

Meet Kamik, an Inuit Puppy!

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Discipline / Subject: Reading, Language Arts

Topic: Character Traits vs. Physical traits, comparing texts in a series

Grade Level: 2-4; grade one with included modifications

Resources / References / Materials Teacher Needs:

The Kamik series is published by Inhabit Media, an Inuit owned independent publishing company which can be contacted at www.inhabitmedia.com. The Kamik series is based on real-life recollections of elders.

Kamik, an Inuit Puppy Story adapted from the memories of Donald Uluadluak

Kamik's First Sled adapted from the memories of Matilda Sulturayok

Kamik Joins the Pack adapted from the memories of Darryl Baker

Making Thinking Visible by Ron Ritchart, Mark Church, Karin Morrison – pages 93-100

Chart paper

Lesson Summary:

The students will look at the current physical and character traits of the character, Kamik in the first book of the series. They will predict what Kamik's future physical and character traits will be. They will advise the main character Jake on how to help Kamik reach his full potential. They will read the other books in the series to see how Kamik grows and changes over the course of the series.

Standards Addressed: (Local, State, or National)

Common Core Grade Three:

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-LITERACY.RL.3.9

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Learning Objectives:

TLW identify the character and physical traits of the character.

TLW predict the future character and physical traits of the character.

TLW compose a friendly letter.

TLW identify changes in the character over the course of the course of the series.

Assessment:

Students can be assessed on their graphic organizers and friendly letter.

Procedural Activities:

Day One:

1. Use the thinking routine Compass Points to have the students put themselves in the position of the main character Jake.
 - a. Set Up – Post a chart paper on each of the four classroom walls. Each chart should be labeled with a letter representing one of the compass directions (north, south, east west). Distribute sticky notes to the students.
 - b. Present the students with the issue, “You have a puppy who doesn’t quite do what you want him to do.”
 - c. Identify excitements – Ask the students, “What excites you about this idea? What’s the upside?” Have the students record their thoughts on the sticky notes and post them on the E chart.
 - d. Identify worries – Ask the students, “What worries you about this?” Have the students post their ideas on the W chart.
 - e. Identify needs – Ask the students, “What do you need to know to help you better understand this or prepare for this?” Post the ideas on the N chart.
 - f. Identify suggestions – Ask the students, “What suggestions do you have for helping resolve this problem?” Post the ideas on the S chart.
 - g. Debrief – Have the students review the comments made by their peers. Lead a discussion that could present a plan for how attack the problem if the puppy doesn’t quite follow the directions.
2. Have the kids understand that the key to this problem is understanding the breed of dog. Different dogs have different personalities and therefore need different things from their owners. Until the owners can understand what the dog needs, they may not be expecting the right things from their pet.
3. Let the students know that this is the challenge facing the main character Jake in the series of Kamik books.
4. Explain that this series is based on the memories of various Inuit elders.
5. Share with the students the first book in the series, Kamik and Inuit Puppy Story.
6. Remind the students that to know how to help Jake with his naughty puppy we need to understand Kamik as a dog and what his breed is like.
7. Work together to complete the “puppy” section of the graphic organizer to describe Kamik’s physical and personality traits as he his now – a puppy.
8. For the second section of the organizer, students could work with a partner and their own copy of the book to predict what Kamik will be as a successful adult sled dog. Most of this information is predictable based on the grandfather’s stories. If multiple copies of the text are not available, the teacher could reread the story and have the students make notes on the organizer during the rereading.
9. As a wrap up, have the students star or highlight the pieces of information on their organizer that may guide Jake as he tries to train his new puppy.

Day Two:

1. Remind the students that yesterday they met Jake who was having some issues with his young puppy not quite behaving as he would like.
2. Have the students revisit their organizers from yesterday and have them discuss what advice they may have for Jake at this point.
3. Guide the students to realize that they may need more help before they are really ready to offer advice to Jake. They need to consult some experts!
4. Share the text set collection with the students. You may want to create and post QR Codes for each item. This will allow the students to get up and move a bit as they scan the codes. (See student materials section for suggested websites).
5. Give the students time to explore the text sets. They may want to make some notes about what they are learning.

6. Challenge the students to the knowledge they gained from the text sets and what they learned from the grandfather in the story yesterday to write a friendly letter to Jake. The letter should be filled with advice for Jake on how to work with Kamik in order to get him ready to become a sled dog.

Day Three:

1. Have the students review some of the suggestions they made to Jake in their letters yesterday.
2. Ask them to make the connections about how the advice they gave relates to the character traits they identified for Kamik.
3. Introduce the next two books to the students. Kamik's First Sled and Kamik Joins the Pack are two additional stories in the series. These stories feature the same main characters, but are based on the memories of different Inuit elders.
4. Split the students into partners or small groups, providing the groups with one of the two other books.
5. Focus the student's reading on how Kamik changes from the first book to this book. How has he grown and changed as time goes on.
6. Have the students work together to complete a Venn Diagram that compares Kamik in the first book to Kamik in the second book.
7. When everyone has had time to work, have the students pair up with a partner who read the book that they did not. They should use their Venn Diagrams to discuss how Kamik changed. Were the changes the same in both of the books? Why or why not?
8. To finish, have the students rank Kamik's sled dog readiness on a number line. How ready is he to be a lead dog? Have them discuss what else Kamik needs to do to be totally ready.

Materials Students Need:

Sticky notes

Copies of Kamik: An Inuit Puppy Story for students or partners

Copies of Kamik's First Sled for half the class

Copies of Kamik Joins the Pack for half the class

Character Trait/ Personality Trait Organizer (included)

Blank Venn Diagrams (choose which one works best for your students from this site:

<http://www.timvandevall.com/templates/free-printable-compare-and-contrast-graphic-organizers/>)

Technology Utilized to Enhance Learning:

- QR code technology could be used to share the text set with students

Other Information:

Modifications for Special Learners/ Enrichment Opportunities

- For younger students: Younger students may use pictures to document their thinking instead of sentences. Instead of the independent text set study, the teacher may chose one article to share with the students. The class could then work together as a group to create a class letter. The teacher could then share the other two books over the course of the next two days, inviting the students to identify Kamik's new traits as each book unfolds.

Additional Information

Training Sled Dog Puppies Text Set

General Information Article:

<https://www.outsideonline.com/2061766/how-train-sled-dog-team>

Report on puppies at Nature's Kennel in Michigan:

<https://abc10up.com/2017/02/01/pupstopros/>

From the ISDRA (International Sled Dog Racing Association):

http://www.isdra.org/Home_pg/Contents/Training.asp

FAQ's from the Berington Twins include how they train puppies:

<http://www.seeingdoublesleddogracing.com/dog-faqs.html>

Sled Dogs on the Job by Allen Morey, chapter 2 (pages 11-13)

Meet Kamik!

Physical Traits:

Personality Traits:

Two overlapping diamond-shaped boxes, one on the left and one on the right, intended for writing notes about physical and personality traits.

As a Puppy



As an Adult

Physical Traits:

Personality Traits:

Two overlapping diamond-shaped boxes, one on the left and one on the right, intended for writing notes about physical and personality traits of the dog as an adult.