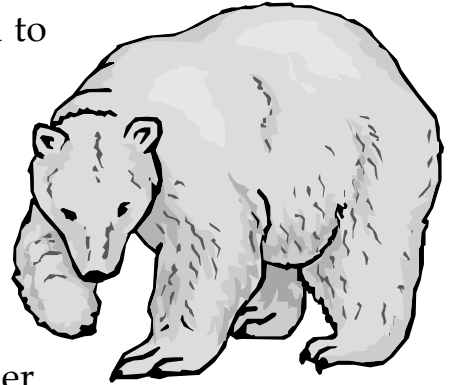


⁴ From <http://www.enchantedlearning.com/subjects/mammals/bear/Bearcoloring.shtml>



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

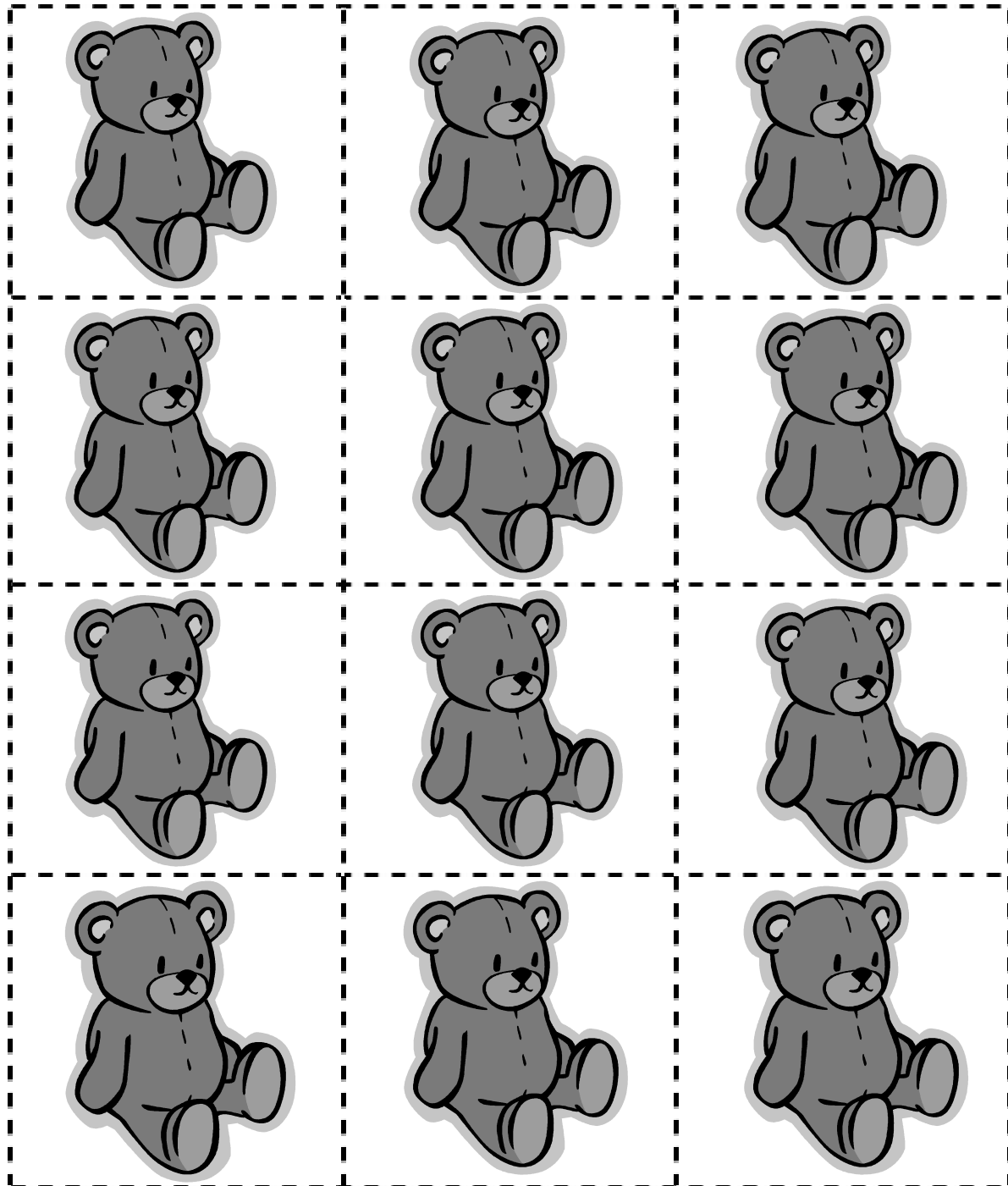
(Ages 3 and up)

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.

1	2	3	4
5	6	7	8
9	10	11	12



Counting Bears: Bear Shapes




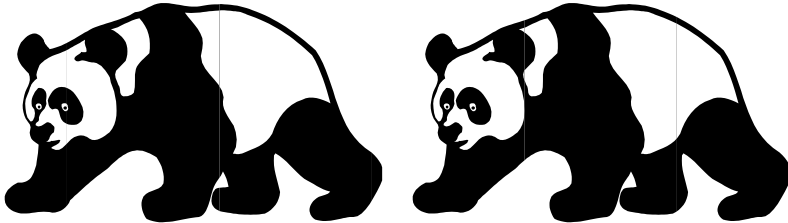
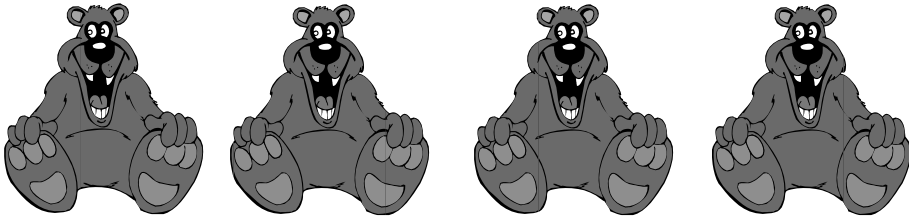




Count the Bears

(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

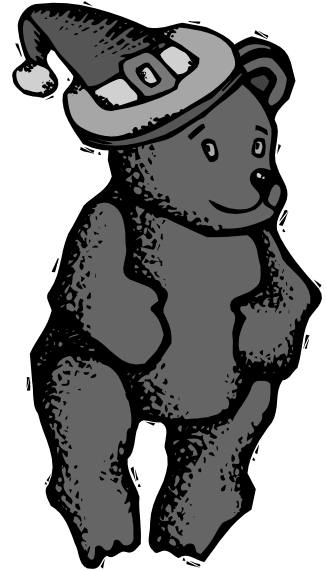
Bears like honey
That comes from bees.

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. 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.



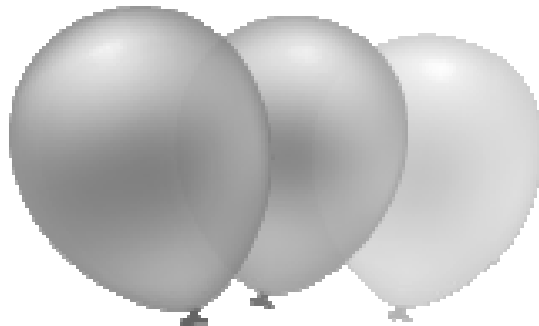


Warm-up Activity – Balloon Questions

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.

Tuesday

Read for 15 minutes with your child.

Wednesday

Read for 15 minutes with your child.

Thursday

Read for 15 minutes with your child.

Friday

Read for 15 minutes with your child.

Saturday

Read for 15 minutes with your child.

Sunday

Read for 15 minutes with your child.





About the Author⁵

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!

