

# Miiakkut Tuurngailu Mia and the Monsters

## Ilihaijit Maligakhaat Educator's Guide

Ilihalihaaqtut ukualu Puqtutilaaq 1  
Kindergarten and Grade 1



**Includes activities  
that can be adapted for  
ECE classrooms!**

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## About This Resource

*Mia Uiqqalaallu/Mia and the Monsters* is a short, engaging television series for young children that supports early Inuinnaqtun oral language learning. In each episode, Mia and her monster friends explore a simple concept (colours, shapes, or sounds) using visuals, repetition, and call-and-response questions that encourage children's participation.



Using lessons that connect to the series, the *Mia ukualu Uiqqalaat Ilihijit Maligakhaat/Mia and the Monsters Educator's Guide* supports Kindergarten and Grade 1 educators in teaching vocabulary. Each lesson focuses on early oral language development and teaches high-frequency vocabulary and concepts. These easy-to-set-up activities extend learning through repetition, movement, and real-life connections, helping students practise Inuinnaqtun with confidence. All activities are flexible and can be adapted to meet students' needs.

All lessons align with Learning Outcomes in the made-in-Nunavut *Inuinnaqtun 2nd Language Curriculum (IL2)*, *Mathematics Curriculum*, and *Arts Education Curriculum*.

### A NOTE FOR EARLY CHILDHOOD EDUCATORS

This resource is designed for students learning Inuinnaqtun in Kindergarten and Grade 1. The short videos and simple follow-up activities build everyday oral language skills through play, naming, listening, repeating, and using high-frequency words in meaningful ways. It can be adapted and fits naturally in Nunavut Early Childhood Education (ECE) and daycare settings.

Early childhood educators can use the activities in this guide during daily routines, such as Circle Time, movement breaks, or play-based learning. The activities can be adapted by simplifying the language, reducing the number of key terms taught, and focusing on the hands-on and play-based learning parts of each lesson.

### MORE MIA AND THE MONSTERS

You can find more *Mia Uiqqalaallu/Mia and the Monsters* resources, such as colouring pages and finger puppets, on the Ilinniarutit TV website: <https://ilinniarutit.ca/activities/>. They are also listed in the "References" section of this resource on page 40.

All viewing activities in this guide require the following:

*Mia Uiqqalaallu/Mia and the Monsters* videos:

- <https://nbes.ca/project/mia-uiqqalaallu/>
- A computer with speakers to view the video links from the Ilinniarutit TV website

There are accompanying storybooks for each episode. You are encouraged to use these free resources to extend students' learning and skills. They can be found at <https://inuktut-ilinniaqta.com/en/early-learning/books/>.



# Included in This Resource

Each lesson includes the following sections. It is recommended that you review all sections of a lesson before teaching it to students.

## VIDEO DESCRIPTION

This section includes a video link and short summary of the lesson's video.

## LEARNING GOALS

This section describes what students will learn and the key concepts they will practise.

## LEARNING OUTCOMES

This section identifies the subjects and learning outcomes targeted in each lesson.

## KEY TERMS

This section lists the vocabulary words practised in each *Mia Uiqqalaallu/Mia and the Monsters* video.

You can use the key terms in the following ways:

- Preview them before viewing the video so students know what to listen for.
- Model them using picture cards and/or objects during class discussions.
- Practise correct pronunciation.
- Model using the terms in conversations with students.
- Encourage students to use the terms during classroom activities.

## MATERIALS

This section lists everything educators need to prepare to teach an activity. Some materials are provided in this manual, like student worksheets or lesson resources, while others will need to be gathered separately. Worksheets and lesson resources are located on the pages immediately following each lesson.

## PREPARATION

This section includes preparation instructions for each activity. Additional classroom supplies must be prepared in advance.

## VIEWING ACTIVITY

This section provides discussion questions you can use before, during, and after viewing each video.

- **Before Viewing:** These questions activate students' prior knowledge and introduce key vocabulary to support their engagement and comprehension.
- **During Viewing:** These questions help students participate while watching (for example, by pointing, repeating, and finding examples). Optional pause points are included to support students' understanding.
- **After Viewing:** These questions allow students to discuss and reflect on the main idea and messaging of the video before transitioning to follow-up activities.

## LESSON RESOURCES

Lesson resources are materials and tools used for student activities, including cards, visual aids, and manipulatives.

## WORKSHEETS

Worksheets for student activities are included at the end of the lesson. They can be printed out and photocopied for students to use.

# Curriculum Expectations per Grade

## Kindergarten

Curriculum	Learning Outcomes
<i>IL2</i>	<b>K.OC.1.1</b> Begin to demonstrate understanding of familiar, grade-appropriate vocabulary, with extensive support.
<i>Mathematics</i>	<b>K.SS.2.1</b> Identify and name basic 2D shapes (circle, square, triangle, rectangle) using everyday objects and natural items. <b>K.PR.1.1</b> Sort familiar objects into groups based on a single attribute.
<i>Arts Education</i>	<b>K.EC.1</b> Explore elements of design (line, shape, form, space, colour, texture, and value) through brainstorming, role play, and experimentation.

## Grade 1

Curriculum	Learning Outcomes
<i>IL2</i>	<b>1.OC.1.1</b> Demonstrate understanding of familiar, grade-appropriate vocabulary through active listening, with support.
<i>Mathematics</i>	<b>1.SS.2.2</b> Sort and classify shapes based on their properties, applying knowledge of shape attributes to organize geometric figures. <b>1.PR.1.1</b> Sort a variety of objects into groups based on at least one attribute.
<i>Arts Education</i>	<b>1.EC.1</b> Actively engage with a variety of elements, processes, and techniques through play.

# Ilihaqtakhat Lessons



## Lesson 1

# “Mia Uiqqalaallu Qiniqhiajut Iliktirutinik”

## “Mia and the Monsters Search for Shapes”

### VIDEO DESCRIPTION

The narrator invites the monsters to learn about shapes. She introduces four basic shapes (circle, square, triangle, and rectangle) and asks the monsters to find examples of each. Together, they practise spotting shapes in their environment and then review them with a “Where is the...?” game.

### LEARNING GOALS

Students will:

- Recognize and name basic 2D shapes (circle, square, triangle, and rectangle)
- Create and represent shapes in different ways (drawing, building, tracing, or making shapes with their bodies) to show their understanding

### LEARNING OUTCOMES

Kindergarten

Curriculum	Learning Outcomes
<i>IL2</i>	<b>K.OC.1.1</b> Begin to demonstrate understanding of familiar, grade-appropriate vocabulary, with extensive support.
<i>Mathematics</i>	<b>K.SS.2.1</b> Identify and name basic 2D shapes (circle, square, triangle, rectangle) using everyday objects and natural items. <b>K.PR.1.1</b> Sort familiar objects into groups based on a single attribute.

Grade 1

Curriculum	Learning Outcomes
<i>IL2</i>	<b>1.OC.1.1</b> Demonstrate understanding of familiar, grade-appropriate vocabulary through active listening, with support.
<i>Mathematics</i>	<b>1.SS.2.2</b> Sort and classify shapes based on their properties, applying knowledge of shape attributes to organize geometric figures.

## KEY TERMS

- *Kaimalluriktuq* (circle)
- *Kikkariktuq* (square)
- *Tuppariktuq* (triangle)
- *Tuahiungajuq* (rectangle)

## Viewing Activity

### MATERIALS

- “Mia Uiqqalaallu Qiniqhiajut Iliktirutinik”/“Mia and the Monsters Search for Shapes” video
- A device with a screen and speakers for video
- **Ilihaqtakhat Atugakhautit:** Iliktirutit Piannanguat/**Lesson Resource:** Shape Cards
- **Titirarvikhaq 1:** Iliktirut Timimut (Pittaaqraq 1 unaluunniit 2)/**Worksheet 1:** Shape Parkas (Option 1 or 2)
- **Optional:** Hands-on building materials (straws, Popsicle sticks, or pipe cleaners)
- Tape

### PREPARATION

- Preview the video and the time stamps identified in step 3 of this activity.
- Decide which version of **Titirarvikhaq 1:** Iliktirut Timimut/**Worksheet 1:** Shape Parkas students will complete. There are two options depending on student’s ability. Choose the appropriate option for students.
  - Option 1: includes dotted-line shapes for students to trace.
  - Option 2: asks students to draw shapes freehand.
- Print out a copy of **Ilihaqtakhat Atugakhautit:** iliktirutit Piannanguat/**Lesson Resource:** Shape Cards and cut out the cards.
- Photocopy a class set of **Titirarvikhaq 1:** Iliktirut Timimut (Pittaaqraq 1 unaluunniit 2)/**Worksheet 1:** Shape Parkas (Option 1 or 2).

### BEFORE VIEWING

1. Tell students they will watch “Mia Uiqqalaallu Qiniqhiajut Iliktirutinik”/ “Mia and the Monsters Search For Shapes”, which is a video about shapes.
2. Ask students to predict what shapes they might see in the video. Prompt them to think about the names of shapes they know, like *kaimalluriktuq* (circle), *kikkariktuq* (square), *tuppariktuq* (triangle), and *tuahiungajuq* (*rectangle*).

