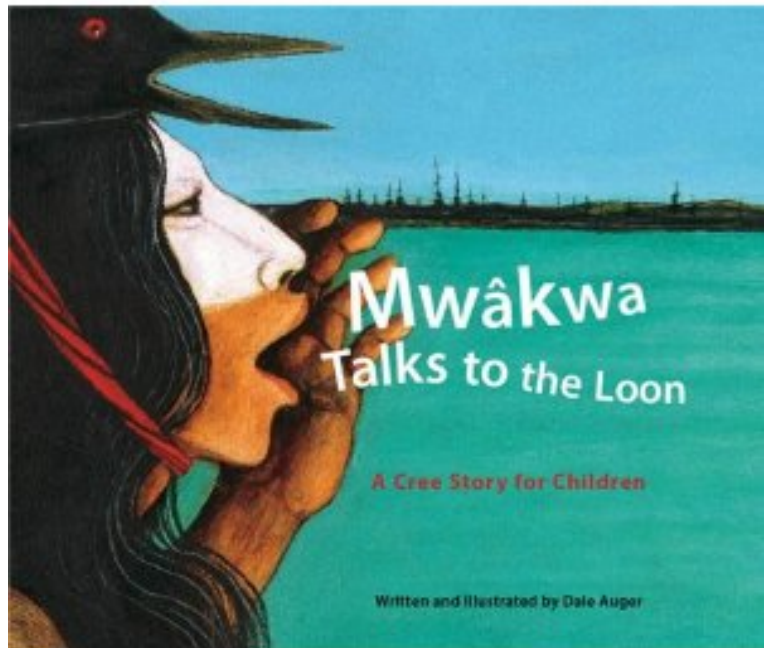


**Book Title:** *Mwâkwa Talks to the Loon*

**Written and Illustrated by:** Dale Auger

**Annotation:** This is the story of Kayâs who uses his gift of knowing where to find animals (four-legged, winged and swimmers) to provide for his people. Soon however, he begins to love the admiration of the people, more than he loves hunting and the people grow hungry. To Kayâs' sorrow, he has lost his gift and it remains lost until he listens to the Elders and follows their guidance. This book is written partly in Cree with a pronunciation guide at the back.

**Text Set on the Cree people:** My Kokum Called Today (Loewen), Watishka Warriors (Auger), Camping at the Lake, Nokum is my Teacher, Niwechihaw: I Help.



**Links:**

📌 Link to Dale Auger's studio: [www.daleauger.com](http://www.daleauger.com)

**Projects, Ideas and Activities:**

1. Read the book for enjoyment. Read again and use as a basis for discussion and diagramming activity of the following;
  - a. Main events in the story
  - b. Plot, characters, problem solution
  - c. Setting, beginning/middle/end
2. Use the story to stimulate a sorting activity of animals based on characteristics (two-legged, four legged, winged, swimmers etc.). This can be done by cutting and gluing pictures from out dated magazines.
3. Make a mural that represents the village of Kayâs. Label all the characters of the story in the mural.
4. Explore the use of Cree language and its significance throughout the story.
5. Discuss commonalities between Kayâs (the hunter) and Mwâkwa (the loon). Although they are distinctly different in real life, they are "same-spirits" in the story.
6. Act the story, do it as puppetry or convert to Readers Theatre. It would also be a good story to do as a shadow play.
7. Research a Cree word, pronounce it to the class, and provide its meaning.
8. Write the story from the point of view of one of Kayâs' brothers or sisters.

## Mwâkwa Talks to the Loon- Curricular Links

### Science: Grade One

- ✚ **Topic E:** Needs of Plants and Animals –Classify some common local plants and animals into groups on the basis of visible characteristics

### Science: Grade Two

- ✚ **Topic E:** Small Crawling and Flying Animals

### Science: Grade Three

- ✚ **Topic E:** Animal Life Cycles

### Science: Grade Five

- ✚ **Topic E:** Wetland Ecosystems

### Social Studies General and Specific Outcomes:

#### (K) I am Unique –K.1.2

- ✚ Appreciate the unique characteristics, interests, gifts and talents of others.

#### (1) Moving Forward with the Past: My Family, My History and My Community. 1.2.1

- ✚ Appreciate how stories and events of the past connect their families and communities to the present.
- ✚ Recognize how their families and communities might have been different in the past than they are today, appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging etc.

#### (2) A Community in the Past- 2.2.1

- ✚ Appreciate how stories of the past connect individuals and communities to the present.

#### (4) The Stories, Histories and peoples of Alberta -4.2.1

- ✚ Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.

**Program Foundations:** Citizenship and Identity, Aboriginal perspectives,

**Strands:** Culture and Community, Time, Continuity and Change

### English Language Arts

#### 1.1 Discover and Explore

- ✚ (3) Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts.
- ✚ (5) Read, write, represent and talk to explore personal understandings of new ideas and information.
- ✚ (6) Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts.
- ✚ (7) Express personal understanding of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts.

#### 1.2 Clarify and Extend

- ✚ (3) Ask questions to clarify information and ensure understanding
- ✚ (8) Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others.

#### 2.1 Strategies and Cues

- ✚ (K) Connect oral language with print and pictures.
- ✚ (4) use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information.

#### 2.2 Respond to texts

- ✚ (3) Express preferences for one character over another.
- ✚ (7) Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts.