⁵ From 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.

ekilrl hwlae	
opral areb	
npfufi	
wruals	
smoeo	
ales	
wveorinle	
sywon olw	
sown ogeos	
gnrlandee khars	

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...

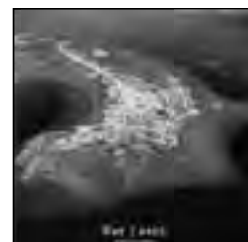
I live in _____.

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 _____.

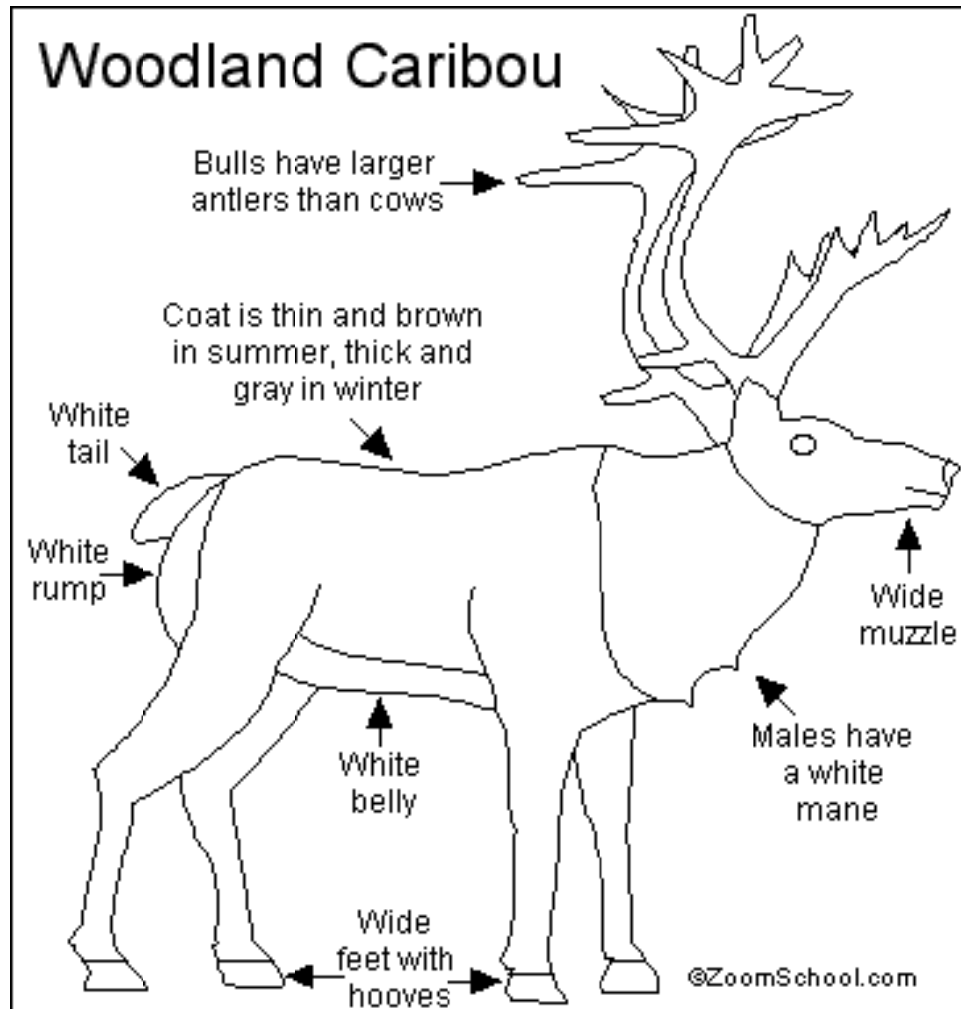




Caribou Fact Sheet⁶

(Ages 5 and up)

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



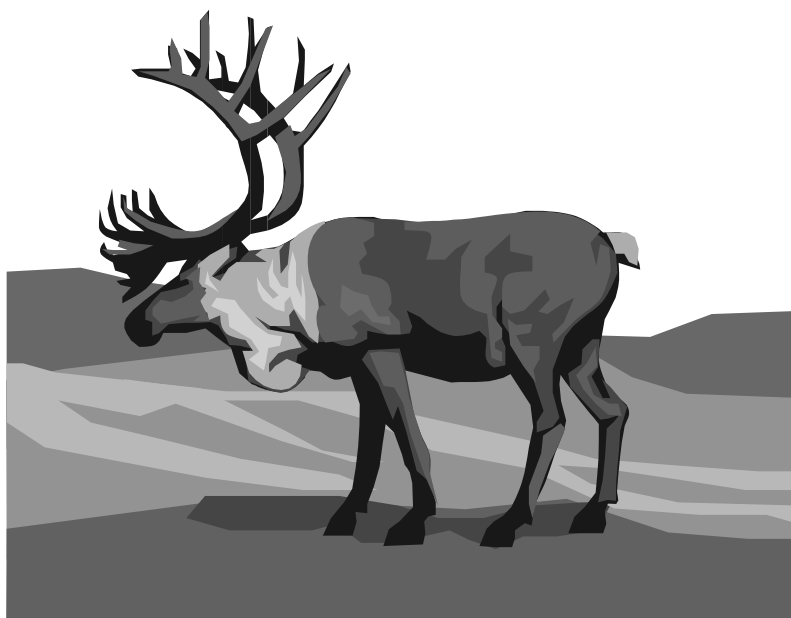
The caribou is a member of the deer family and is closely related to reindeer. Deer are found in the tundra, forests, and mountains. Caribou migrate in huge herds across the tundra, traveling over 800 miles (1290 km) each year. They have a life span of about 15 years.

⁶ From: 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.