### DURING VIEWING

3. Play “Mia Uiqqalaallu Qiniqhiajut Iliktirutinik.” Before the shape is shown, pause the video and ask students to draw the shape in the air using their pointer finger.
  - *Kaimalluriktuq* (circle; 00:29)
  - *Kikkariktuq* (square; 00:51)
  - *Tuppariktuq* (triangle; 01:12)
  - *Tuahiungajuq* (rectangle; 01:35)
  - *Kaimalluriktuq* (circle; 00:29)
  - *Kikkariktuq* (square; 00:51)
  - *Tuppariktuq* (triangle; 01:12)
  - *Tuahiungajuq* (rectangle; 01:35)
4. Pause the video before Mia and the monsters find each shape. Have students locate the shapes before the answers are revealed in the video.
  - *Kaimalluriktuq* (circle; 00:32)
  - *Kikkariktuq* (square; 00:58)
  - *Tuppariktuq* (triangle; 01:23)
  - *Tuahiungajuq* (rectangle; 01:45)

### AFTER VIEWING

5. Ask students, “Kitu iliktirut takuviuk?”/“What shapes did we see?” Use the **Ilihaqtakhat Atugakhautit:** Iliktirutit Piannanguat/**Lesson Resource:** Shape Cards to support students as they recall the four shapes from the video. For each shape, ask students to use their finger to draw it in the air or to make it with their hands. Then ask students to name other objects that they can notice in the classroom that are shapes.
6. Use tape to hang a shape card on four different areas or corners of the classroom. Read each card out loud as you hang it.
7. Explain to students that you will call out the name of a shape and that they should move to the classroom area with the correct shape name displayed.
8. Remind students to move safely around the room. Begin the game.
9. Once all students have made their choice, take a moment to say the name of the shape again so students can confirm if they made the right choice.
10. Repeat steps 8 and 9 until you have practised each shape two or three times.

### EDUCATOR'S TIP

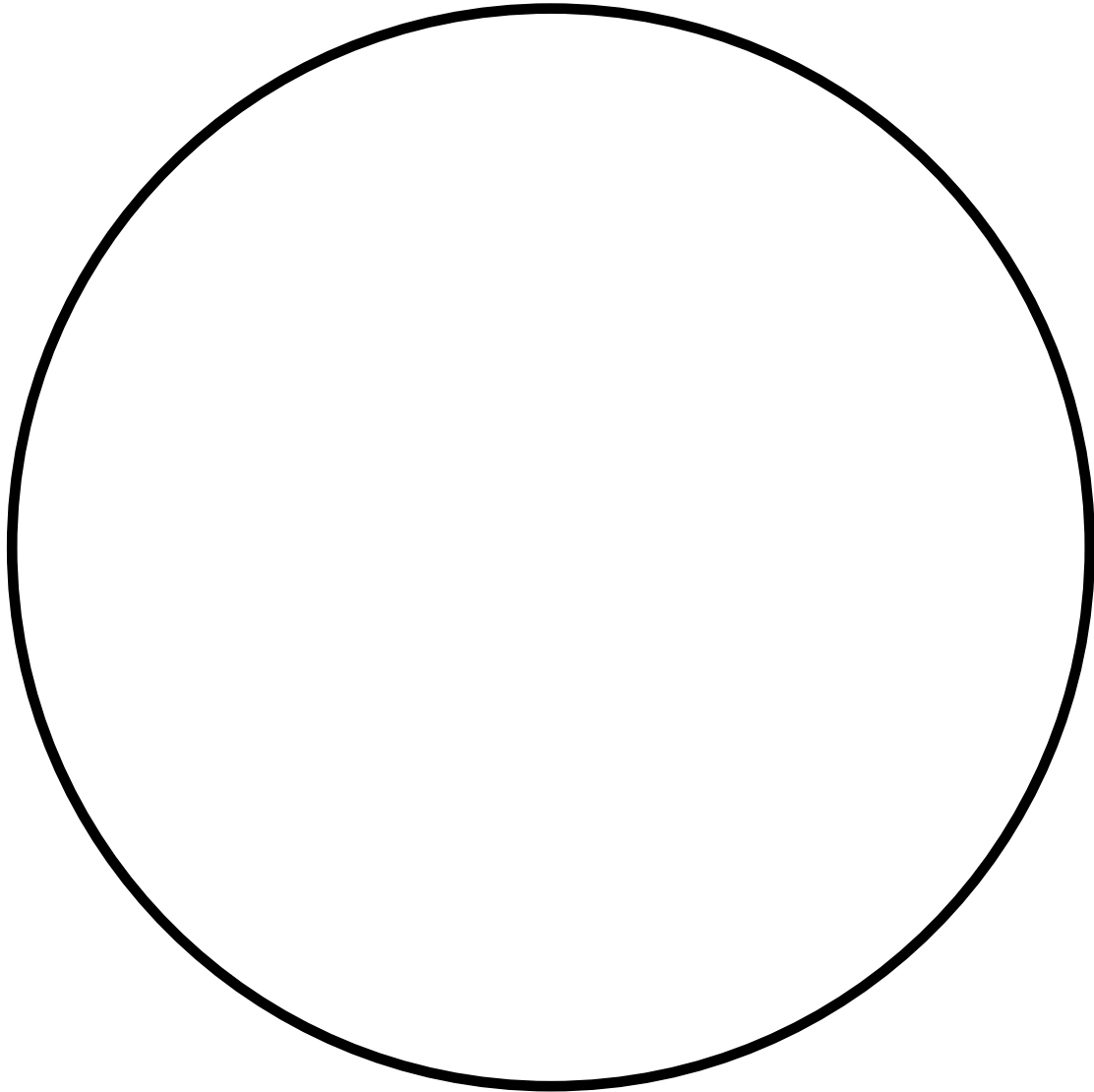
To make the activity hands-on and support fine motor development, provide materials such as straws, Popsicle sticks, or pipe cleaners for students to create the shape at each station. Be sure to have students reset the station before moving onto the next shape.

## INDEPENDENT ACTIVITY

1. Distribute **Titiravikhaq 1: Iliktirut Timimut (Pittaaqraq 1 unaluunniit 2)/Worksheet 1: Shape Parkas (Option 1 or 2)** to each student and ask them to write their name on the worksheet.
2. Show students the shape word written below each monster. Read each shape word out loud and encourage students to use their fingers to draw each shape in the air or make the shape with their hands.
3. Ask students to draw (or trace) the correct shape on each monster's parka. When they are finished, invite them to colour in all the pictures any way they like.
4. Collect the worksheets from students.



