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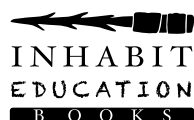
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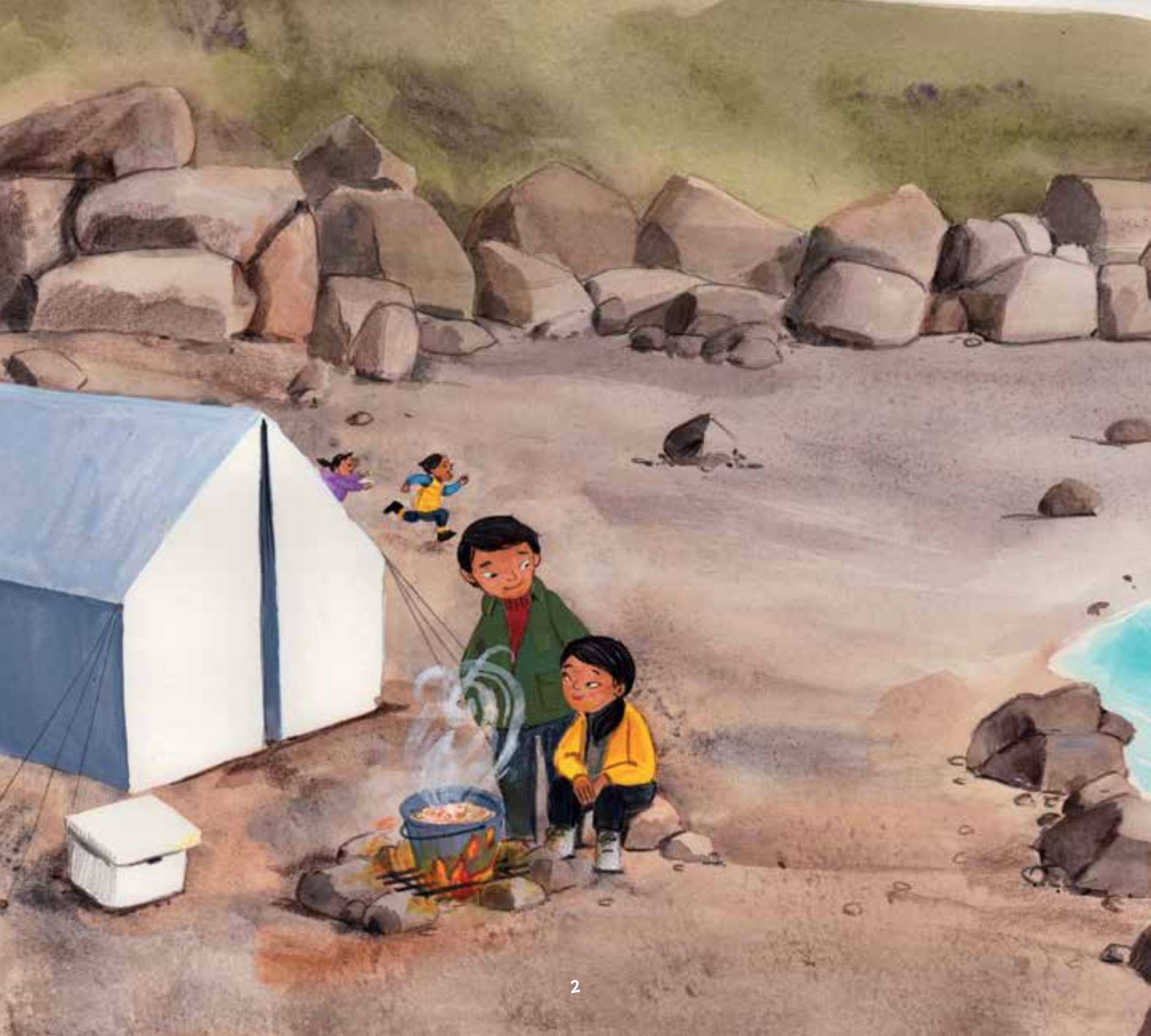
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