



## English Language - Elementary

### Activity Description

\*For a global view of the activity in reference to the programs of the MELS, refer to the document [2\\_general\\_structure\\_elementary](#).

NOTE : Considering the fact that the expectations vary in regard to the level, the cycle and the program taught (English Language Arts or English as a Second Language), the following activity is presented in a relatively “general” manner, so it will be easier for you to adapt it to your own class.

### Preparation and Inspiration Phase (Opening Phase)

#### 1. Reading of traditional Inuit stories

Duration : will vary according to the number of stories read by the teacher / approximately 10 to 30 minutes

Read to your students a few stories from Nunavik taken from the document [Tell Me a Story](#). Draw your selection in regard to your students’ age and level of proficiency in English. It would be preferable if you read the stories to the students yourself, in order to keep a regular flow of narration which will help with the understanding of those stories. As well, do not hesitate to give out explanations and to make sure that your students understand the different parts of the stories correctly.

#### 2. Group discussion

Duration : approximately 10 to 20 minutes

##### For classes with Inuit students :

Start with a group discussion. Ask questions on diverse points: did your students already know these stories (or some of them)? Which ones were their favourites? Etc. (We should bear in mind that these stories are a written translation of the Inuktitut language and that they used to be passed on orally.) If you think it is pertinent, share with your students some of the targeted information presented in the document entitled [1\\_language\\_summary](#).

End the discussion by creating a list of important points with your students that characterize the style of Inuit stories. That list will serve as a reference tool during the creation phase.

##### For classes with non-Inuit students :

Start with a group discussion. Ask questions on diverse points: which stories did your students like best? Could they find similarities or differences between the stories? What did they notice regarding the style of the writing or the way these stories were told? Etc. (We should bear in mind that these stories are a written translation of the Inuktitut language and that they used to be passed on orally.) Then, share with your students some of the targeted information presented in the document entitled [1\\_language\\_summary](#).

End the discussion by creating a list of important points with your students that characterize the style of Inuit stories. That list will serve as a reference tool during the creation phase.

#### 3. Preparation preliminary to creation

Duration : approximately 5 to 15 minutes

According to the academic level of your students, ask them to choose a few elements from the following suggestions: a northern animal of their choice, a principal character as well-defined as possible, two secondary characters, an object (tool, utensil or other), a season and a main action around which the story will be created. You can print the page [4\\_my\\_choices\\_elementary](#) if you wish. This document may help your students in structuring their ideas. In addition, you will find illustrations in the file [images](#) to show to your class in order to help the students choose their elements.

## Creation Phase (Development, productive action phase)

### 1. The writing

Duration : 1 to 2 periods according to the type of English course and the level of the students (for instance, we would expect a longer and more detailed text from the 3rd cycle students in English Language Arts and a simpler and shorter text, even just a paragraph, from the 1st cycle students or the ones studying in English as a Second Language).

Students have to write a paragraph or a short narrative text in the manner of a traditional Inuit story or legend using, among other elements, those chosen in the preparation phase (and elaborated on in the document [4\\_my\\_choices\\_elementary](#)). The style should be similar to that used in one of the stories read in class prior to the creation phase. The students may refer to the list of characteristics arising from the group discussion. Emphasis should be placed on simple and short sentences, and ideas should be presented in a similarly straightforward manner. However, the students should be encouraged not to restrain themselves to the simple reality and not to limit their imagination.

The first cycle students or the English beginners could limit themselves, for instance, to a single important action between a character and an animal, all written in few lines (a small paragraph).

Regarding the grammatical notions and composition concepts, tell your students to which elements they should be paying attention. (These notions will vary from one class to another depending on what has been studied in class – type of sentences, verb tenses, vocabulary used, etc.)

### 2. Individual help and rough correction

Duration : will vary according to the length of the texts and the number of students in the class.

Since the students will eventually be asked to read their composition in front of the class, you should definitely proceed with a first correction.

## Distancing Phase (Separation Phase)

### 1. Reading of the texts

Duration : will vary according to the length of the texts and the number of students in the class.

Each student reads her/his story to the class.

### 2. Activity discussion

Duration : approximately 10 to 20 minutes

After the reading, the students are called upon to share their creation experience with the rest of the class and to make constructive critiques. Did they find the exercise easy or difficult? Why? Did they like the activity? Which texts did they prefer? Were they surprised by some stories or particular elements? Could some of these stories be joined together to create a bigger one?

### 3. Assessment and exhibition of the creations

Proceed with the evaluation of the disciplinary competencies mentioned in the document [2\\_general\\_structure\\_elementary](#) or with your own assessment based on the objectives of your province's program. If needed, you can refer to the documents [5\\_evaluation\\_grid\\_ELA\\_elementary](#) or [6\\_evaluation\\_grid\\_ESL\\_elementary](#).

The works can then be bound in order to create a collection of stories "in the Inuit style" or of "Inuit legends". Illustrations created in the visual arts classes could even embellish this collection.

The students could also create an Inuit style sculpture (see the activity proposed in the pedagogical section of this website). Incidentally, numerous Inuit artists were and still are inspired by the traditional myths and legends. Your students could follow the same path.