**Kaimalluriktuq**



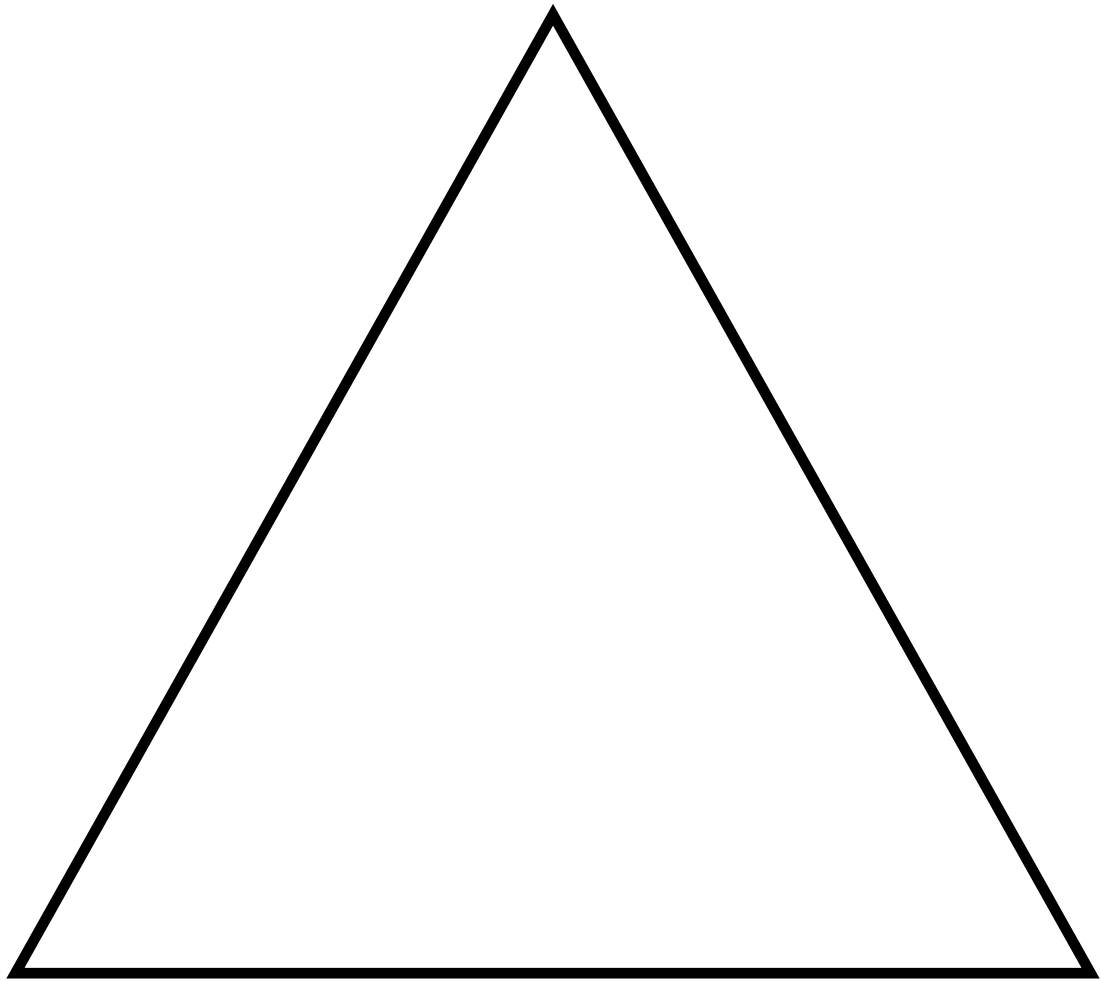
**Circle**

# Tuahiungajuq



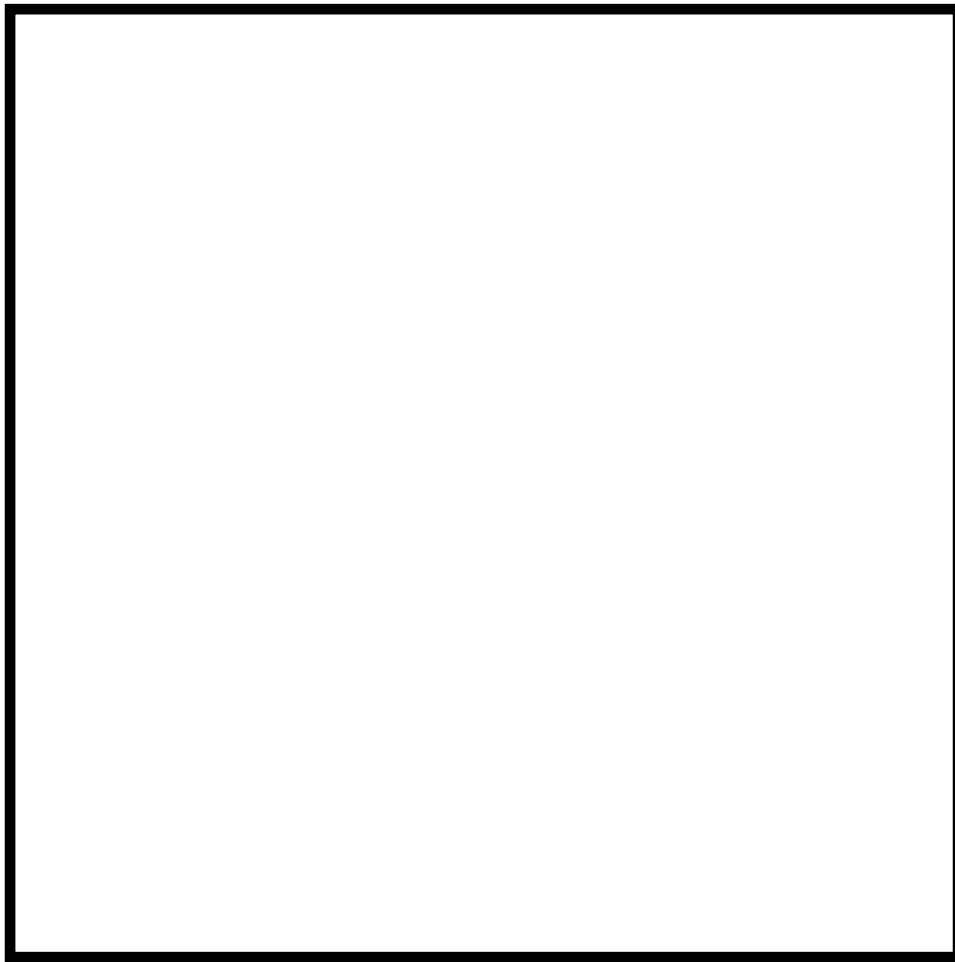
# Rectangle

**Tuppariktuq**



**Triangle**

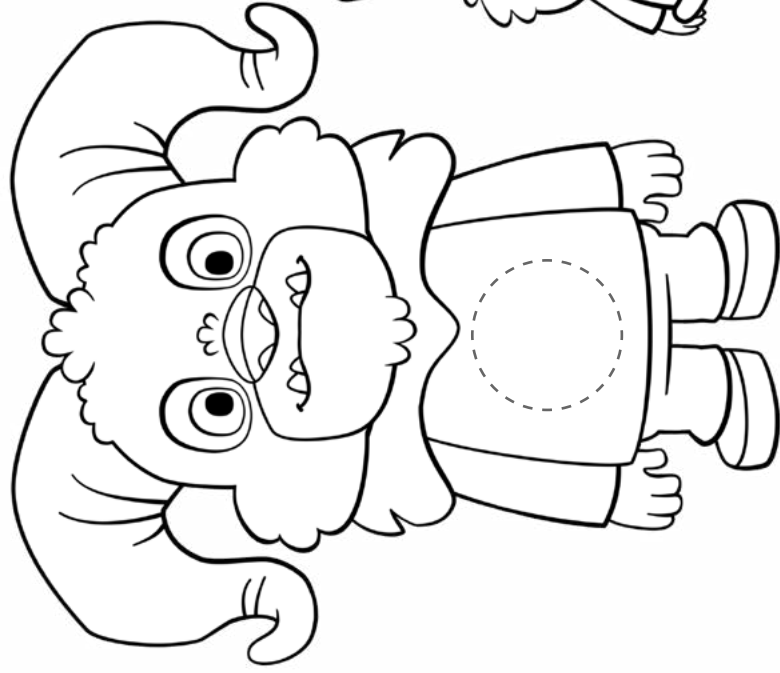
**Kikkariktug**



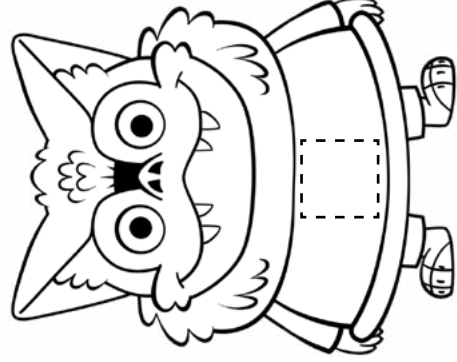
**Square**

**Titirarvikhaq 1: Iliktirut Timimut (Pittaaraq 1)**  
**Worksheet 1: Shape Parkas (Option 1)**

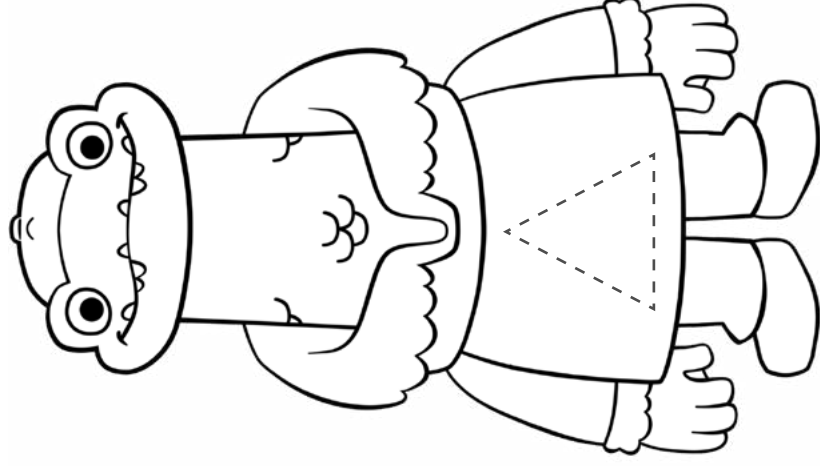
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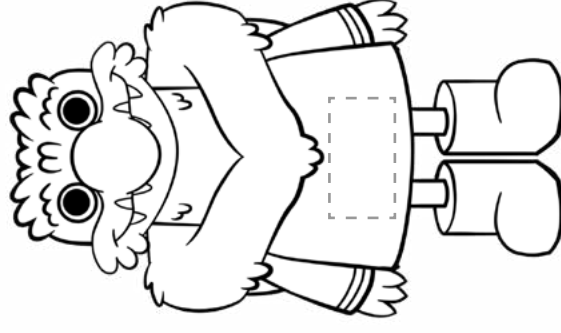
**Kaimalluriktuq**



**Kikkariktuq**



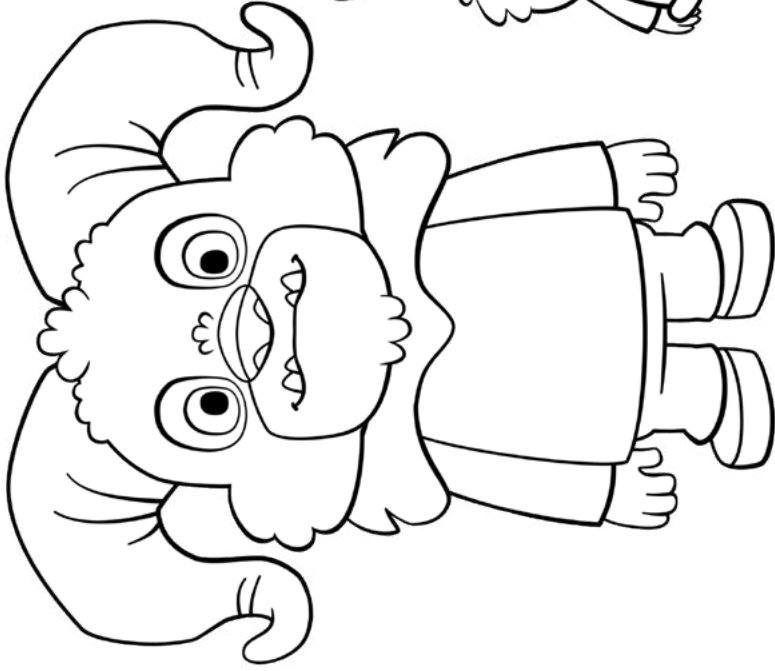
**Tuppariktuq**



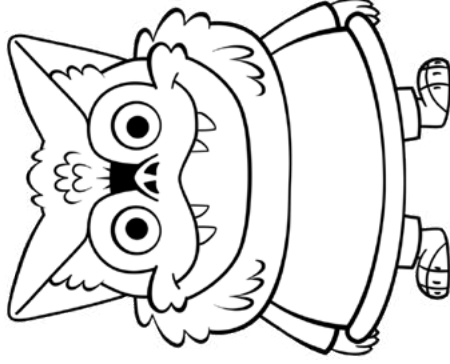
**Tuahiungajuq**

**Titirarvikhaq 1: Iliktirut Timimut (Unaluunniit 2)**  
**Worksheet 1: Shape Parkas (Option 2)**

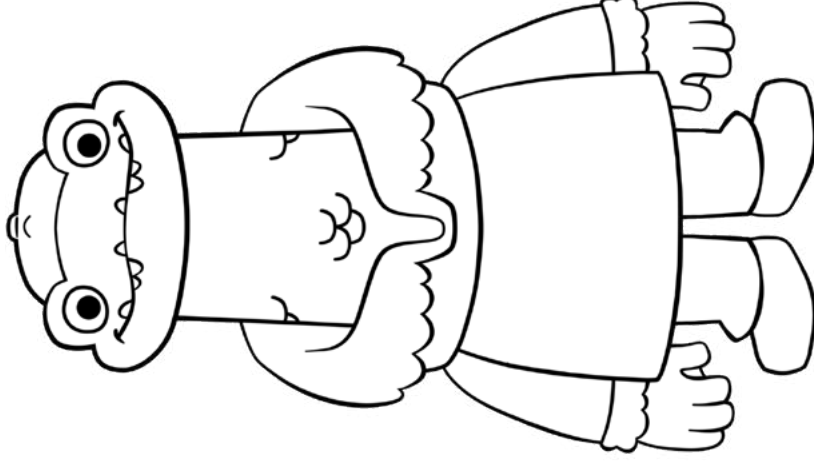
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**Kaimalluriktuq**



