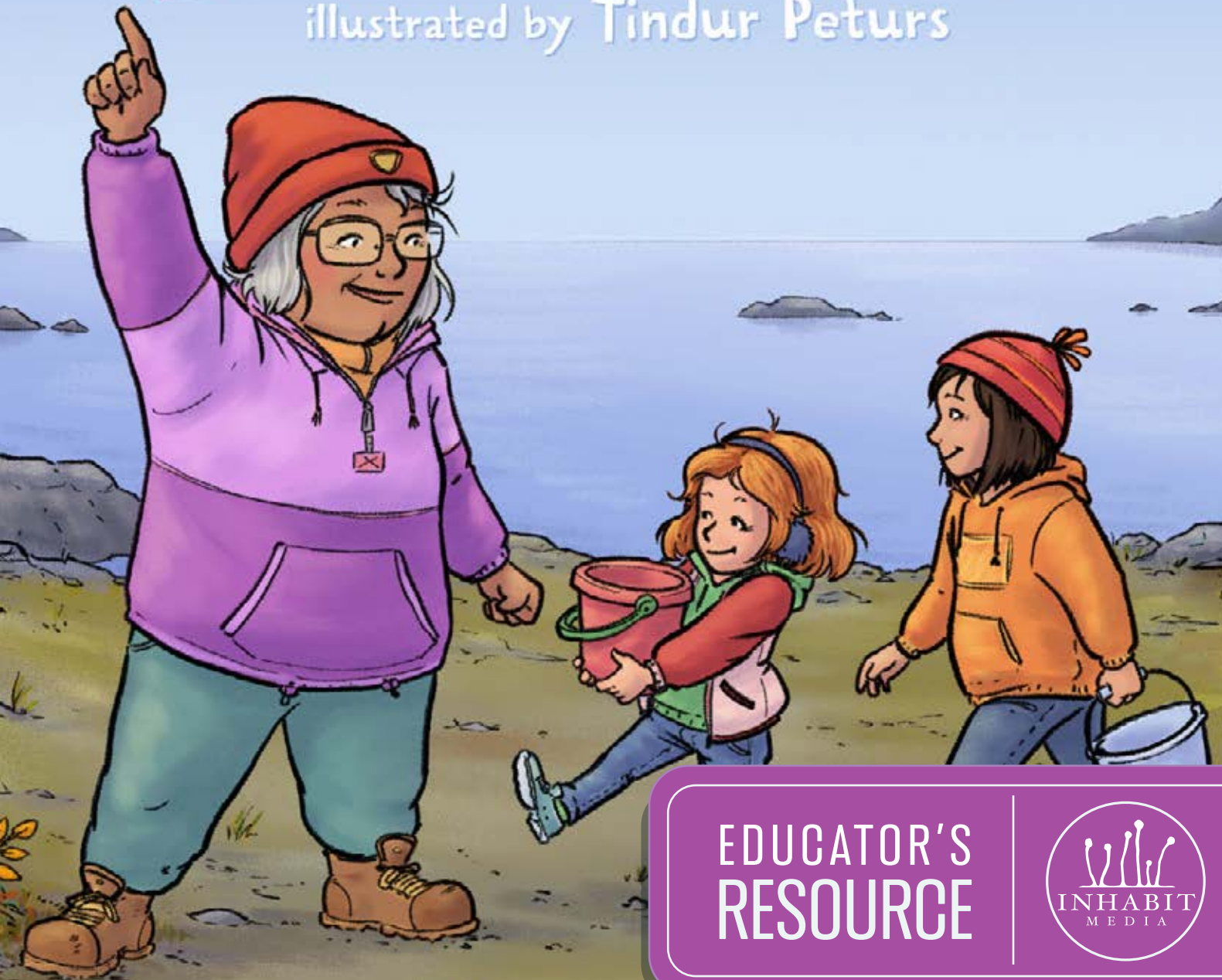


by Ceporah Mearns & Jeremy Debicki

It's Time For BERRIES!

illustrated by Tindur Peturs



EDUCATOR'S
RESOURCE



It's Time for Berries!

