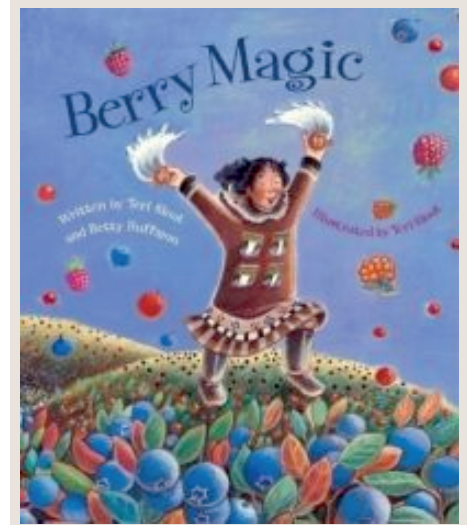




Title: Berry Magic
Author: Teri Sloat and Betty Huffmon
Genre: Myth
Cultural Connection: Food, Environment, Clothing



PLOT SUMMARY

Every autumn the women gathered crowberries to make akutaq for the fall feast. They always complained that the berries were dry and tasteless. Anana listened to the women and came up with a magical plan. She took out her sewing bag and created four little dolls dressed in fur parkas. She tied coloured cloth around their heads for their pelatuuks. When the moon began to rise Anana wrapped the dolls up in her fancy parka, placed them inside her reindeer-skin bag (along with her dance fans) and carried them all up a nearby hill. *When it was time, she untied her bag and slipped the parka over her head. Then Anana began to dance. Snuggling the ruff around her face, she sang: Atsa-ii-yaa (berry). Atsa-ii-yaa (berry). Atsaukina (Be a berry!). Anna peeked down at her bag. Out wiggled a little girl dressed in squirrel skins and wearing a bright red pelatuuk. This little girl rolled down the hill leaving a trail of red cranberries. The second girl leaped down the hill leaving a crop of blueberries behind her. The third girl jumped down the hill leaving salmonberries in her wake. The last girl leaped over the other berries and left raspberries behind her. By morning the tundra was covered with red, blue, orange and rosy berries. Anana woke early and filled her baskets with berries for the fall feast.-And from that day until now, Anana's berries have filled the akutaq at every fall festival.*

LEARNING INTENTION

Focus Reading Connection: #6 Visualizing

Readers visualize when they make images in their heads from the text they are reading or that is being read to them. When talking to students about visualizing it is important to emphasize that:

1. Visualizing is easy to do.
2. Visualizing and connecting are very similar. The images that you create in your mind come from connecting the author's words to your memories.
3. There are many colourful words that help you create pictures (ice cream, etc.)

This lesson uses structured partner talk as a learning strategy. To learn more about partner talk please refer to the Educator's page on our website.

MATERIALS REQUIRED

- 1 copy of Berry Magic
- 1 copy of the visualization worksheet



BEFORE

- Read through the book and place a sticky note on the pages that describe Anana making each doll.
- Conceal the cover of the book (placing the book inside a file folder works well).
- Explain to the class what visualizing is (making a picture in your head from the author's words).
- Explain that visualizing is easy to do and with practise it helps you to deepen your understanding of the text.
- Explain that because each person has a distinct collection of memories and their own unique way of thinking, that today's activity will be a different experience for each student.

DURING

- Starting at the top of the page and working downwards, give a verbal description of the front cover of the book. When you are finished the description give the students an opportunity to ask you questions about the book cover (to help clarify the images in their heads).
- Show the cover of the book to the class.
- Ask each student to turn to a partner and share what was the same/different about the book cover and their own images.
- Begin to read the story. Pause to look at the pictures and discuss the story details.
- Stop reading when you come to the first sticky note. Ask the students to listen carefully to see if they can make a mental image of the first doll. Read the description of Anana making this doll.
- Ask each student to turn to the same partner and talk about what they think the doll looks like.
- Share the picture of the doll with the students. Have some students share what is the same/different about the doll and their image of it, with the whole class.
- Continue reading the story and repeat this process with each of the dolls.

AFTER

- Distribute a copy of the visualization sheet to each student.
- Ask the students to draw and label one of the magical little girls as she makes her way down the hill in the moonlight. The labels must include the following: **parka, pelatuuk, mukluks**. Have them provide a caption for the drawing to explain which berry is being created: **blueberry, salmonberry, raspberry, cranberry**.
- When the drawings are completed, and coloured, have each student leave their work on their desk or table top. Then have each student stand and go on a "gallery walk". This means that each student walks around the room looking at a minimum of 5 other pictures. You could direct their focus by asking them to try to find 5 pictures of the same character that they chose to draw, etc.