**Kikkariktuq**



**Tuppariktuq**



**Tuahiungajuq**



## Lesson 2

# “Mia Uiqqalaallu Qiniqhiajut Ivitaalingnik”

## “Mia and the Monsters Search for Colours”

### VIDEO DESCRIPTION

The narrator invites the monsters to practise colours together. She introduces the colours red, blue, orange, and yellow. The monsters help by finding objects in each colour. At the end, Tulu shows more colours: green, purple, and black.

### LEARNING GOALS

Students will:

- Recognize and identify colours by name
- Find colour vocabulary through active listening (with support)
- Sort items by colour

### LEARNING OUTCOMES

Kindergarten

Curriculum	Learning Outcomes
<i>IL2</i>	<b>K.OC.1.1</b> Begin to demonstrate understanding of familiar, grade-appropriate vocabulary, with extensive support.
<i>Mathematics</i>	<b>K.PR.1.1</b> Sort familiar objects into groups based on a single attribute.

Grade 1

Curriculum	Learning Outcomes
<i>IL2</i>	<b>1.OC.1.1</b> Demonstrate understanding of familiar, grade-appropriate vocabulary through active listening, with support.
<i>Mathematics</i>	<b>1.PR.1.1</b> Sort a variety of objects into groups based on at least one attribute.

## KEY TERMS

- *Aupajaaqtuq* (red)
- *Arijiqtaq* (blue)
- *Aupajaangajuq* (orange)
- *Qurjiqtaq* (yellow)
- *Hungajaaqtuq* (green)
- *Tungujuktuq* (purple)
- *Qirnariktuq* (black)

## Viewing Activity

### MATERIALS

- “Mia Uiqqalaallu Qiniqhiajut Ivitaalingnik”/“Mia and the Monsters Search for Colours” video
- A device with a screen and speakers for video
- Construction Paper (red, blue, orange, yellow, green, purple, and black) or **Ilihaqtakhat Atugakhautit**: Ivitaat Piannanguat/**Lesson Resource**: Colour Cards
- **Titirarvikhaq 2**: Ivitaarlugit Tainiitigut/**Worksheet 2**: Colour by Word
- **Ilihaqtakhat Atugakhautit**: Ilihaqtut Ivitaat Piannanguangit/**Lesson Resource**: Student Colour Cards
- Basket with a mix of coloured items (blocks, toy cars, buttons, craft materials, and so on)
- Colouring materials (crayons, pencil crayons, or markers) in red, blue, orange, yellow, green, purple, and black
- Student scissors
- Tape

### PREPARATION

- Use seven pieces of construction paper for each of the colour words listed in the key terms section. For each construction paper colour card, write the vocabulary word in Inuinnaqtun and English. The text should be big enough for students to see from far away. Alternatively, print and colour the **Ilihaqtakhat Atugakhautit**: Ivitaat Piannanguat/**Lesson Resource**: Colour Cards.
- Print out **Ilihaqtakhat Atugakhautit**: Ilihaqtut Ivitaat Piannanguangit/**Lesson Resource**: Student Colour Cards. Note that there is more than one strip per page. Only print the required number of pages for each student to get one strip. Cut the strips out before distributing to students.
- Display the colour cards on a word wall in your classroom.

## EDUCATOR’S TIP

A word wall is a display of vocabulary words posted on the wall of your classroom. Create a word wall in your classroom by displaying important vocabulary words where students can easily see them. You can invite students to help build the word wall by writing, decorating, and placing the words themselves. This hands-on experience helps students remember and use new vocabulary. The reference cards included in this resource are meant to support the creation and use of your word wall.

### BEFORE VIEWING

1. Ask students, “Kitu ivitaaq taittaaqqiuk?”/“What colours can you name?”
2. Show students the seven colour cards and introduce each word one at a time. You can either use construction paper colour cards or **Ilihaqtakhat Atugakhautit**: Ivitaat Piannanguat/**Lesson Resource**: Colour Cards. Have students repeat each word after you.
3. Display the colour cards on the board. Call out a colour and have students take turns coming to the front to point to the matching colour card.
4. Tell students you will watch a video about colours called “Mia Uiqqalaallu Qiniqhiajut Ivitaalingnik.”
5. Distribute a paper strip from the **Ilihaqtakhat Atugakhautit**: Ilihaqtut Ivitaat Piannanguangit/**Lesson Resource**: Student Colour Cards to each student.

### DURING VIEWING

6. Play “Mia Uiqqalaallu Qiniqhiajut Ivitaalingnik” for students. Pause the video each time a new colour is introduced:
  - *Aupajaaqtuq* (red; 00:31)
  - *Arijiqtaq* (blue; 00:53)
  - *Aupajaangajuq* (orange; 01:15)
  - *Qurjiqtaq* (yellow; 01:40)
  - *Hungajaaqtuq* (green; 02:01)
  - *Tungujuktuq* (purple; 02:12)
  - *Qirnariktuq* (black; 02:18)

For each colour, ask students to colour in a student colour card on their strips of paper. They should do this as they view the video and follow along. Once all are coloured, have students cut each colour out following the dotted line.

### EDUCATOR'S TIP

If you would like to save a step for students, pre-cut the paint cards and give each student seven.

### AFTER VIEWING

7. Ask students, "Kitu ivitaat takuvigit qun'ngiagakhami?"/"What colours did we see in the video?" Encourage them to say each colour word with you in Inuinnaqtun and to hold up their student colour cards.
8. Practise the colour words using other objects in the classroom.
9. Hold up a colour card and read the word out loud. Encourage students to walk around the classroom and point at something that is in that colour.
10. Repeat step 7 until you have practised each colour two or three times.
11. Gather students in a circle. Place the colour cards in the centre so everyone can see them.
12. Tell students, "lhuaqhainiaqtugut hunavalungnik ivitaangitigut."/"We are going to sort objects by colour." *Sorting* means putting things into groups that are the same. Lay out the colour cards.
13. Pass the basket around the circle. Each student should select one to three items and hold them in their lap.
14. Instruct students to come to the centre one at a time and place each item on the matching colour card. Encourage them to say the colour in Inuinnaqtun out loud as they place it. Ensure all students have placed their items correctly.