About the Book

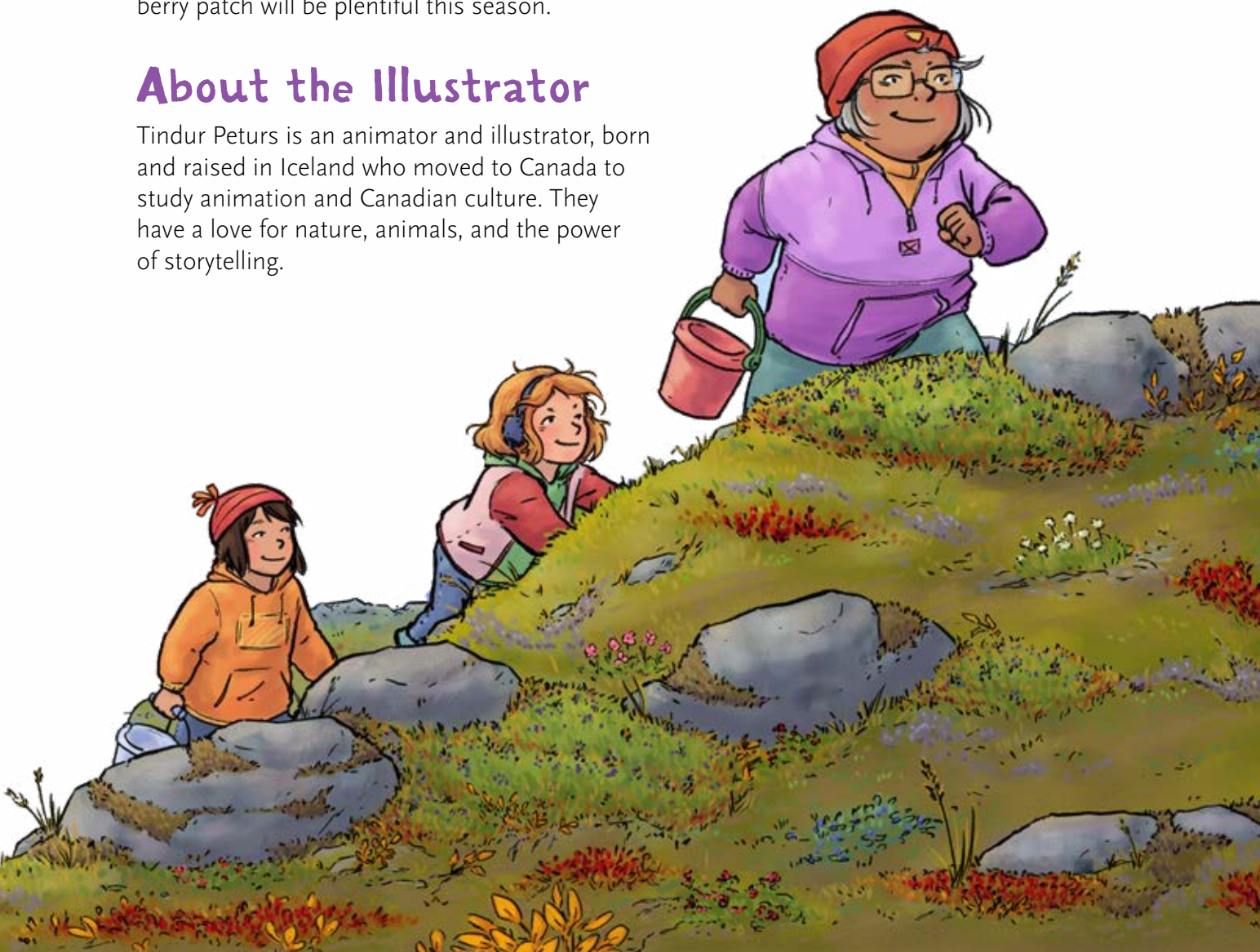
Two sisters have waited all spring and summer to pick berries with their *ninguiq*, their grandmother. They've gone fishing, dug for clams, and by the time late summer arrives, it's finally time for berries! Ninguiq and the girls head out to pick berries, rain or shine—nothing will stop Ninguiq! Through driving rain and early autumn snow, the girls and Ninguiq pick as many sweet berries as their buckets can hold. The hard work is all worth it to enjoy the delicious treats Ninguiq creates with her berries. Celebrating the traditional practice of gathering Arctic berries and other Inuit traditional land uses, this cute story of determination and enjoying the outdoors is perfect for grandkids to share with their grandparents. From the bestselling authors of *It's Time for Bed*.

About the Author

Ceporah Mearns and Jeremy Debicki live in Iqaluit, Nunavut, with their daughters Siasi and Siloah. Together, they love being on the land, reading, and eating yummy food that they harvest throughout the year. They hope that your favourite berry patch will be plentiful this season.

About the Illustrator

Tindur Peturs is an animator and illustrator, born and raised in Iceland who moved to Canada to study animation and Canadian culture. They have a love for nature, animals, and the power of storytelling.



Pre-Reading Discussion Questions

- Identify the title, author, and illustrator of the book.
- What characters do you see on the cover? How might these characters be feeling? Why do you think that?
- What season might it be? What makes you think this?
- What kinds of berries do you know of?
- What foods do you like that have berries in them?
- Have you ever picked your own berries? Where? Who were you with?
- What animals like to eat berries?



During and Post-Reading Discussion Questions

The following questions and discussion points can be used during and after reading *It's Time for Berries!* 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.

Pages 2-3

- Do you have another word you use for “grandma” or “grandpa” in your family? Do you know how to say those words in any other languages?
- Which seasons do they mention on this page? What is your favourite season?
- What activities do you like to do in the spring? What about in the summer?