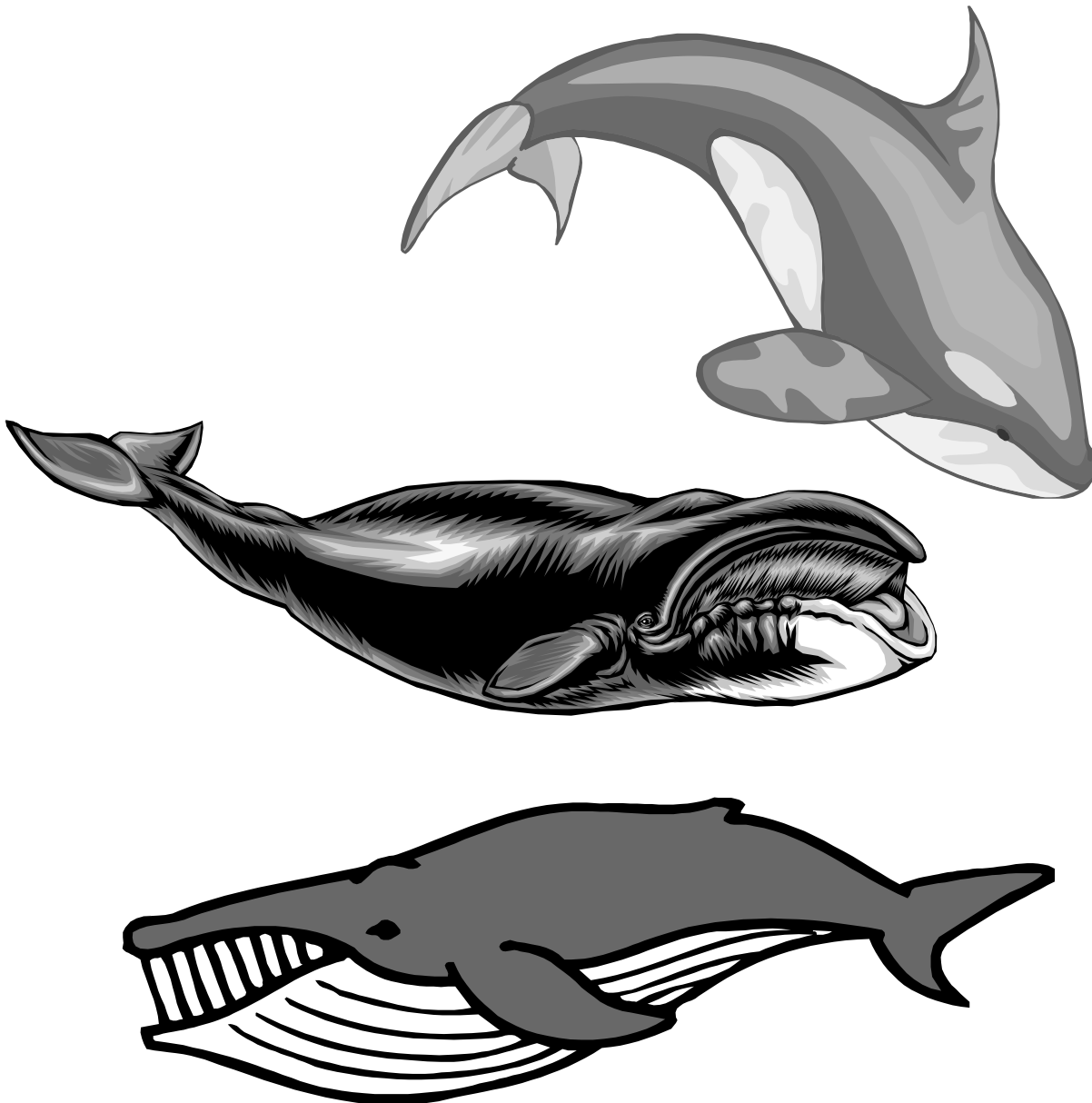




My Whale Book⁷

(Ages 7 and up)

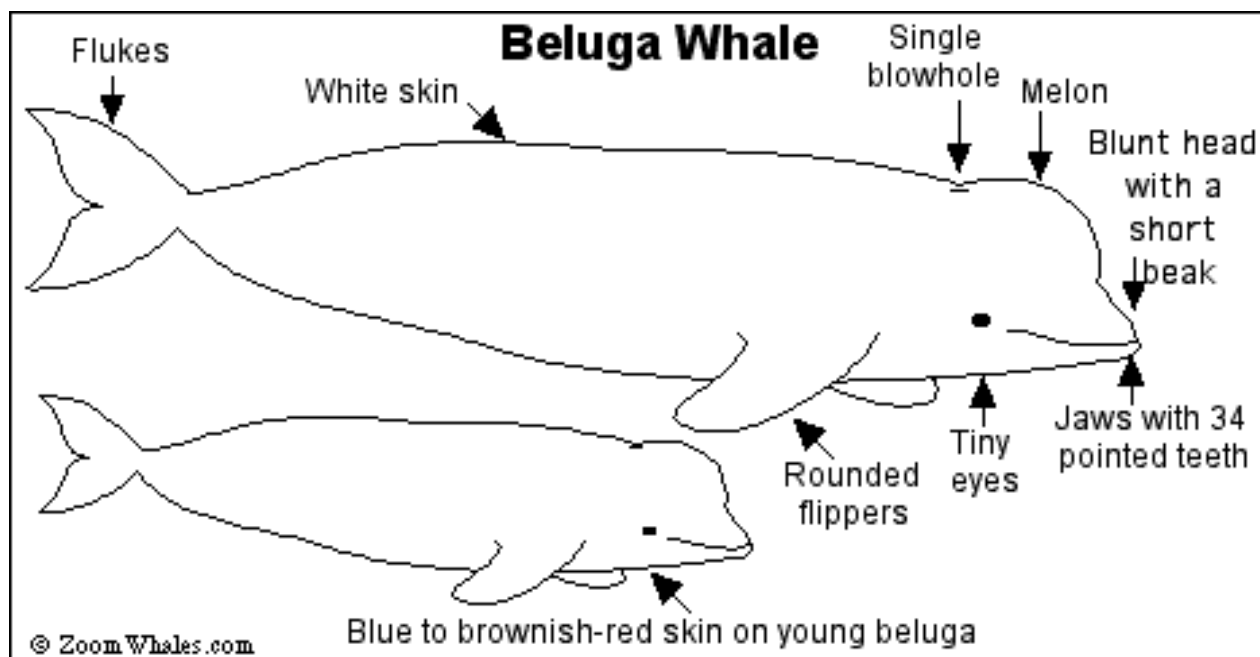
Make copies of the following pages. Help your child to make a book about whales. Cut the whales out and stick them on the cover.



⁷ The following information from 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

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? _____

Copyright ©2000 EuclideanLearning.com

My



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.



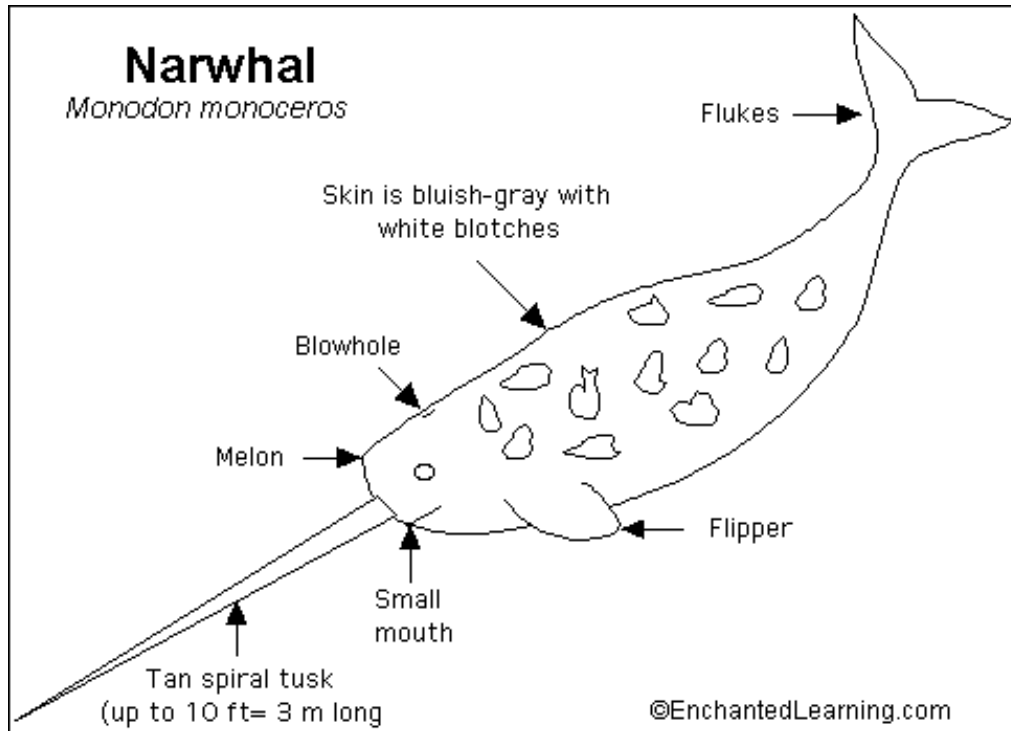
Letter Code:

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

	2 +1	1 +3	3 +4	2 +6	2 +3	1 +1	.	6 +3	2 +4	2 +0	1 +6	3 +1
Math solution												
Letter substitution												