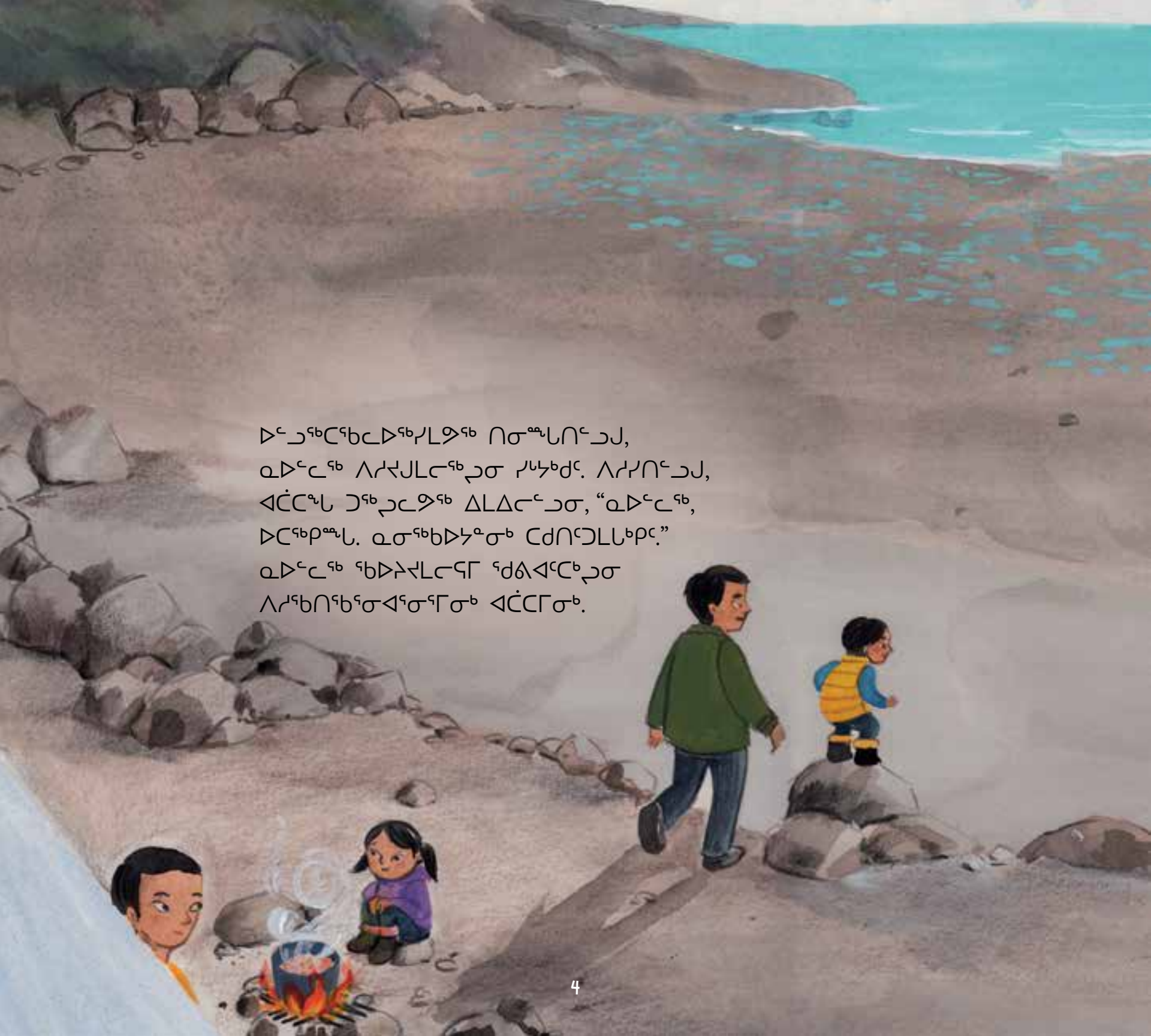
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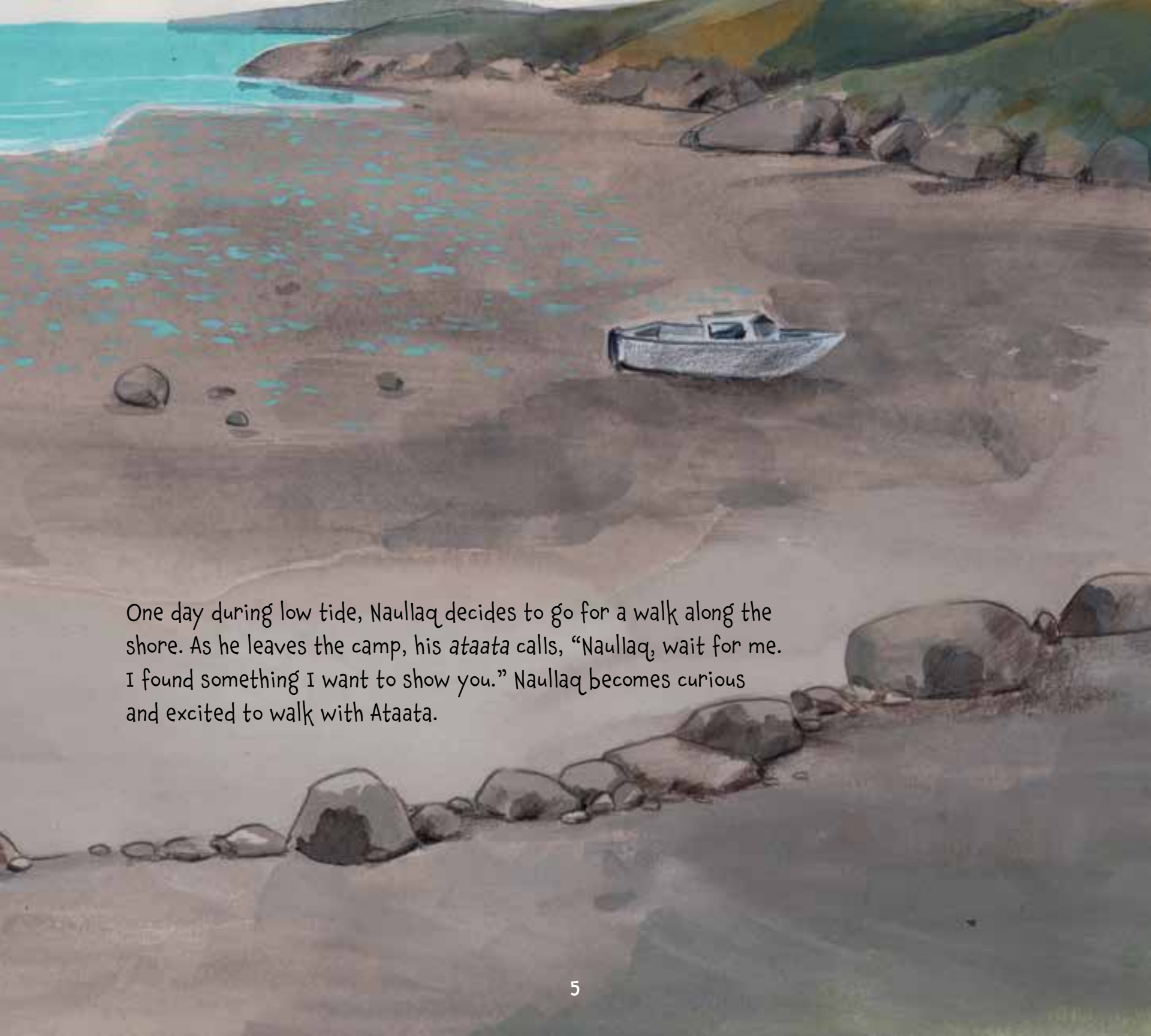
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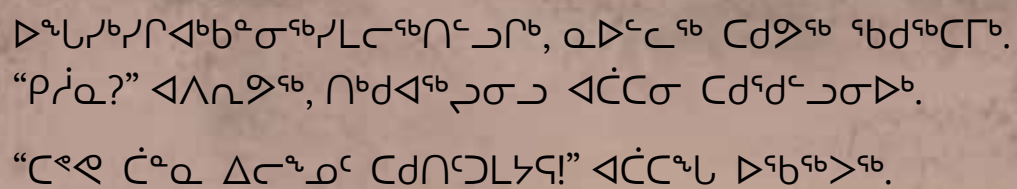