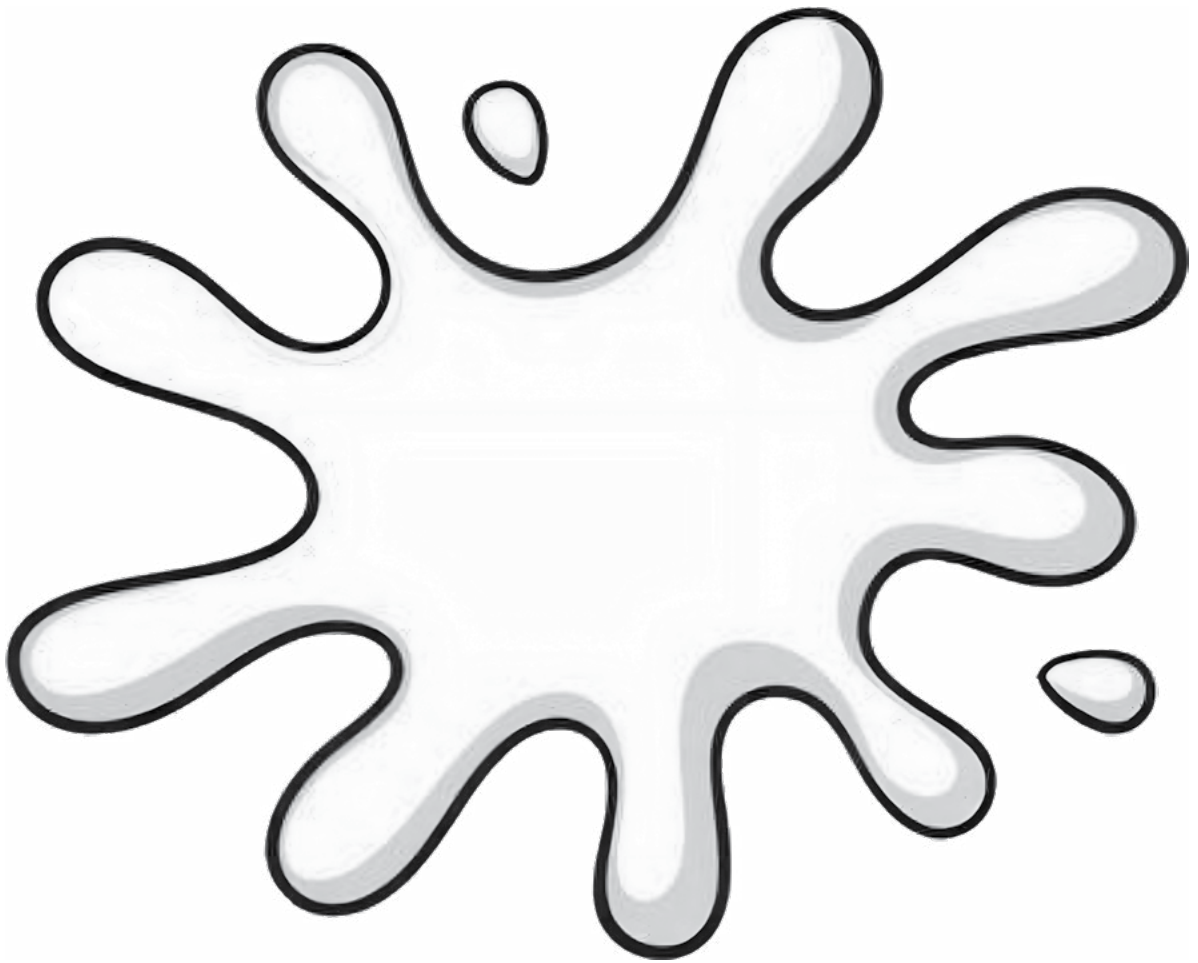
## INDEPENDENT ACTIVITY

1. Distribute **Titirarvikhaq 2: Ivitaarlugit Tainiitigut/Worksheet 2: Colour by Word** to each student and ask them to write their name on the worksheet.
2. Show students the colour words written in each section. Tell students to use the colour word in each section to colour in the picture. Invite them to colour in the unlabelled sections with any colour they want. Remember to review the colours and the colour words on an anchor chart while explaining the worksheet to students. Keep this anchor chart available for students to reference.
3. Circulate and support as needed.
4. Collect the worksheets from students.

### EDUCATOR'S TIP

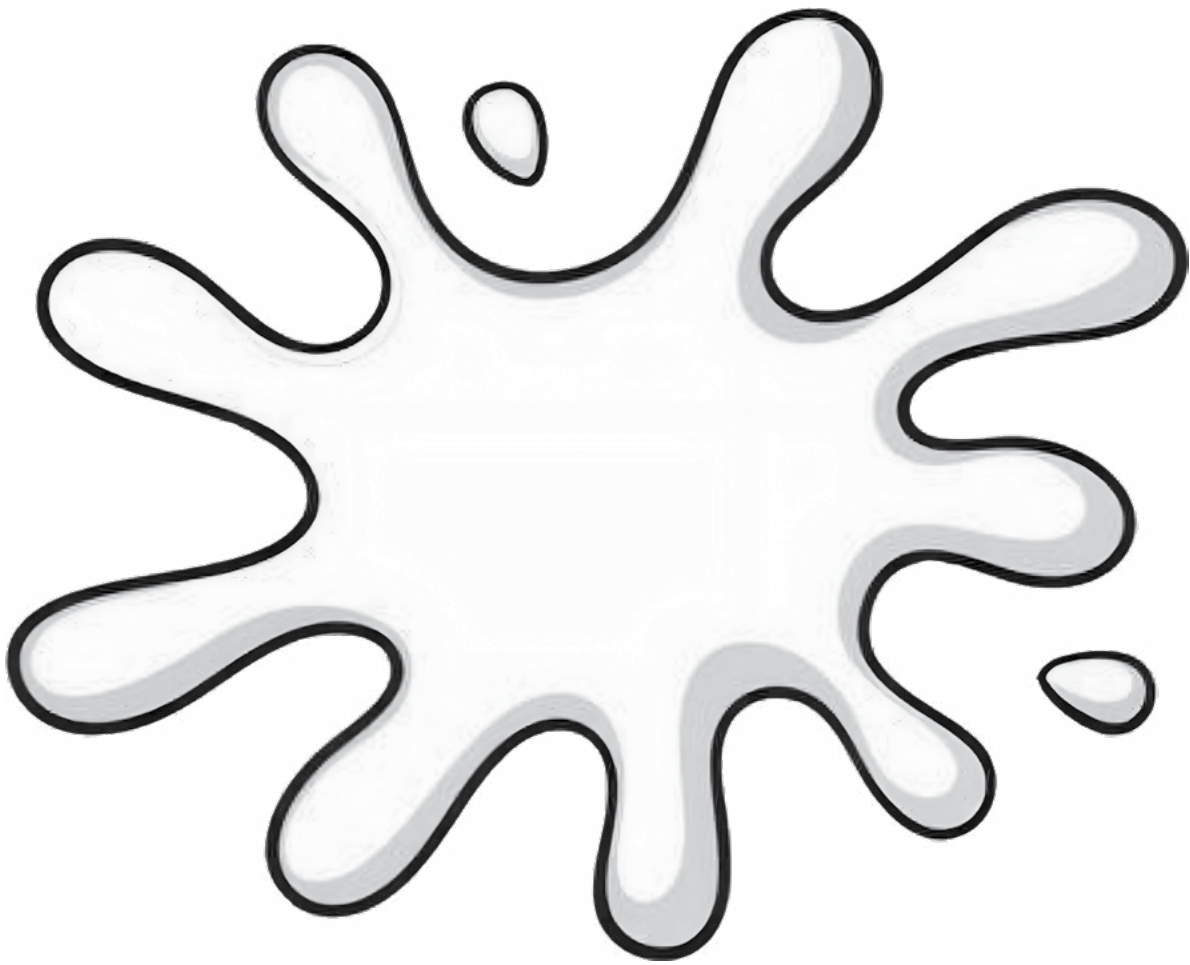
An anchor chart is a co-created classroom poster that captures the core strategies and key concepts of a lesson for easy reference. It serves as a visual reference that anchors student learning, allowing them to independently recall information while working through tasks.