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 _____

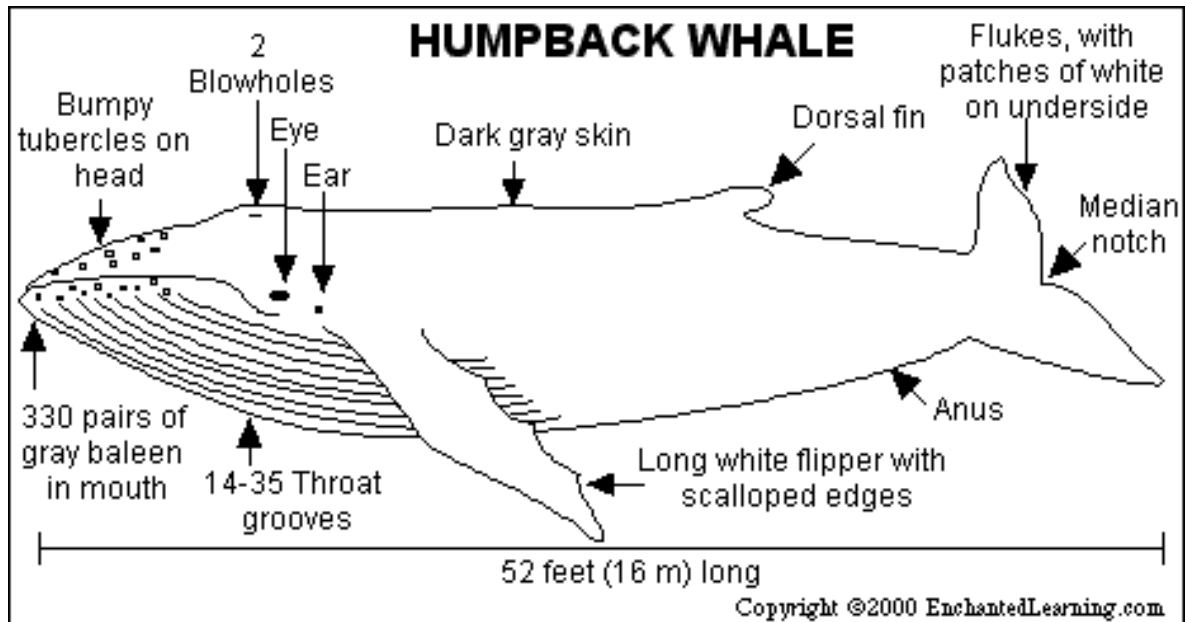
The males of this species of toothed whales have a very long, spiral tooth. These whales live in cold, Arctic waters. They are up to 16 feet (4.9 m) long. These carnivores eat a varied diet of fish, squid, crustaceans, and other marine animals.

What are these whales called? _____

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My Whale Book: Humpback Whales⁸



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.

⁸ 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?

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Origami Whale

(All ages)


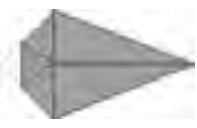
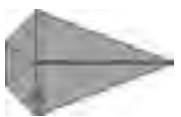

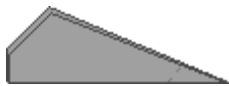




Make this simple origami whale with your child.

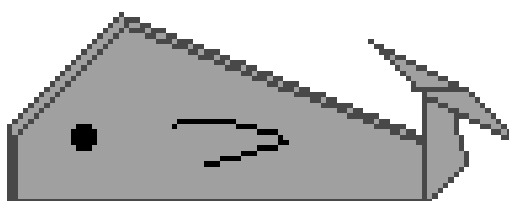
You will need

- 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.	



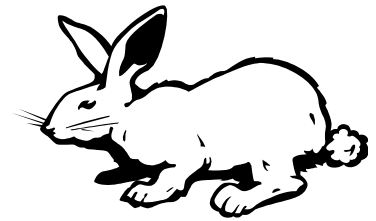
Have fun!



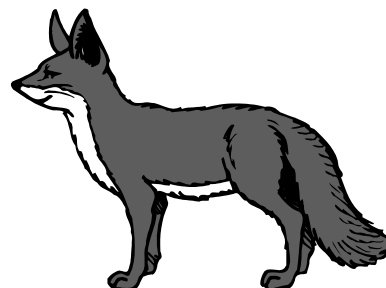
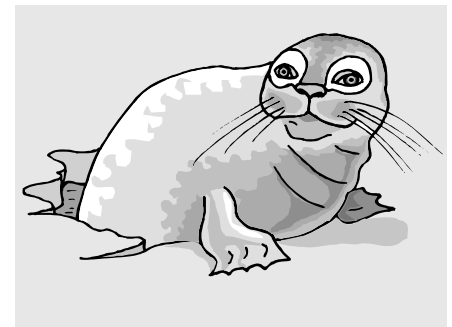
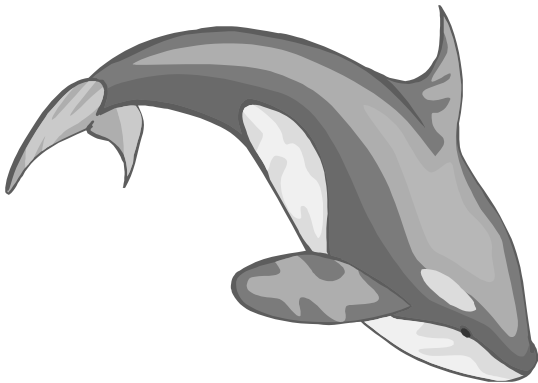
Animal Matching Game

(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



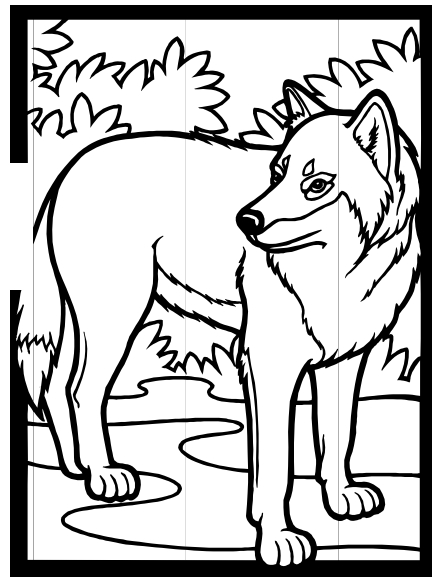
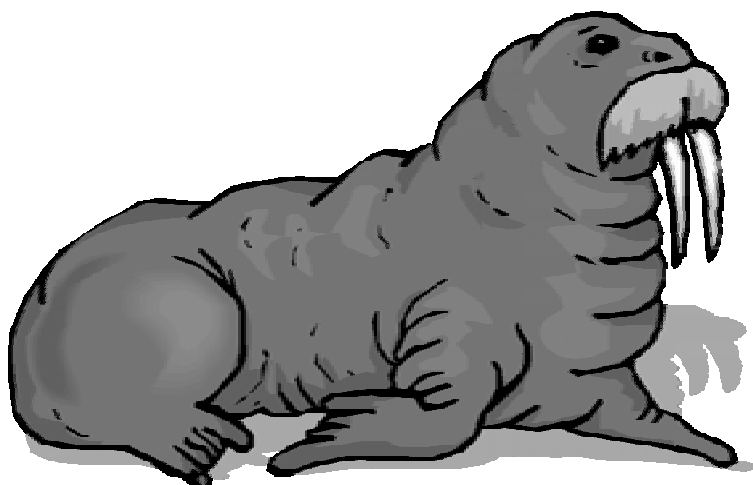


The Letter Ww

(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 Morning⁹

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.

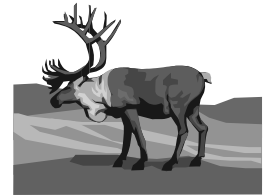
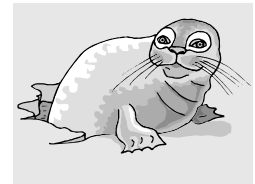
The caribou jumped out of the bed.