ᐅᓕᓗᖅᑕᖅᑕᐅᓅᖅᑭᐅᓅᖅ ᑎᓂᓐᓂᑎᓕᓗᑭ,
ᓇᐅᓕᓕᖅ ᐱᓯᓕᑭᐅᓕᖅᑭᓂ ᓯᖅᑕᓂᓂᓂᓂ. ᐱᓯᓯᑎᓕᓗᑭ,
ᐱᓕᓕᓐᓂ ᓗᖅᑭᐅᓂᖅ ᐃᐅᐅᓕᓕᓗᓂ, “ᓇᐅᓕᓕᖅ,
ᐅᑕᖅᓯᓐᓂ. ᓇᓂᖅᑕᐅᓂᓂᓂ ᑕᐅᑎᓕᑭᐅᓂᓂᓂᓂ.”
ᓇᐅᓕᓕᖅ ᖅᑕᐅᓯᓕᑭᐅᓂᓂ ᖅᐅᐅᓕᓂᓂᓂᓂ
ᐱᓯᖅᑎᓂᓂᓂᓂᓂᓂᓂᓂ ᐱᓕᓕᓂᓂᓂ.



One day during low tide, Naullaq decides to go for a walk along the shore. As he leaves the camp, his *ataata* calls, “Naullaq, wait for me. I found something I want to show you.” Naullaq becomes curious and excited to walk with Ataata.





