The background of the cover features a stylized illustration. A white Arctic hare is shown in the upper right, facing right with its long ears perked up. In the lower left, a black wolf is depicted in profile, looking upwards towards the hare. The ground is covered in snow, with some small, dark, leafless bushes visible in the upper left. The overall style is that of a children's book illustration, using bold lines and a limited color palette of white, black, and shades of blue and green.

The Origin of Day and Night

by Paula Ikuutaq Rumbolt
illustrated by Lenny Lishchenko

EDUCATOR'S
RESOURCE



The Origin of Day and Night

About the Book

An Arctic fox loves the darkness. An Arctic hare loves the light. Both the fox and the hare want to have things their own way so they can easily hunt for food. The fox and the hare need to find a way to work together so they both have time to find a proper meal!

About the Author

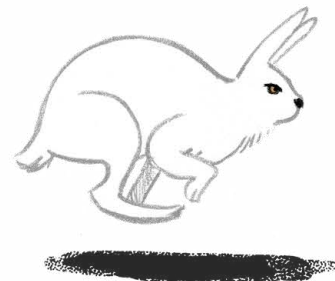
Paula Ikuutaq Rumbolt is from Baker Lake, Nunavut. She attended Concordia University in Montreal. Growing up, formal education was strongly encouraged by her grandmother because she realized that this is the way to make it in the modern world. After high school, Paula attended Nunavut Sivuniksavut in Ottawa. There she learned much about Inuit history and culture. She realized how important it was to connect with her culture and began to learn as much as she could. She returned home for a year and learned how to sew, spoke to the Elders in her community, and began to feel a very strong connection to her culture.

About the Illustrator

Lenny Lishchenko is not a boy. She is an illustrator, graphic designer, and comics maker, who will never give up the chance to draw a good birch tree. Ukrainian-born and Canadian-raised, she's interested in telling stories that people remember years later, in the early mornings, when everything is quiet and still. She's worked with clients such as Lenny Letter, Power Athletics Ltd., Alberta Venture, and Rubicon Publishing, and is based out of Toronto, Ontario.

Note to Educators

This educator's resource is written for Kindergarten to Grade 3 classrooms. The suggested discussion questions and activities can be adapted for each class according to the experiences of students.



Teachers can use this book to teach about topics such as:

- Legends, stories, and myths
- Sun and moon cycles
- Arctic animals
- Inuktitut language
- Seasonal changes

Pre-Reading Discussion Questions

- What do you see on the cover?
- Do you think these two animals will be the main characters? Do you think the hare and the fox are friends? Why or why not?
- What are some differences between daytime and nighttime?
- Have you heard any other stories or legends about how day and night were created?
- What do you think the problem might be in this story?

During and Post-Reading Discussion Questions

The following questions and discussion points can be used during and after reading *The Origin of Day and Night*. Provide students with the chance to voice their own opinions, share their experiences, ask questions, or point out anything else they may notice about the book.

- Page 5: Do you prefer the darkness or the light? Why? What are some activities that you can do in the dark? What are some activities that you can do in the light?
- Page 5: What other small animals do you think a fox eats?
- Page 9: Ukaliq and Tiri both have different needs so they can successfully hunt. What do you think will happen next?
- Page 13: What do you think the humans are thinking while the days and nights keep changing so frequently?
- Page 15: Tell me about other animals you know that live in a burrow or that sleep underground.
- Page 17: Why do you think Ukaliq wanted to help the humans?
- Page 21: Do you think Tiri and Ukaliq will be able to take turns?
- Do you think Tiri and Ukaliq became friends after this story?
- Write a sequel to this book. What would happen next? What other magic words could Tiri and Ukaliq use?
- Did you like this book? What did you like about it? What did you not like about it?
- What do you think was the most important part of the book?
- Why do you think the author wanted to write this story?

Extension Activities

The following activities could be used to help strengthen students' understanding of the story. Adapt these suggestions to the ability level of your students as necessary.

Vocabulary

There are lots of wonderful words used in this story! Find the words listed below in the story. Read the whole sentence when you find each word. On a piece of paper, write a different word with the same or similar meaning (a synonym) that could be used, or a short definition of what you think that word means.

**You can provide page numbers to students or have them search the story themselves to find the vocabulary words.*

- Nocturnal (page 2)
- Remained (page 5)
- Fondest (page 8)
- Presence (page 8)
- Perked (page 10)
- Stash (page 13)
- Trotting (page 20)
- Replaced (page 29)

Talking Circle

Sit in a circle on the floor or in chairs. Pass around a talking piece and allow each student to have a turn sharing their thoughts about the story. Here are some possible discussion ideas:



- Tiri and Ukaliq needed to take turns having day and night. Talk about a time that you needed to take turns.
- Tell us one word to describe the daytime and one word to describe the nighttime.
- Do you think Ukaliq and Tiri made a fair deal? Why or why not?
- Tiri ate lots of meats. Ukaliq ate lots of berries. Which would you prefer to eat?

Writing

This story takes place during a time of magic words. By speaking these magic words out loud, Tiri and Ukaliq control the darkness and light. If you could say a magic word and make something happen, what would you do? What would you like to be able to change? Write about what magic words you would say to make something happen!

Science: Your Five Senses

Tiri and Ukaliq have to use many of their senses throughout this story. Ukaliq needs to listen for Tiri. Tiri smells small animals to hunt. Both of them use their sense of taste when they're eating their meals. As a class, create a chart with five headings, one for each of your five senses (sight, touch, taste, sound, and smell). As you encounter different situations throughout the week, pay attention to how you use your five senses. Add words and pictures to the chart.

Art: Night and Day

The illustrator chose to use a lot of black and white to illustrate this book, showing the difference between day and night. In art, colours are often separated into warm and cool colours. Paint two separate pictures, one of day and one of night. For your day picture, use only warm colours (reds, oranges, yellows), and for your night picture, use only cool colours (greens, blues, purples). Put your finished paintings on your desk and have an art show with your class. Take time to walk around the desks to see everyone's paintings.

- Which paintings do you love the most, the ones with warm colours or cool colours?
- To practise math, make a tally of who likes which ones the most. Turn your results into a bar graph or pie graph.