Lickety-split.

The walrus jumped out of the bed.

Lickety-split.

The narwhal jumped out the bed.



⁹ 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 Whale¹⁰

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

One day she came back to her nest.

The egg had vanished!

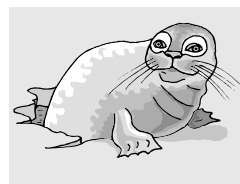
She met a Seal.

"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."

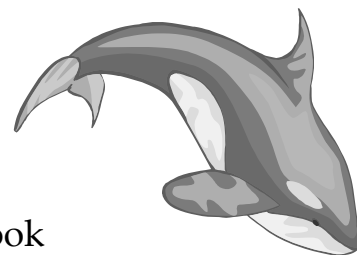


Next she met a whale.

"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?"



¹⁰ 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). Paper copies are available from the NWT Literacy Council.

5. Story Time

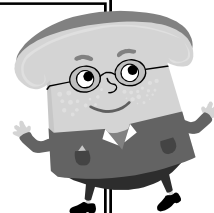
- Have the children come back from their reading circle to read with their parents.
- Read another book together.
- Sing some songs or play a circle game.

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.

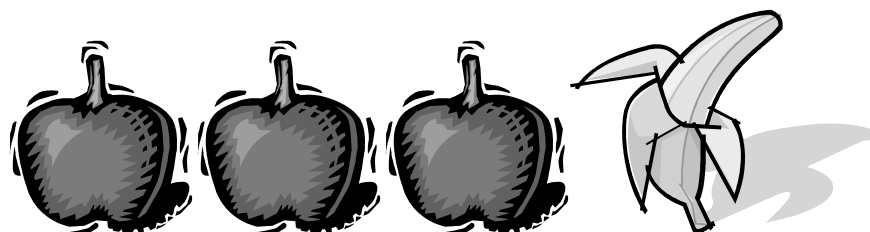
The next person repeats the word that was just said – apple – three times and then names a food that begins with the next letter of the alphabet, for example, banana.

“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>K stands for Know</u>	<u>W stands for Will or Want</u>	<u>L stands for Learned</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

K (Know)	W (Want to learn)	L (Learned)
 <p>What do you already know about the human heart?</p>	 <p>What do you want to learn about your heart? or What do you think you will learn about your heart?</p>	 <p>What did you learn about the heart?</p>



KWL: The topic is _____ .

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



Literacy Action Plan

Monday

Read for 15 minutes with your child.

Tuesday

Read for 15 minutes with your child.

Wednesday

Read for 15 minutes with your child.

Thursday

Read for 15 minutes with your child.

Friday

Read for 15 minutes with your child.

Saturday

Read for 15 minutes with your child.

Sunday

Read for 15 minutes with your child.





About the Author¹¹



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.

¹¹ From 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.)



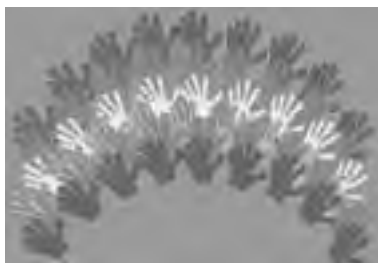
1. Cut out two large hearts from red or pink construction paper (or any other color that you like).
2. Let the children decorate their hearts with finger-paint, markers, or other smaller heart shapes. Let them dry.
3. Line up the two hearts and punch hole around the outside, about 1cm apart.
4. Cut about 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.