"That's what I wanted to show you!" Ataata says.

ᓇᐅᑦᑐᔪᕐᕈᕐ ᐱᑖᑖᑦᕐ ᐅᑖᕐᕆᑦᕐᕐ ᑕᐃᕋᕐ
 ᑕᐃᓄᓇ ᑲᓇᐅᓄᓄ ᓂᐱᑦᐃᐱᑦᕐ. ᑕᐃᕐᕆᕐ ᑲᑦᕐᑐᑕ
 ᐱᐃᓂᐱᕐᕐ ᑕᒫᕐᓂᓂᐃᑦᕐ. ᓇᐅᑦᑐᔪᑦ ᑕᐃᑦᕆᐱᑕᕐᕐᓂᑦᕐᕐ,
 ᑲᑲᐱᓂ ᑲᑲᑦᑕ ᐅᒻᒻᑦᑕ ᓂᐱᑦᐃᑕᕐᕐᕐᕐ ᓇᕐᕋᑦ.
 “ᑖᓄᓇ ᓂᐱᑦᐃᑕᕐᕐᕐ ᐱᐃᐱᑦᑕ!” ᐱᑖᑖᑦᕐ ᐅᑦᕐᕐᕐ.
 “ᑦᕐᕐᕐᕐ ᑲᑲᑦᑕ ᐱᐃᐱᑦᕐ?”
 ᓇᐅᑦᑐᔪᑦ ᓇᑦᕐᕐᕐ. “ᑦᕐᕐᕐ ᑕᐃᑕᕐᕐᕐᕐ” ᐱᑕᕐᕐ.

Naullaq and Ataata walk over and see that the object is a skull. It looks like it has been there for a long time. Naullaq takes a closer look, but he can't tell what kind of animal it belongs to.

“The skull comes from a walrus!” Ataata says. “Do you know what a walrus is?”
 Naullaq scrunches his nose for no. “What do they look like?” he asks.

8

[illegible]

$a \triangleright^c c \leq^b a \leq^b b \triangleright^b$. “ $b \leq^b (a \triangleright^c) \leq^b c$?” $\Delta \wedge \neg \triangleright^b$.

