

Book Title: *The Legend of Caribou Boy*

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Illustrator: Ray McSwain

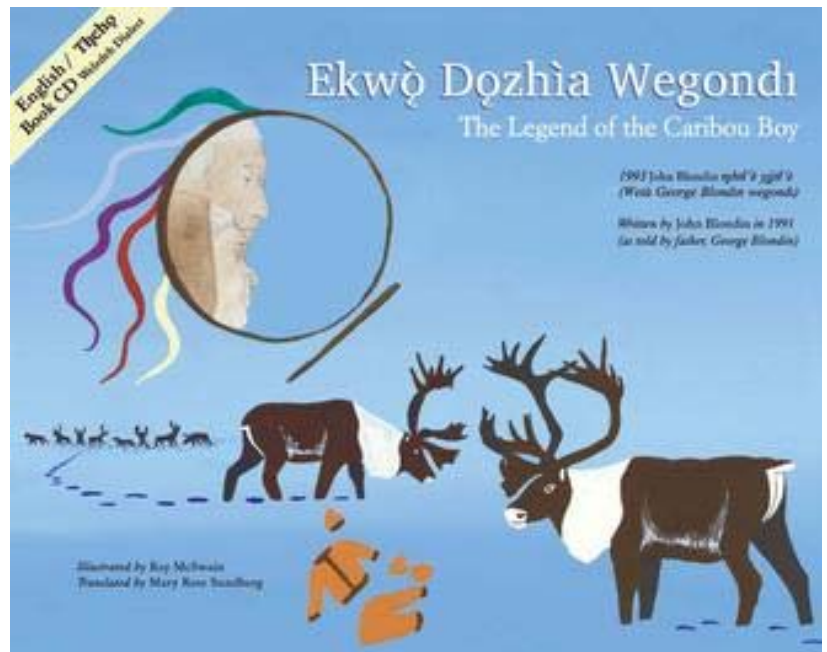
Annotation: This book could be used in a division II English Language Arts class during a unit covering legends. The read-along CD provides reading support for ESL or lower level readers. There is a strong glossary of Dene language at the back of the book.

Concepts at a Glance: Dene storytelling, First Nations (Dogrib) legends, Indigenous (Dogrib) language

Text Sets: Dual language books, First Nation, Métis and Inuit legends, Stories about families supporting one another.


Projects, Ideas and Activities:

1. Listen to the story on the CD first in the Dogrib language while looking at the pictures. Ask the students to guess what is happening in the story. Then read the story in English.
2. Talk about legends. What is a legend? Compare this story to other legends that class has read. Talk about families and how they protect one another.
3. Read other books about families protecting one another.
4. Have students act out the story.
5. Look for the natural elements in the story and create a collage. For example, northern lights (painting), sleeping bag, drum, fire, stars, backpacks, walking sticks footprints, lake ice caribou.
6. Talk about the importance of caribou to the Dene people. Research this and report back to the class.
7. Learn a few words in Dogrib using the glossary at the end of the book.
8. Do a footprint craft using potato stamps and paint. Make both boy and caribou footprints side by side. Compare the actual size of a caribou to the actual size of a boy in the class. Use this for basic counting (count the footprints) or more complex equations (How many footprints in a kilometer? How many kilometers across the lake?) Cut out each footprint and measure various lengths, i.e. the rug is "X" caribou prints long and "X" boy footprints long.







Curricular Links- The Legend of the Caribou Boy

Science: Grade One


 Topic B: Seasonal Changes

Mathematical Strands:


Number

-  (1) Say a number sequence 100 (in a variety of ways).
-  (1) Represent and describe numbers to 20, concretely, pictorially and symbolically.
-  (1) Identify the number up to 20 that is: one more, two more etc.
-  (1, 2) describe and use mental mathematical strategies.

Patterns and Relations


-  (2) Demonstrate an understanding of repeating patterns using manipulatives, diagrams, sounds and actions.

Shape and Space


-  (2) Measure length to nearest nonstandard unit by: using copies of a unit and using a single copy of a unit.

Mathematical Processes: Problem Solving, reasoning.

Art Level One: Expression - Component 7



-  (C) Printmaking: Explore the use of printmaking materials and the application of paint, using brushes and rollers. Use print making images in making pictures or compositions.

Art Level Three: Component 7


-  (D) Arrangements of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition.

English Language Arts



1.2 Clarify and Extend

-  (1) Listen and respond appropriately to experiences and feeling shared by others.
-  (2) Connect own ideas and experiences with those shared by others.

2.2 Respond to Texts

-  Choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays.

5.1 Respect others and Strengthen Community

-  (1) Relate texts to culture: Talk about other times, places and people after exploring oral, print and other media texts from various communities.
-  (8) Compare ways in which oral, print and other media texts reflect specific elements of

cultures or periods in history.