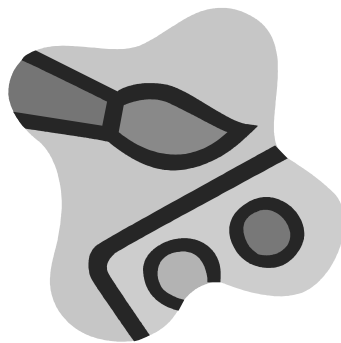


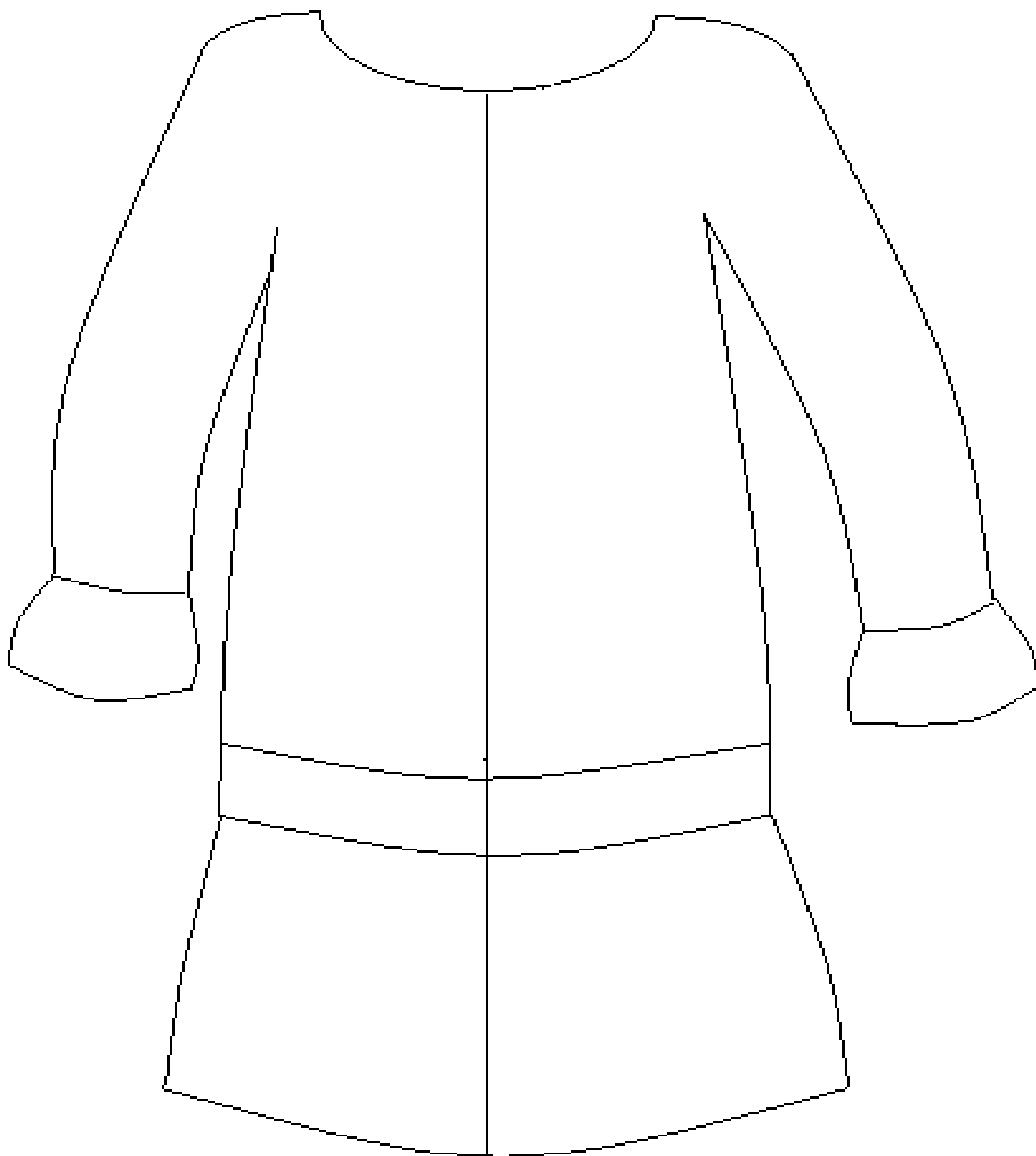
Me and My Parka

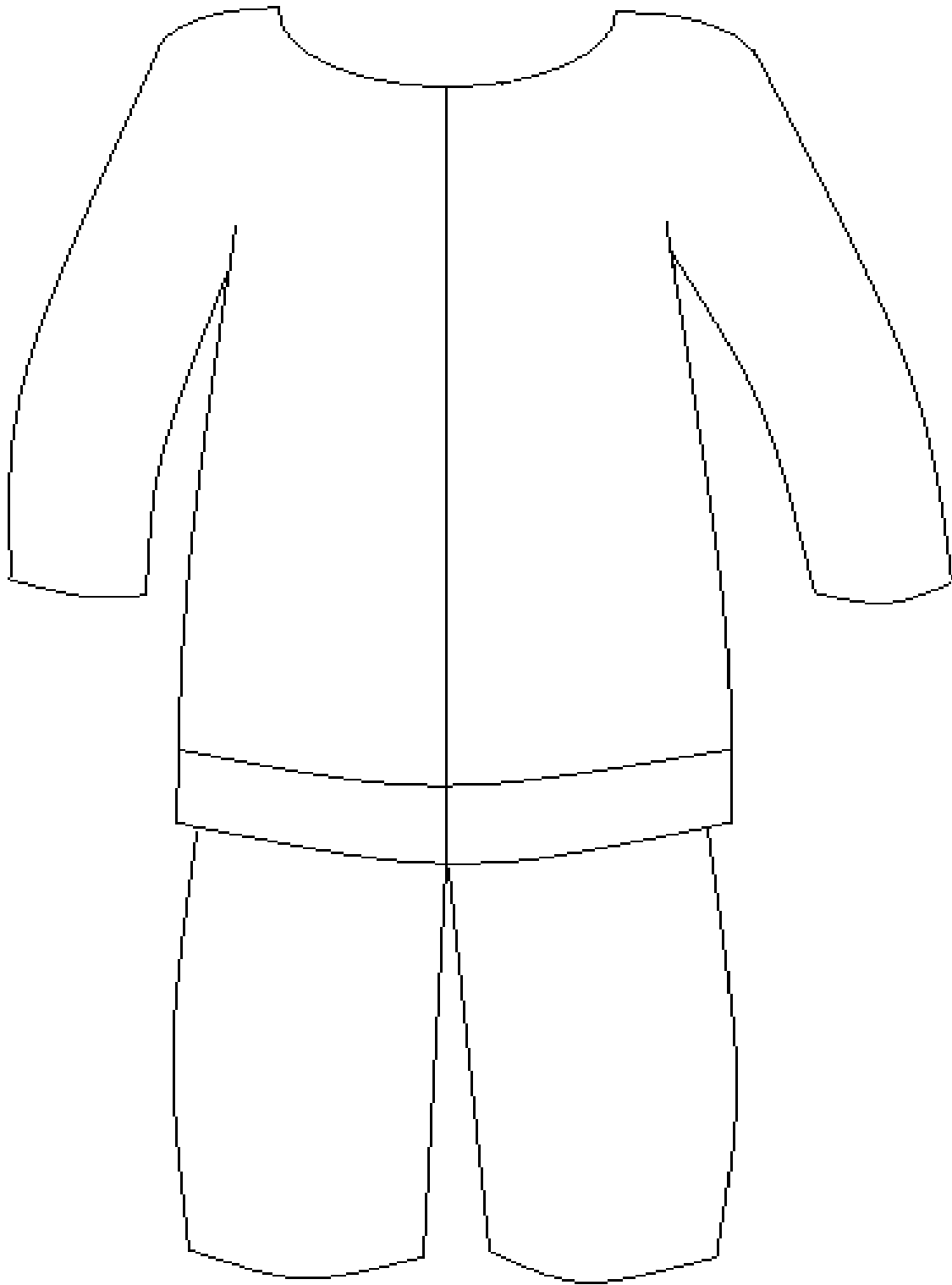
(All ages)

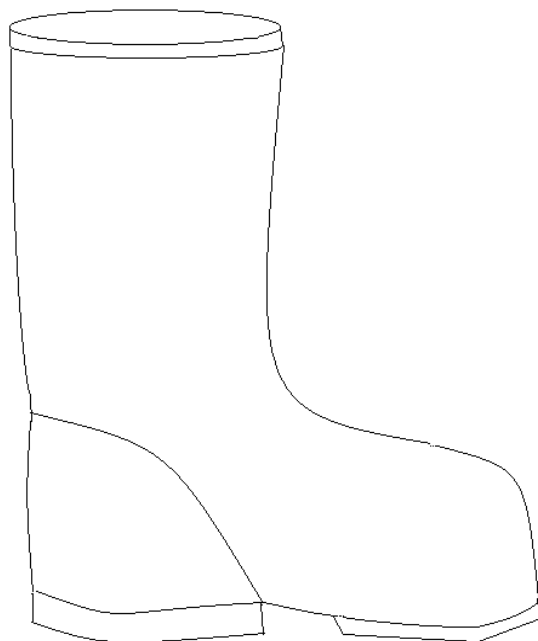
You will need:

- 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.







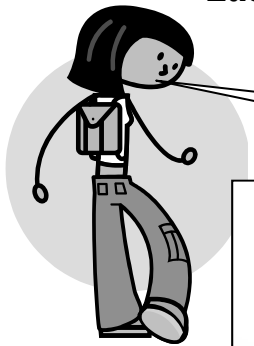




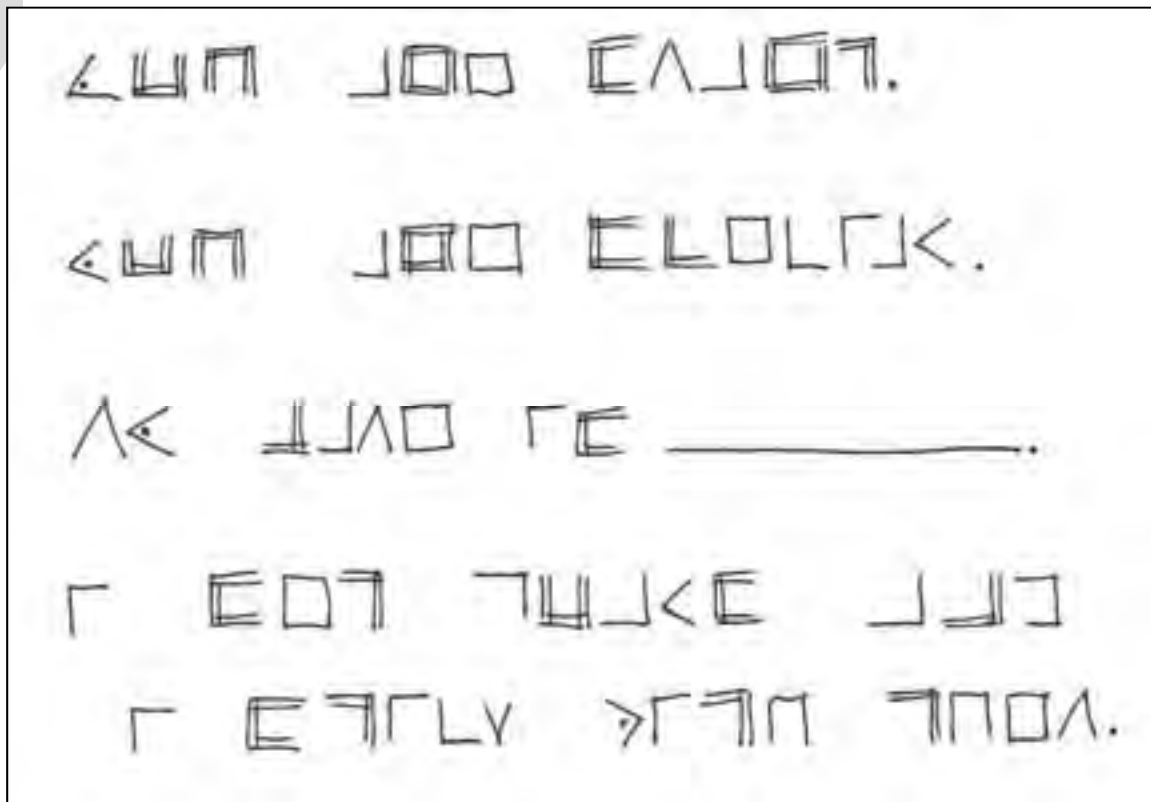
Secret Code

(Ages 9 and up)

Each of the symbols represents a letter.