Naullaq and Ataata walk over and see that the object is a skull. It looks like it has been there for a long time. Naullaq takes a closer look, but he can't tell what kind of animal it belongs to.

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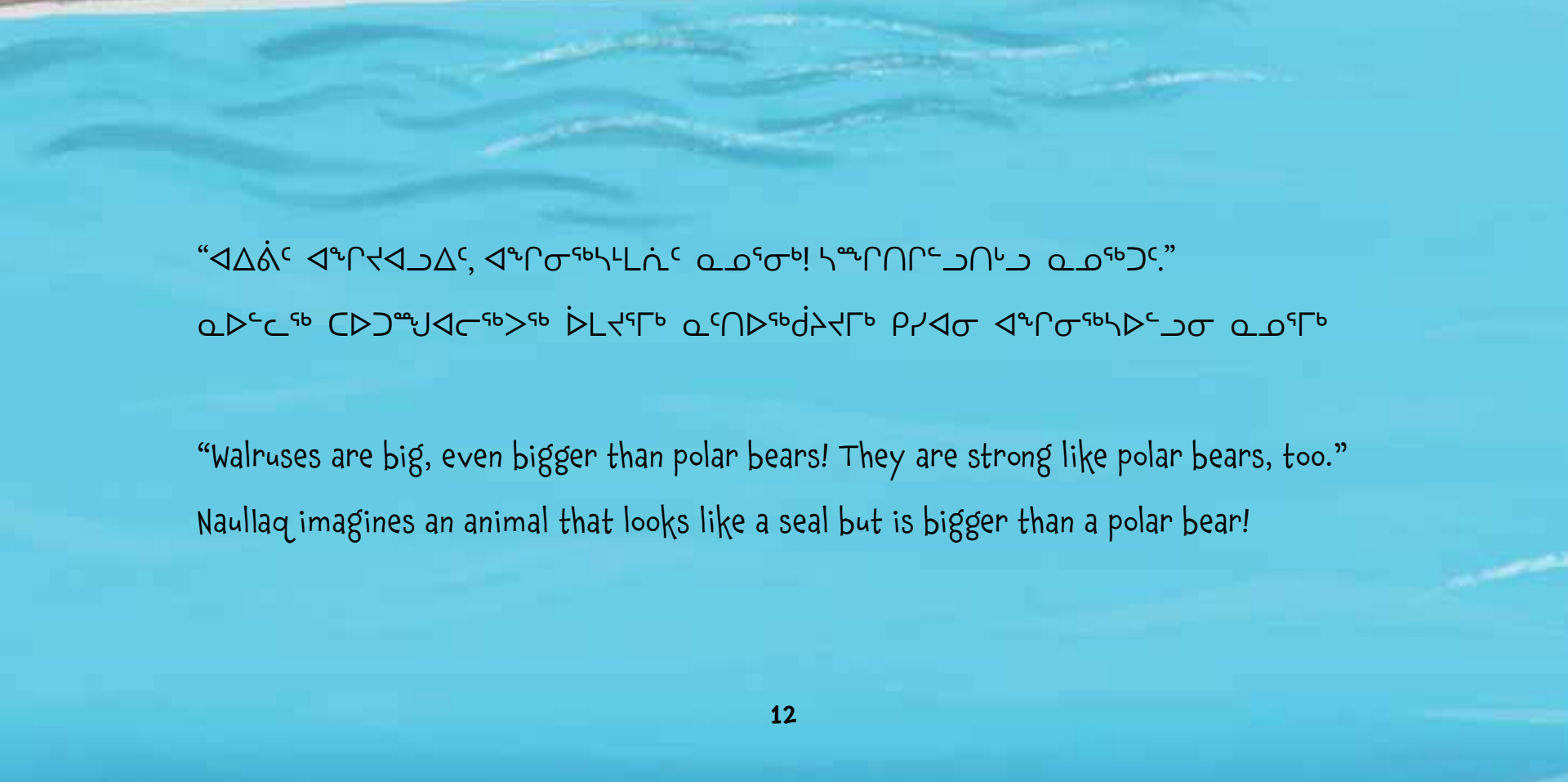