Pages 4-5

- Let's make a list of the things they may need to take fishing.
- What does it mean when they say, “When the days begin to get longer?”
- Turn to the glossary at the end of the book. Practice saying the proper pronunciation of *ningiuq* and *qamutiik*.

Pages 6-7

- What is a fjord?
- Move your hand up and down like you are jigging for fish like Ningiuq, Siasi, and Siloah. How many fish do you think they could catch in one day?

Pages 8-9

- What season comes after summer?
- The girls love to do many outdoor activities with their Ningiuq. What did you do outdoors this week?
- Have you ever gone clam digging? Why do they need buckets, shovels, and rubber boots?

Pages 10-11

- What things do you see in the illustration on these pages?

Pages 12-13

- The girls finally get to pick berries! Do you think they have been patient waiting for the right season for this? Think of a time you did not feel patient.
- What kind of berries might they pick?
- Behind Ningiuq's house there is a big mountain with grass and rocks. Describe what you see behind your own house.

Pages 14-15

- How do you think the characters might be feeling on these pages? Why do you think that?

Pages 16-17

- Ningiuq is very determined to get berries! What does *determined* mean? When have you felt determined to do something?

Pages 18-19

- What do the authors mean when they say, "The days are getting shorter?"

Pages 20-21

- How does the illustration show you that it is a chilly day? (For example, their breath in the air.)

Pages 22-23

- If you could taste one of these treats, which would you try?
- Does anyone in your family love to bake? Who? What do they make?



Extension Activities

Talking Circles

Sit in a circle on the floor or in chairs and pass around a talking piece so each person has a turn to contribute. Allow students the right to pass if they do not wish to share. Here are some suggestions to guide the discussion:

- What is your favourite kind of berry?
- What is a food you like that has berries in it?
- What season do you like best and why?
- What activities do you like to do in the spring/summer/fall/winter?
- What was your favourite part of this story?
- Give this story a rating from 1-5 by holding up fingers.



Writing Prompts

Special Person

Ningiuq is a special family member to Siasi and Siloah. She teaches them many things! Choose one person in your life that is special to you and that you love to spend time with. Write about what you like to do together, things they have taught you, their personality, or anything else that might be important to mention.

Making Lists

Go through the book to find all of the activities that Siasi and Siloah do with their Ningiuq. For each of these activities, make a list of all the equipment and proper clothing that is needed. Remember that lists do not need to include full sentences, and they can be point form. Make a title for your list.

- For example:

Going Fishing

- qamutiik
- gas can
- hooks/bait
- fish jiggers
- snowpants
- parka
- mittens

Procedural Writing

Ningjuq makes all kinds of different things with her berries. Write a recipe to make one of your favourite meals or snacks. This should include:

- A description of what you're making
- A list of ingredients
- Step-by-step instructions
- Sequence words (first/next/then/last)
- Diagrams to show the steps

If you finish early, create a new recipe of your own that you have not made before. Include a type of berry in the recipe!

Season Sorting

Write each of the following activity words on separate pieces of paper or sticky notes, or create your own list of activities as a class. On the whiteboard, have four sections titled "spring," "summer," "fall," and "winter." Have students take turns sorting the activities under which season might be best for each one. Some activities may be able to be done in multiple seasons. Get the students to lead discussions about this before making their choices (or make duplicates of some of the activity words so they can go under more than one season heading).

Fishing	Hiking	Berry picking	Skiing	Skating	Swimming
Building a sand castle	Clam digging	Biking	Running	Hunting	Canoeing/ Kayaking
Camping	Having a campfire	Looking for bugs	Snow-mobiling	Building an iglu	Ice fishing
Planting flowers	Mowing the grass	Splashing in puddles	Collecting plants	Boating	Playing on the playground

Clothing Design

Divide a paper into four sections by folding it horizontally and vertically. In each of the four sections, write the titles of the four seasons. Design an outfit that you would wear during each of these seasons. Label your outfits.

- For example, summer may include a bathing suit, sunglasses, sandals, a hat, and a t-shirt.

When everyone has finished creating their four outfits, display your labelled drawings on desks or tables and circulate around the classroom to see all of them.

Seasonal Weather

Depending on age, provide students with an image of a bare berry bush, have them draw one as a directed drawing, or have them create their own drawing. Repeat the drawing or photocopy them until each student has four that are identical. Discuss how berry bushes can be a good indicator of what season it is. What do the bushes look like during each season? How are they different?

Using the four images, have students use their creativity to create four seasonal bushes. They may wish to use a variety of art supplies, such as glitter to make snow on the winter bush, tissue paper to create leaves on the spring bush, or colored construction paper to make leaves on the fall bush. Encourage students to add details. For example, they could draw themselves beside the bush doing an activity during each season.