# Aupajaaqtuq



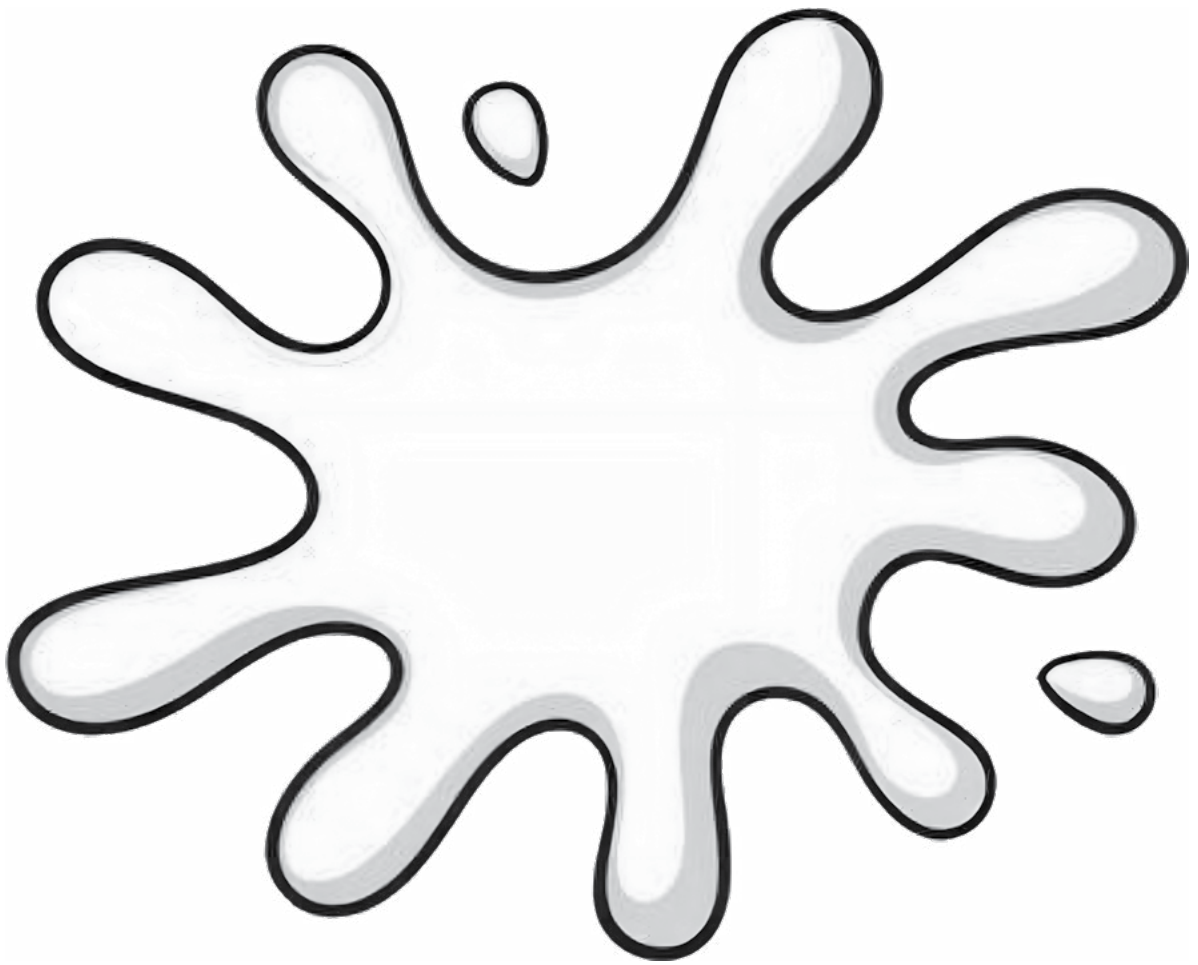
**Red**

# Arjiqtaq



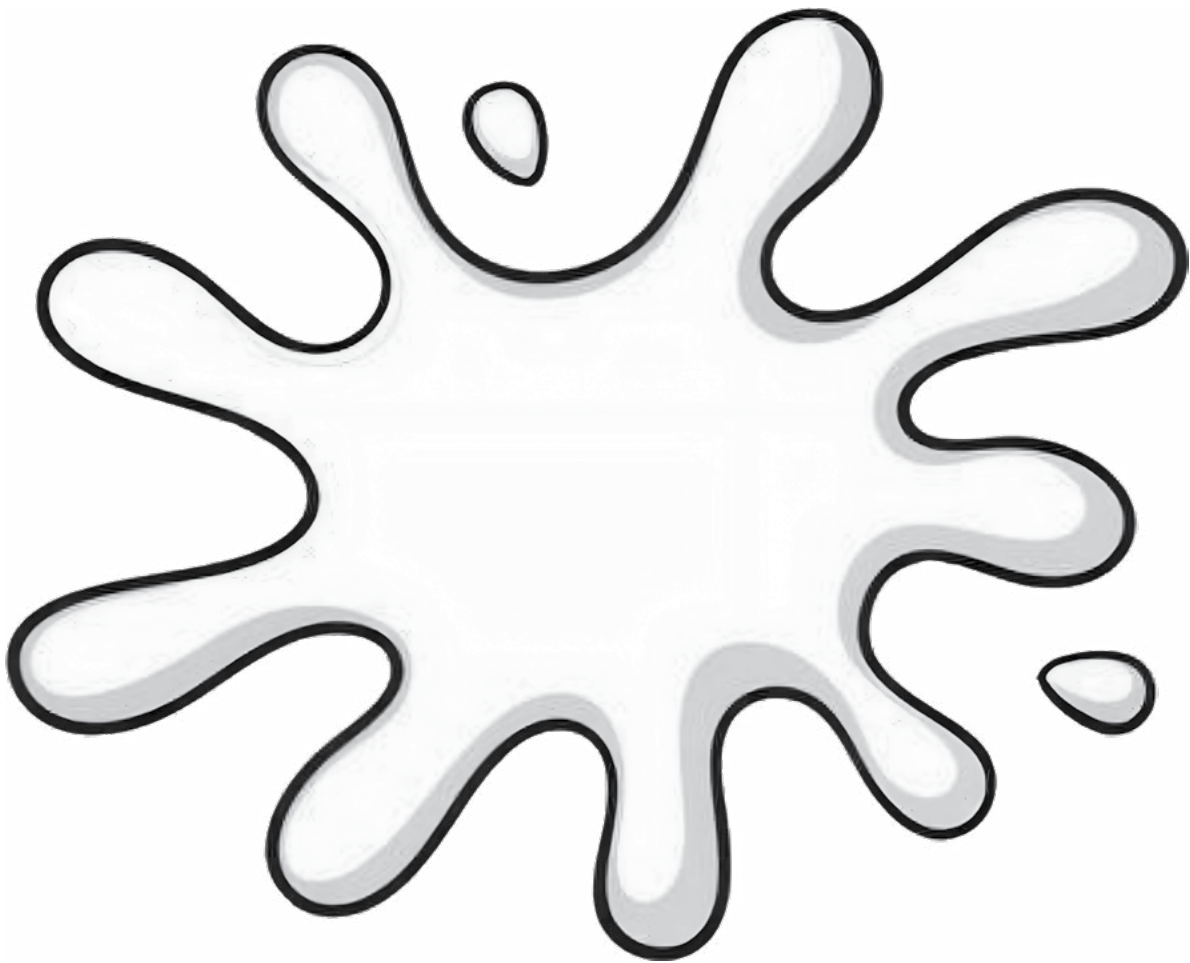
**Blue**

# Aupajaangajuq



**Orange**

# Qurjiqtaq

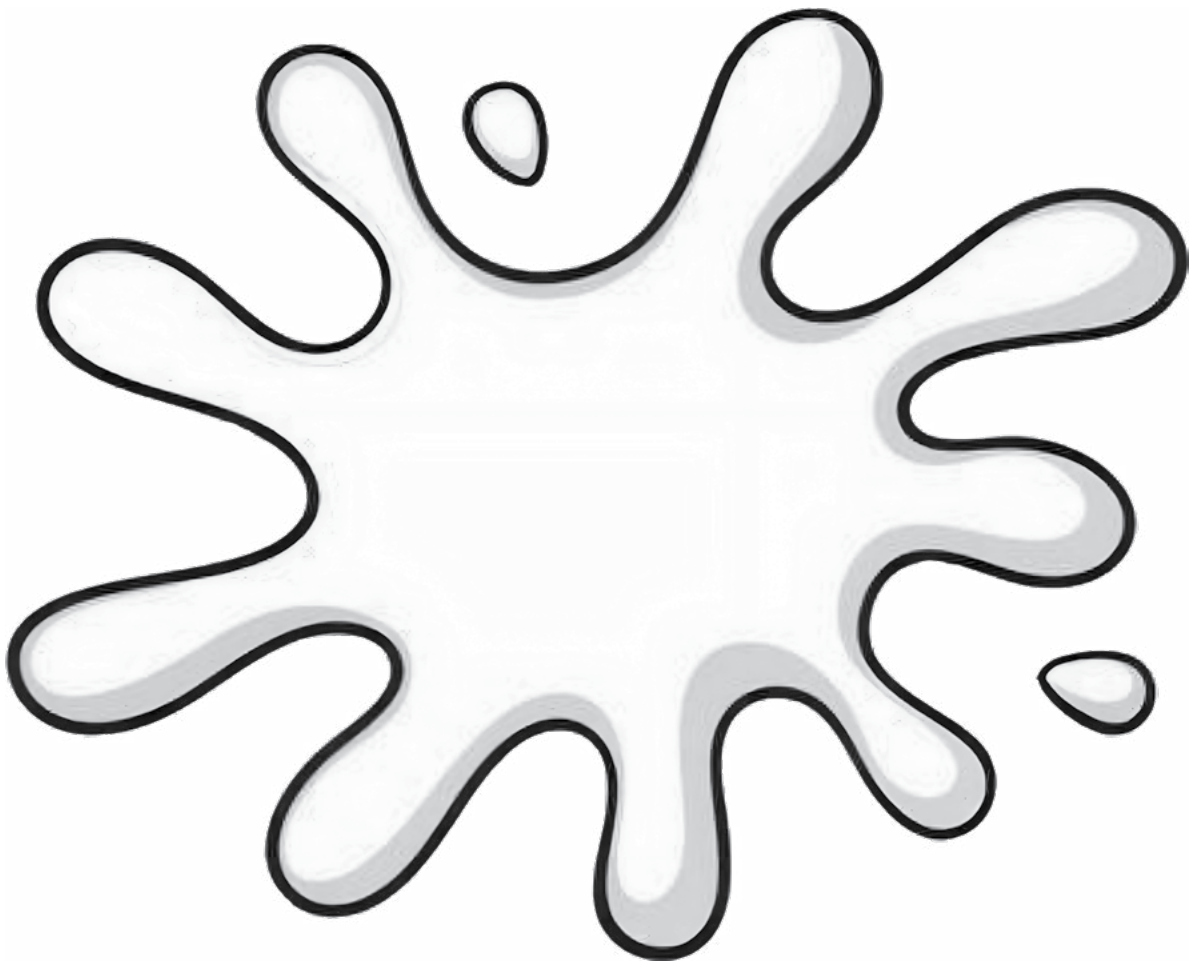


**Yellow**

Ilihaqtakhat Atugakhautit: Ivitaat Piannanguat  
Lesson Resource: Colour Cards

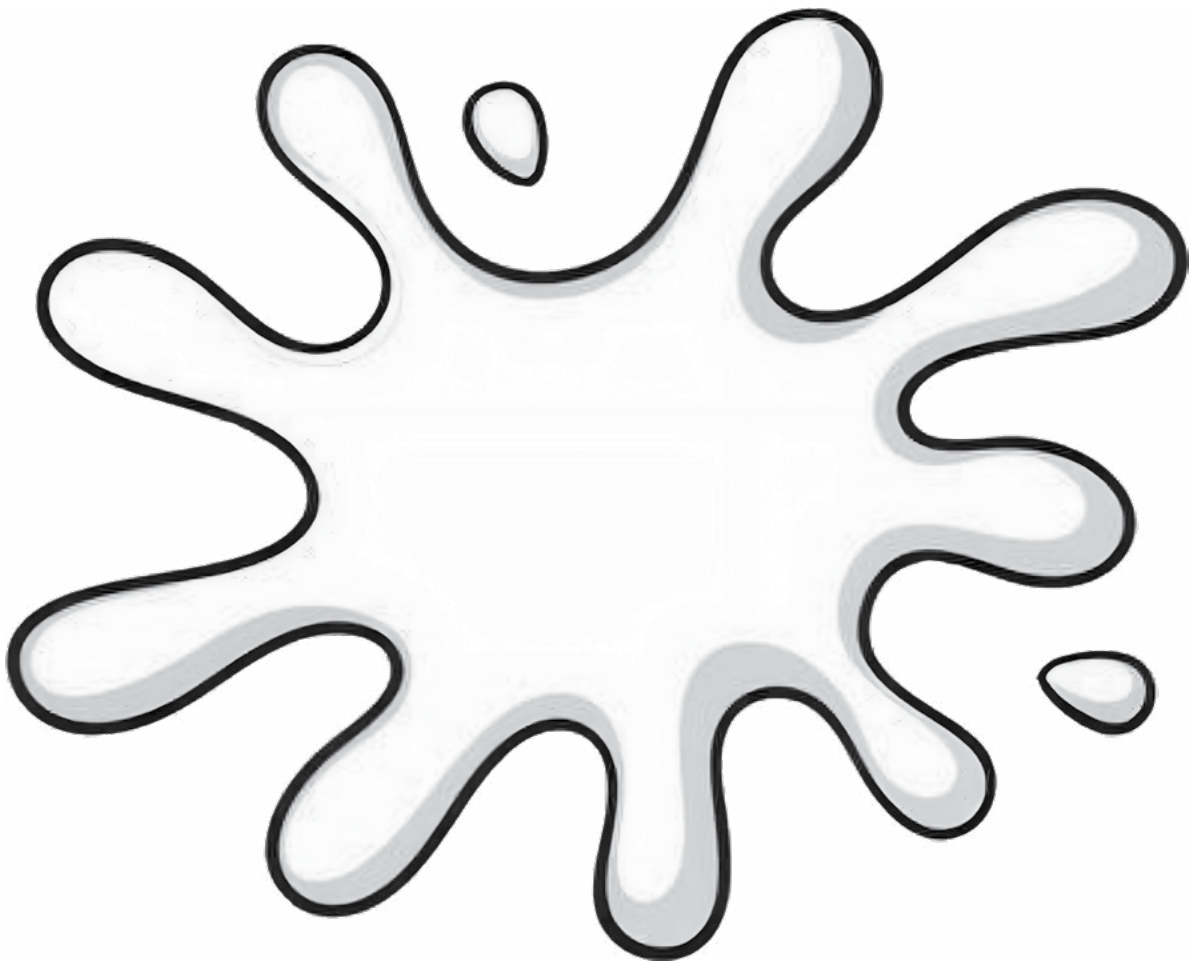
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# Hungajaaqtuq



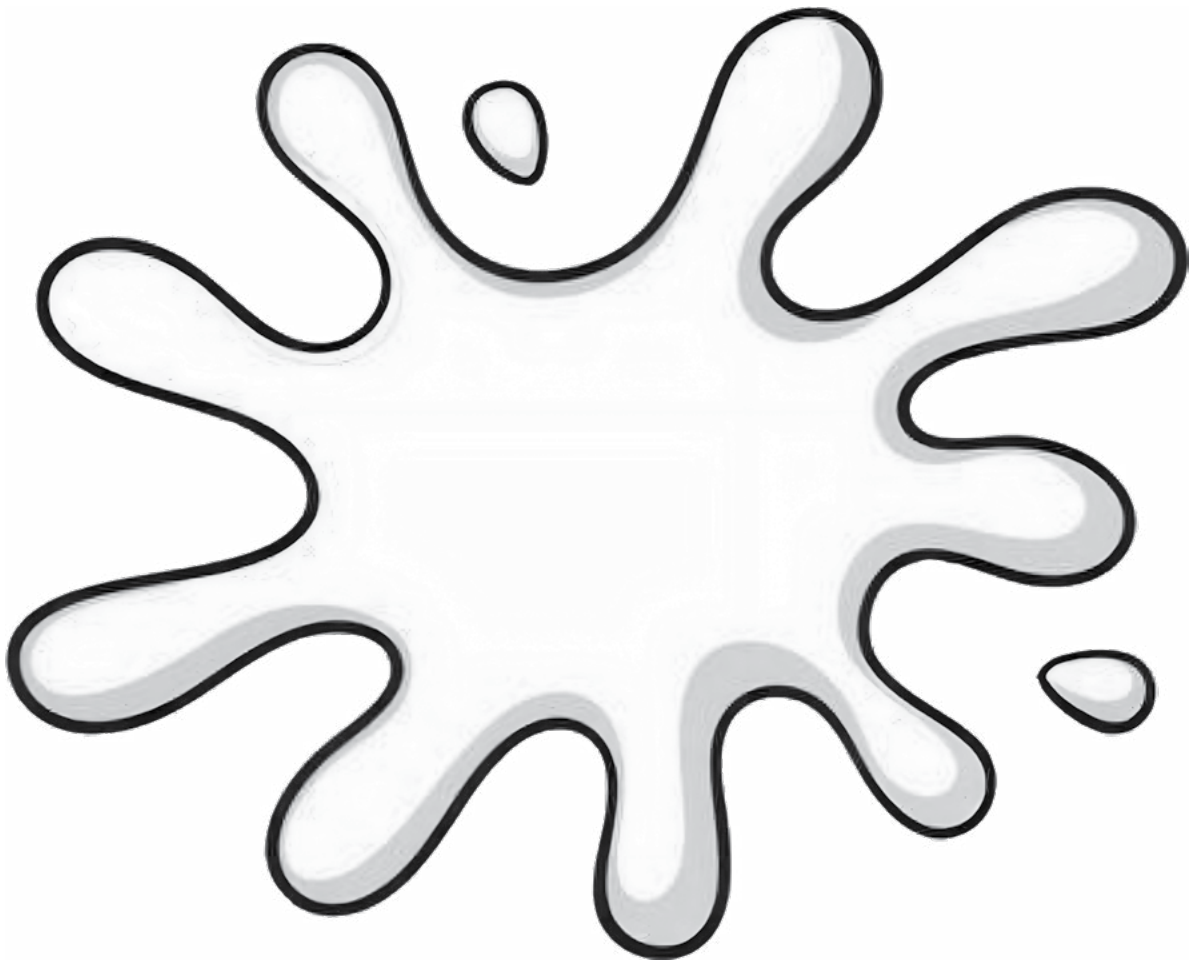
**Green**

# Tungujuktuq



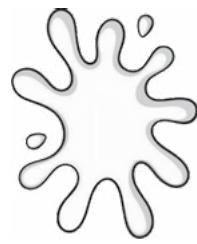
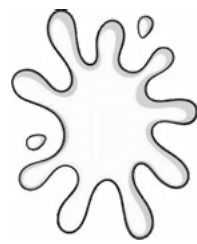
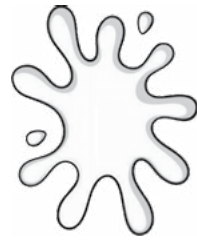
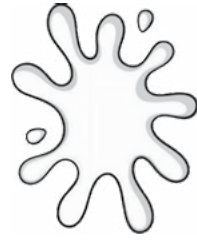
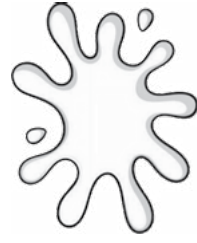
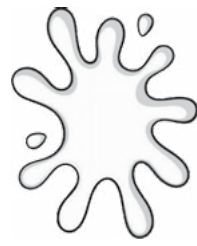
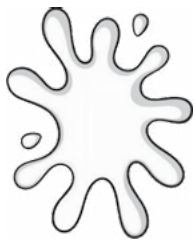