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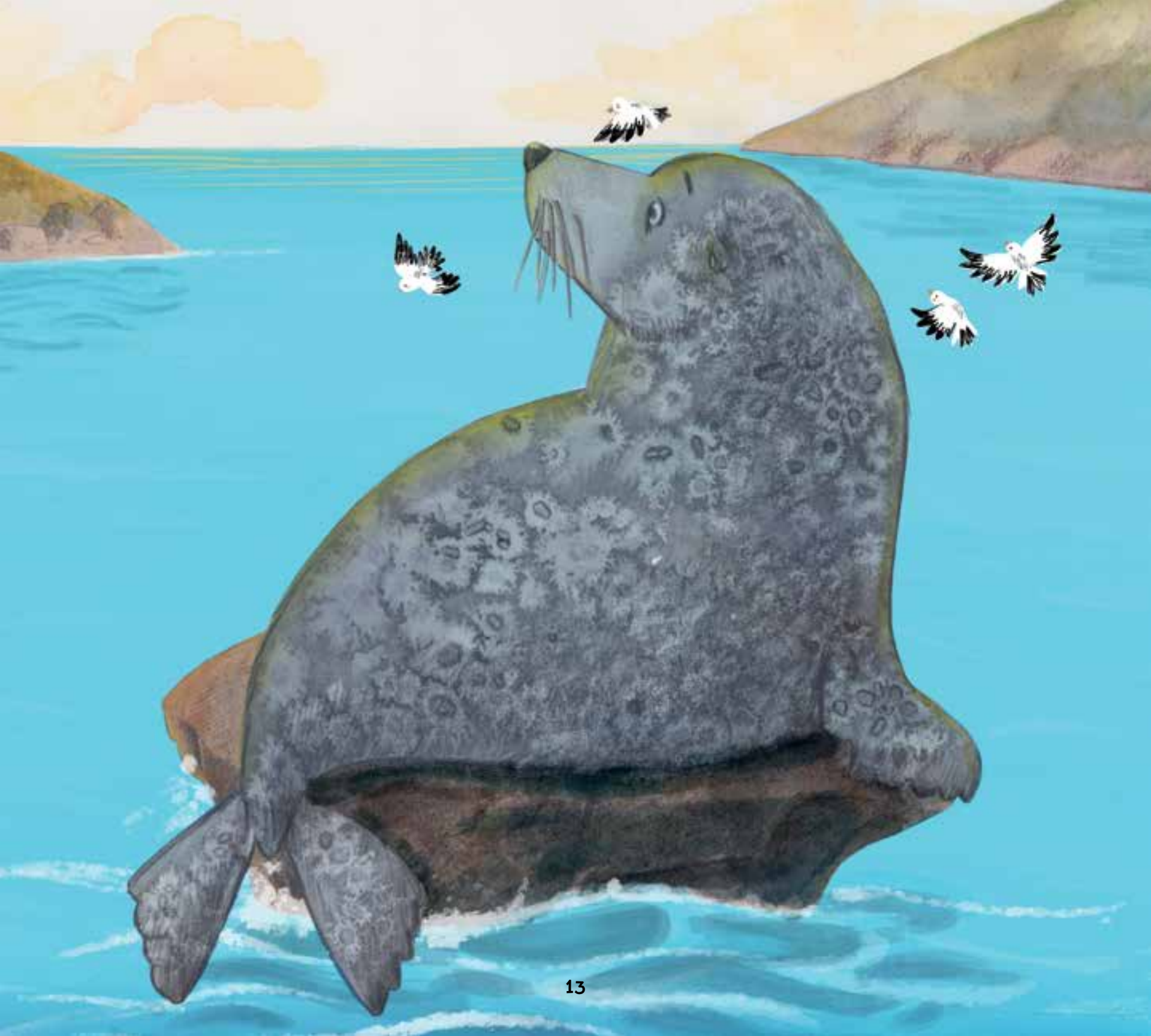
Ataata explains, “walruses look like seals, but they are bigger. They have whiskers on their faces. They also have flippers. They have two flippers in the front and two in the back, just like seals.”