Suggested Supplemental Resources:

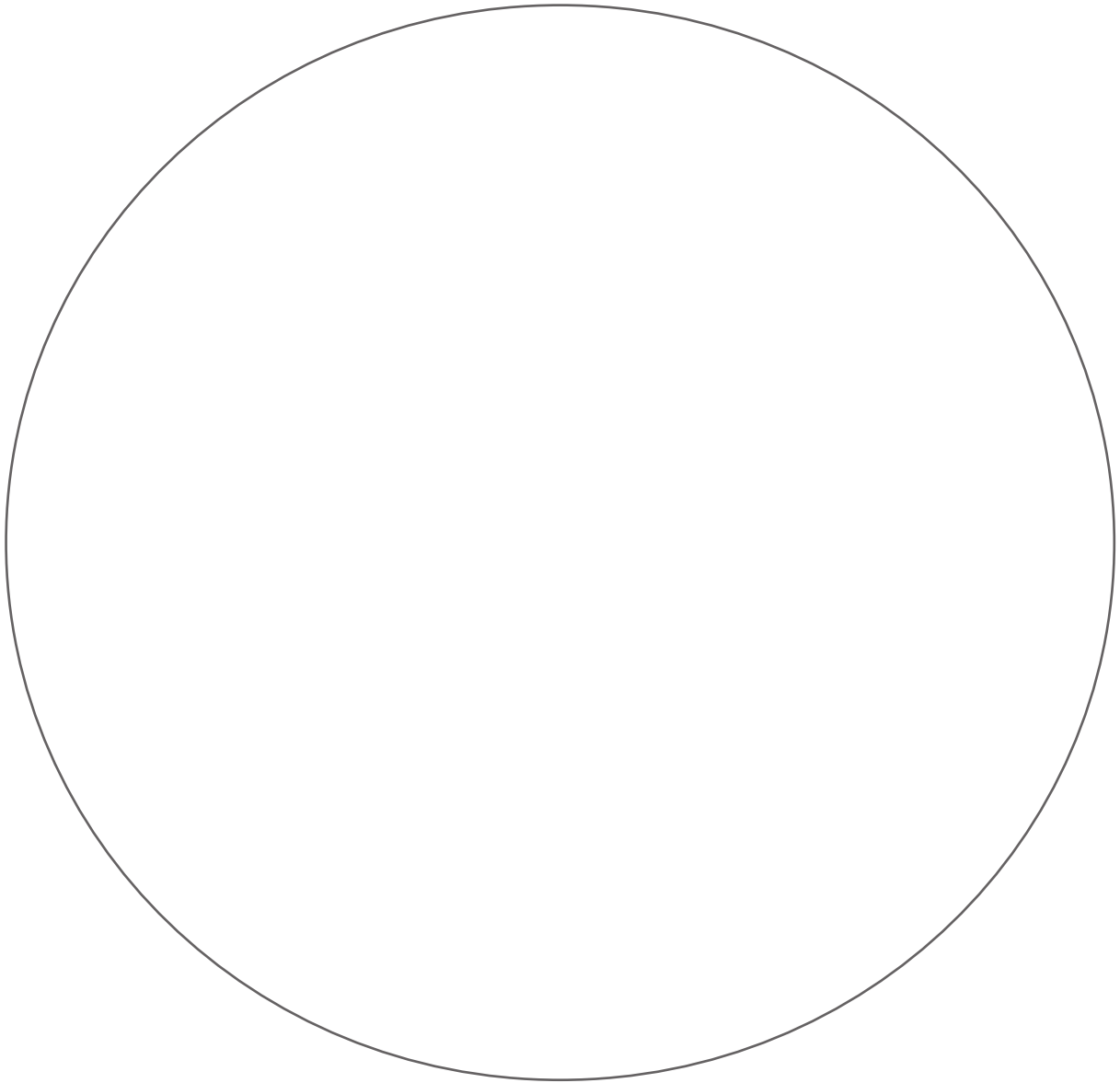
Click on the Kids tab of our website to find similar stories such as:

- Berry Picking by Nastasia Wahlberg, Agnes Green and Walkie Charles
- Lessons from Mother Earth by Elaine Mcleod



Date: _____ Name: _____

Berry Magic



Doll # _____

Caption: _____