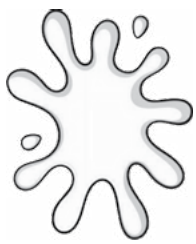
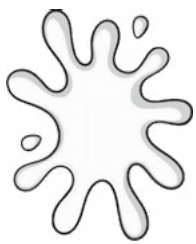
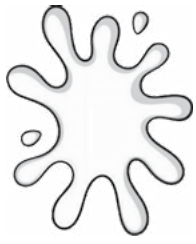
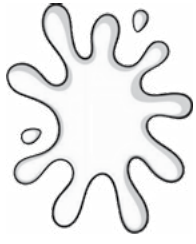
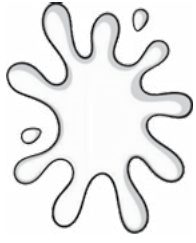
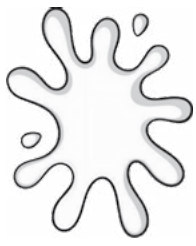
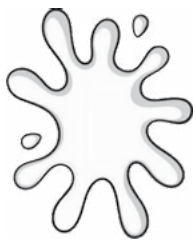
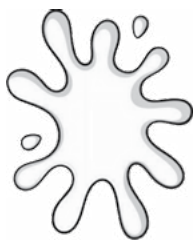
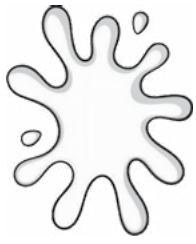
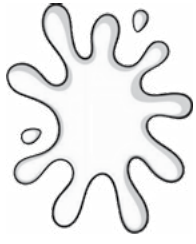
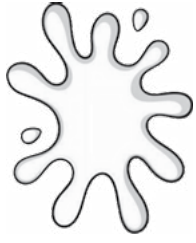
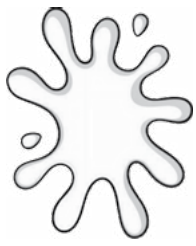
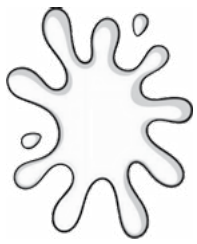
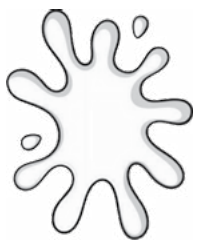
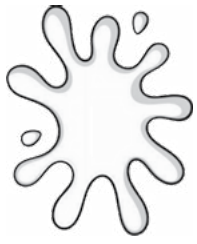
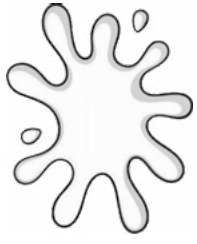
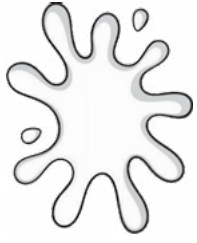
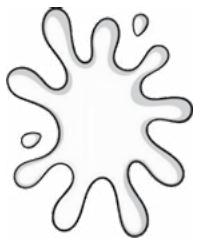
**Purple**