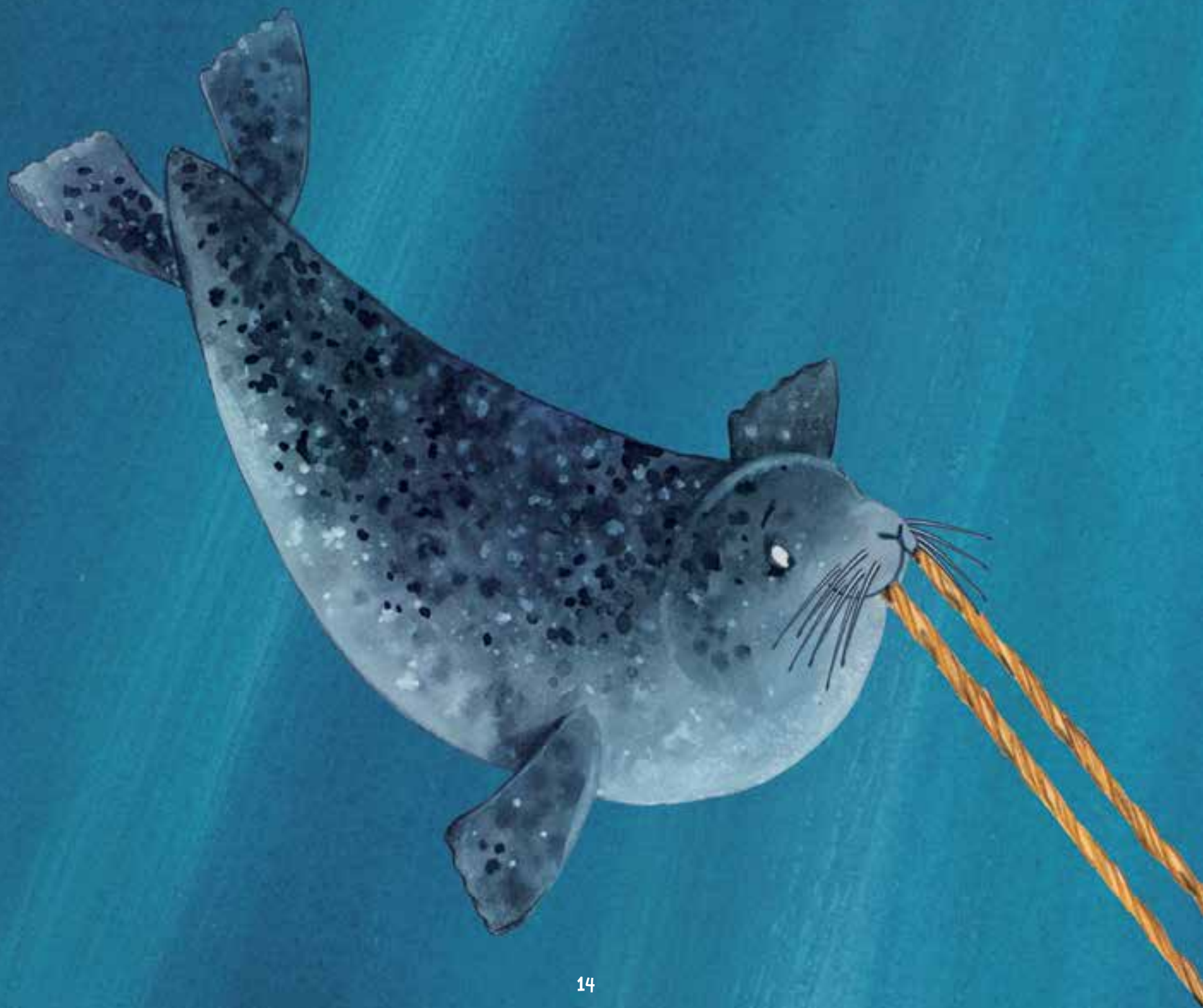
Naullaq imagines a big seal with big whiskers and flippers.