Can you figure out the code?



Here's a hint:

A	B	C	X	N	O	P	X
D	E	F	J	Q	R	S	W
G	H	I	M	T	U	V	Z

A = L B = L C = L



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.

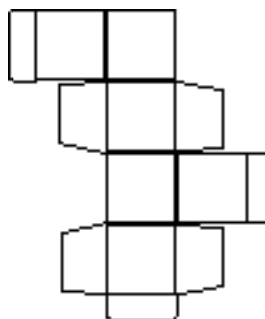
You will need:

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

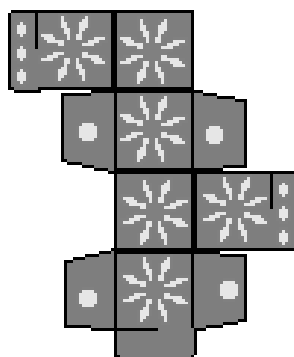


Directions:

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.



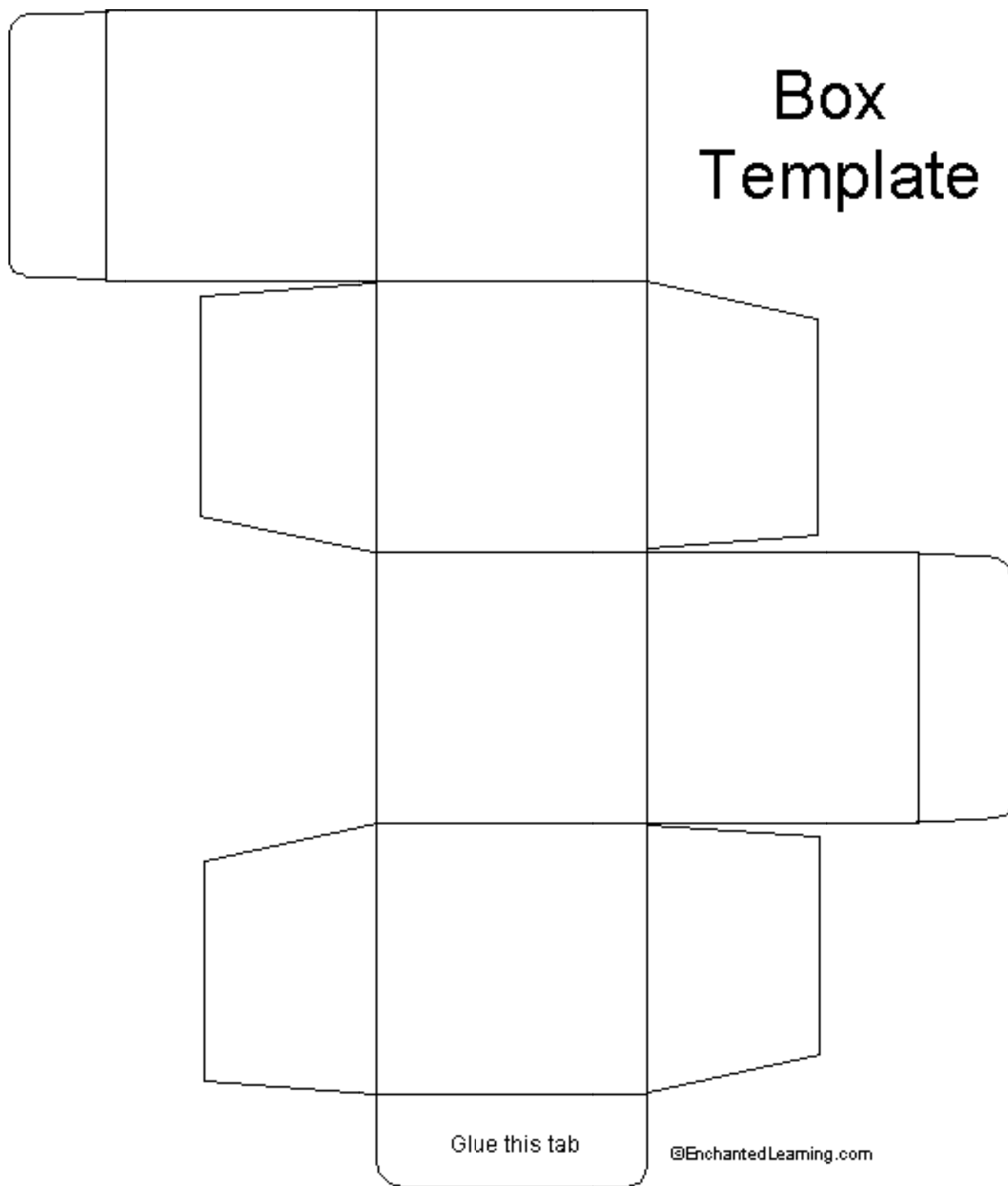
4. Fold over the tabs on each end and close the ends.