# Qirnariktuq



**Black**

**Ilihaqtakhat Atugakhautit: Ilihaqtut Ivitaat Piannanguangit**  
**Lesson Resource: Student Colour Cards**

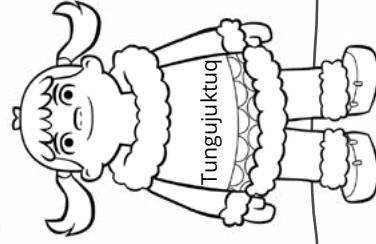


# Titirarvikhaq 2: Ivitaarlugit Tainiitigut Worksheet 2: Colour by Word

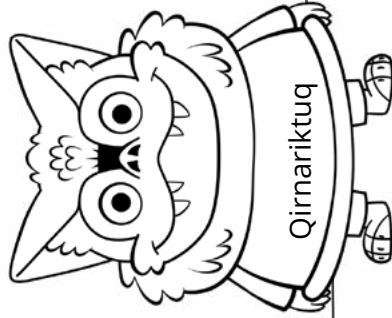
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Aupajaangajuq

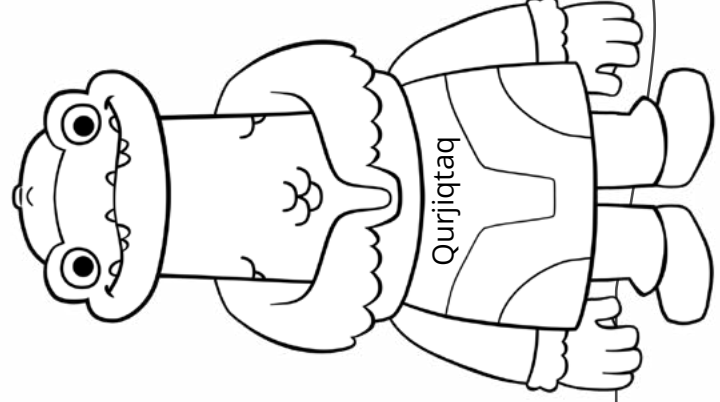


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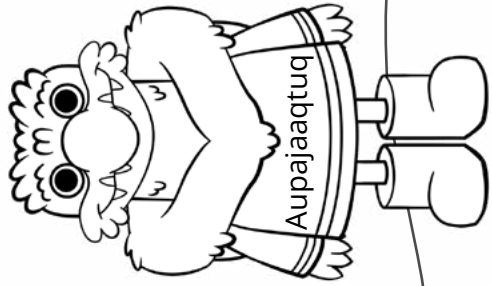


Qinariktuq

Arjiqtaq



Qurjiqtaq



Aupajaaktuq

Hungajaaktuq

## Lesson 3

# “Mia Uiqqalaallu Qiniqhiajut Nipinik”

## “Mia and the Monsters Making Sounds”

### VIDEO DESCRIPTION

The narrator invites the monsters to practise making sounds with their bodies. Together, they clap hands, slap legs, stomp feet, snap fingers, and hoot and roar with their voices. At the end, everyone makes their favourite sounds at the same time before Mia thanks the monsters and says goodbye.

### LEARNING GOALS

Students will:

- Identify and describe sounds made using the voice and body (such as *snap*, *stomp*, *clap*, *hoot*, and *roar*)
- Reproduce sounds they hear using their voice or body
- Create their own sound patterns using voice and body movements

### LEARNING OUTCOMES

Kindergarten

Curriculum	Learning Outcomes
<i>IL2</i>	<b>K.OC.1.1</b> Begin to demonstrate understanding of familiar, grade-appropriate vocabulary, with extensive support.
<i>Arts Education</i>	<b>K.EC.1</b> Explore elements of design (line, shape, form, space, colour, texture, and value) through brainstorming, role play, and experimentation.

Grade 1

Curriculum	Learning Outcomes
<i>IL2</i>	<b>1.OC.1.1</b> Demonstrate understanding of familiar, grade-appropriate vocabulary through active listening, with support. <b>1.R.1.1</b> Respond to texts read out loud in whole-class reading activities through simple personal thoughts, feelings, or questions, with guidance.
<i>Arts Education</i>	<b>1.EC.1</b> Actively engage with a variety of elements, processes, and techniques through play.

## KEY TERMS

- *Patiktaq* (clap hands)
- *Patik* (slap knees gently)
- *Qaraq* (stomp feet)
- *Huut* (owl hoot)
- *Raa* (lion roar)
- *Ti'* (snap fingers or tap fingers if snapping is hard)

## Viewing Activity

### MATERIALS

- “Mia Uiqqalaallu Qiniqhiajut Nipinik”/“Mia and the Monsters Making Sounds” video
- A device with a screen and speakers for video
- **Ilihaqtakhat Atugakhautit:** Nipiit Piannanguat/**Lesson Resource:** Sound Cards
- **Titirarvikhaq 3:** Aajjikkiit Nipiit/**Worksheet 3:** Matching Sounds
- Colouring materials (crayons, pencil crayons, or markers)
- Scissors
- Tape

### PREPARATION

- Print and cut out **Ilihaqtakhat Atugakhautit:** Nipiit Piannanguat/**Lesson Resource:** Sound Cards. Tape the **Ilihaqtakhat Atugakhautit:** Nipiit Piannanguat/**Lesson Resource:** Sound Cards for students to reference.
- Photocopy a class set of **Titirarvikhaq 3:** Aajjikkiit Nipiit/**Worksheet 3:** Matching Sounds.

### EDUCATOR'S TIP

A word wall is a display of vocabulary words posted on the wall of your classroom. Create a word wall in your classroom by displaying important vocabulary words where students can easily see them. You can invite students to help build the word wall by writing, decorating, and placing the words themselves. This hands-on experience helps students remember and use new vocabulary. The reference cards included in this resource are meant to support the creation and use of your word wall.

## BEFORE VIEWING

1. Tell students they will listen for sounds today.
2. Display the cards in the classroom for students to reference. Show students each sound card one by one. Model each action for students and then encourage them to repeat it after you:
  - *Patiktaq* (clap hands)
  - *Patik* (slap knees gently)
  - *Qaraq* (stomp feet)
  - *Huut* (owl hoot)
  - *Raa* (lion roar)
  - *Ti'* (snap fingers or tap fingers if snapping is hard)

*Practise the words and actions two or three times each.*

3. When students are comfortable with the words and actions, practise patterns of two or three actions for students to repeat. For example, support students in repeating the pattern *qaraq, qaraq, patiktaq* (stomp, stomp, clap).

## DURING VIEWING

4. Tell students they will watch a video about sounds called “Mia Uiqqalaallu Qiniqhiajut Nipinik.”
5. Tell them to pay attention to the sounds that are made and named in the video.
6. Play the video once through without stopping.
7. Tell students, “Mia Uiqqalaallu igjuaqtigit hulijjuhiinik!”/“Let’s do the same actions as Mia and the monsters!”
8. Replay the video and pause after each sound. Encourage students to make the sound they heard.
  - *Patiktaq* (clap hands; 0:30)
  - *Patik* (slap knees gently; 0:42)
  - *Qaraq* (stomp feet; 1:00)
  - *Huut* (owl hoot; 1:15)
  - *Raa* (lion roar; 1:33)
  - *Ti'* (snap fingers or tap fingers if snapping is hard; 1:55)

## AFTER VIEWING

9. Ask students, “Kitut nipiit tuhaajavut qun’ngiagakhami?”/“What sounds did we hear in the video?” Encourage students to name the sounds and practise saying each word together in Inuinnaqtun. Invite them to make the sound using their voice or body.
10. Practise the sound words together by modelling each sound and have students repeat both the word and the action.
11. Say a sound word out loud without modelling it. Encourage students to make the correct sound using their voice or body.
12. Repeat step 11 until you have practised each sound two or three times.

## INDEPENDENT ACTIVITY

1. Distribute **Titirarvikhaq 3: Aajjikkiit Nipiit/ Worksheet 3: Matching Sounds** to each student and ask them to write their name on the worksheet.
2. Show students the characters from *Mia Uiqqalaallu/Mia and the Monsters* on one side of the worksheet and the sound words on the other side. Explain that they will draw a line to connect the word to the action. When students are finished matching the words to the actions, tell them they can colour in the characters.
3. Circulate and support students as needed.

### EDUCATOR’S TIP

Some students may not yet be able to read sound words independently. To support all students, you can try one of the following:

- Model the activity first by completing one section of the worksheet together as a class.
- Display the sound cards where students can see. Encourage students to look for the starting letter or shape of the word on their worksheet that matches the card.
- Provide one-on-one or small-group support for students who need additional guidance.

# Patiktaq



Clap

**Ti'**



**Snap**

# Patik



# Slap

# Raa



# Roar

# Qaraq



# Stomp

# Huut



# Hoot

Atiq | Name: \_\_\_\_\_

### Titirarvikhaq 3: Aajikkiit Nipiit Worksheet 3: Matching Sounds

Match the sound with the *Mia Uiqqalaallu/Mia and the Monsters* character making the sound by drawing a line.



PATIKTAQ

QARAQ

ti'

PATIK

HUUT

RAAAAAAAA

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(English version) [https://ilinniarutit.ca/wp-content/uploads/2020/11/NBES-Worksheet-Nov-2020\\_English\\_FINAL.pdf](https://ilinniarutit.ca/wp-content/uploads/2020/11/NBES-Worksheet-Nov-2020_English_FINAL.pdf).