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



Box Template

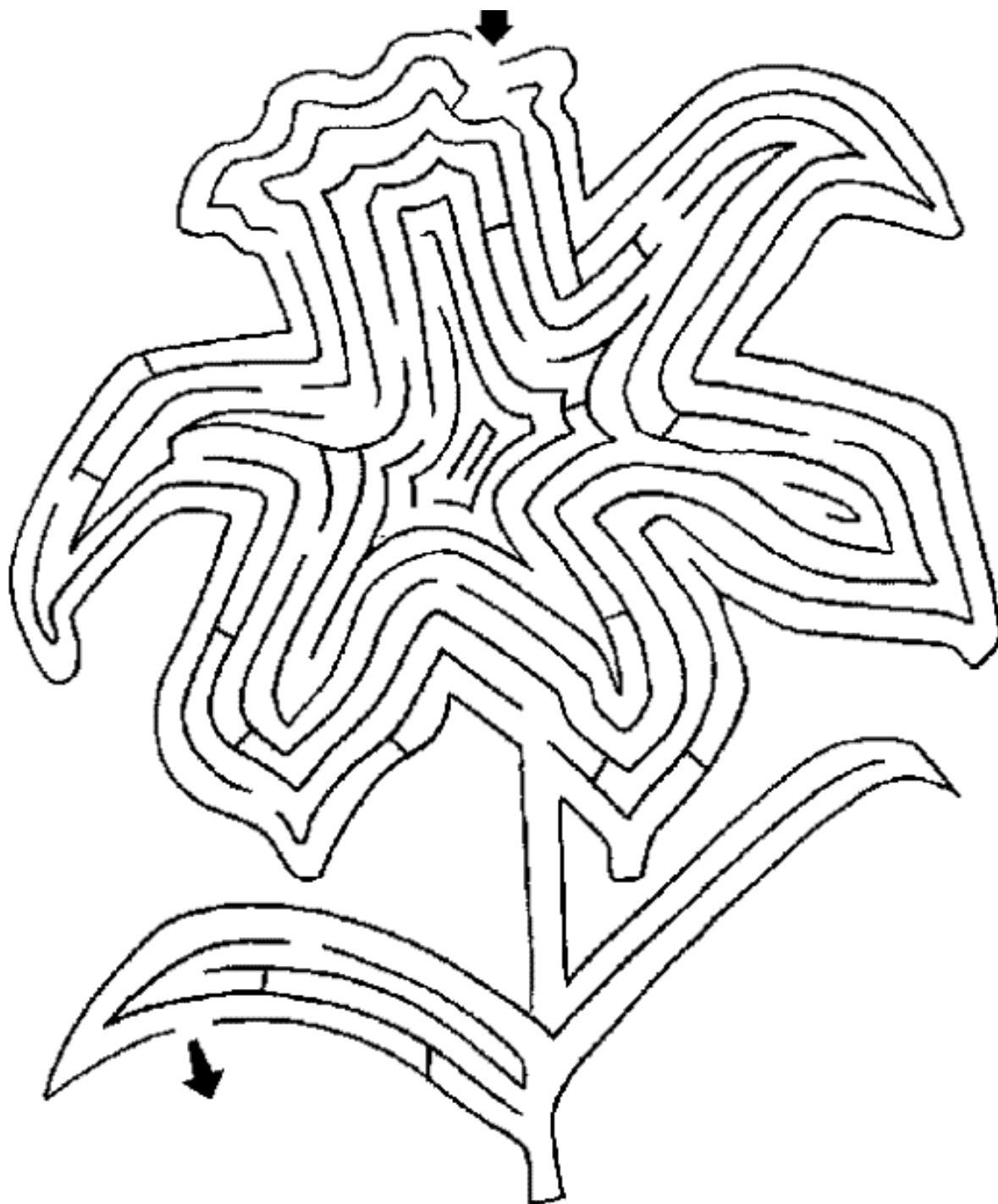




Find Your Way

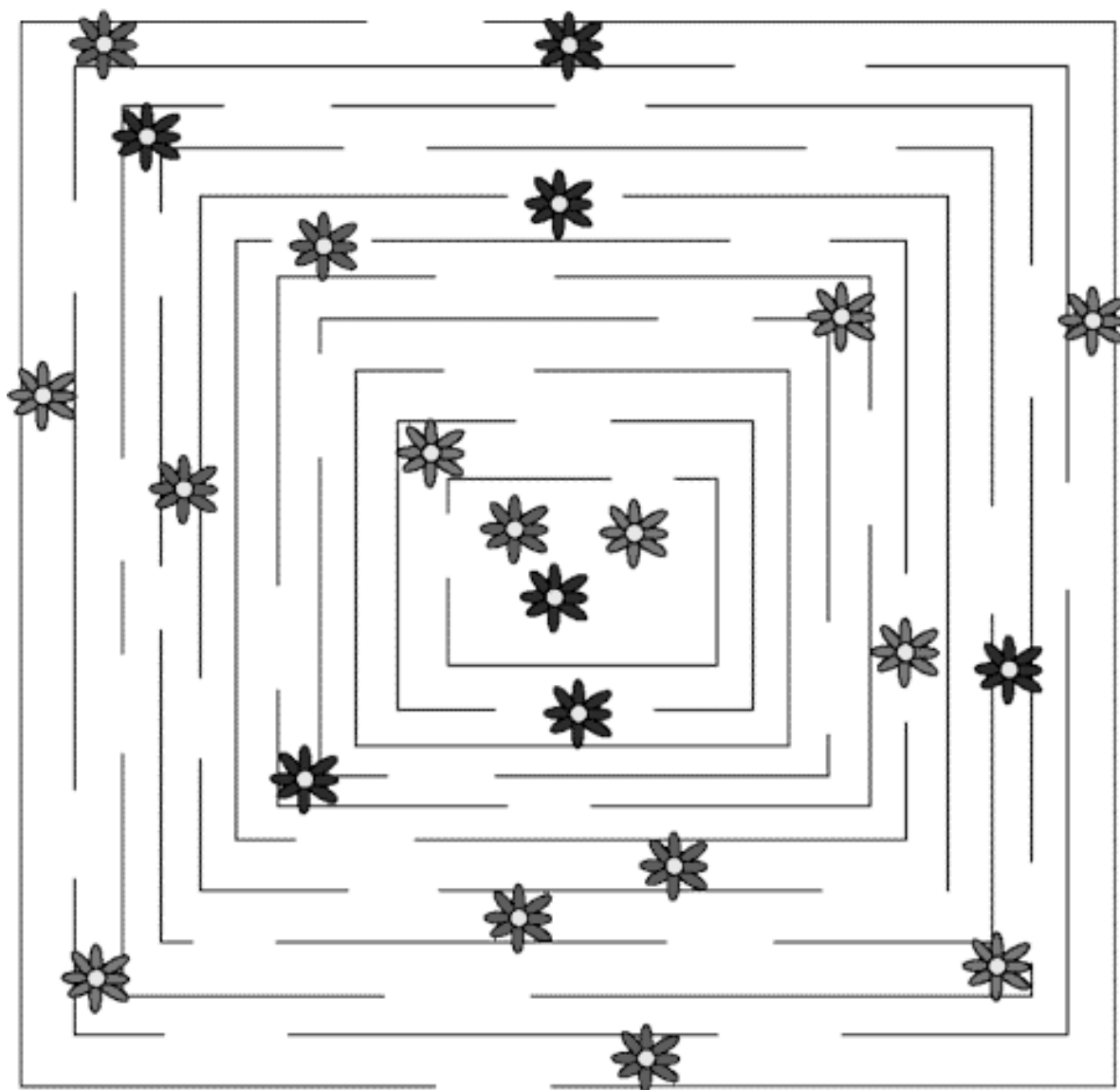
(Ages 4 and up)

Find your way through the maze.



(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

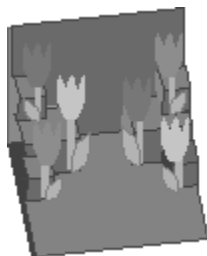
(Ages 8 and up)

Activity	Pulse Rate in 10 seconds	Pulse Rate in 60 seconds
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)



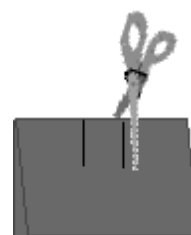
You will need:

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

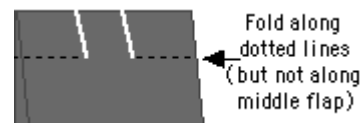
1. Fold two rectangular pieces of construction paper in half. One piece will be the outside of the card and one piece will be the inside.



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

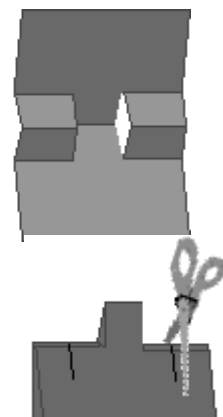


3. Fold the two outside flaps that you just made (but do not fold the middle flap). Unfold the flaps.



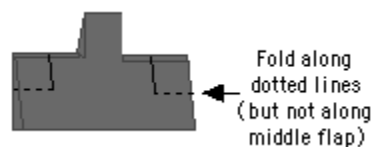


4. Open the card. Push the two flaps towards the inside of the card – they will look like two steps.



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.

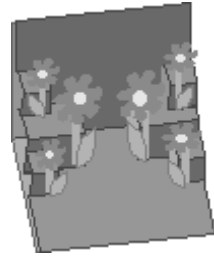


9. Glue the flowers to the flaps. Make sure that the flowers do not stick out of the card when the card is closed.





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.