[illegible]

Naullaq imagines an animal that looks like a seal but is bigger than a polar bear!





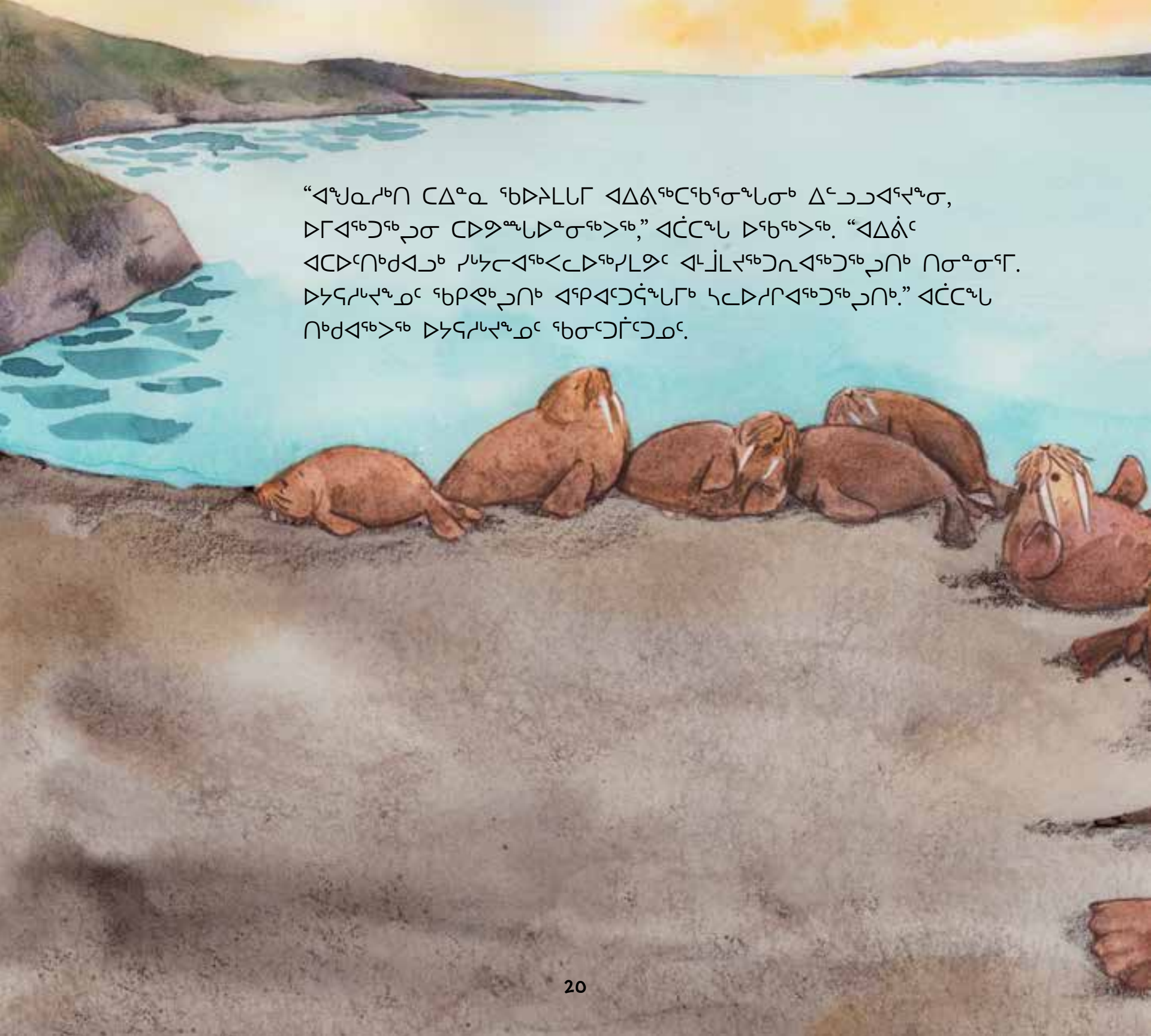


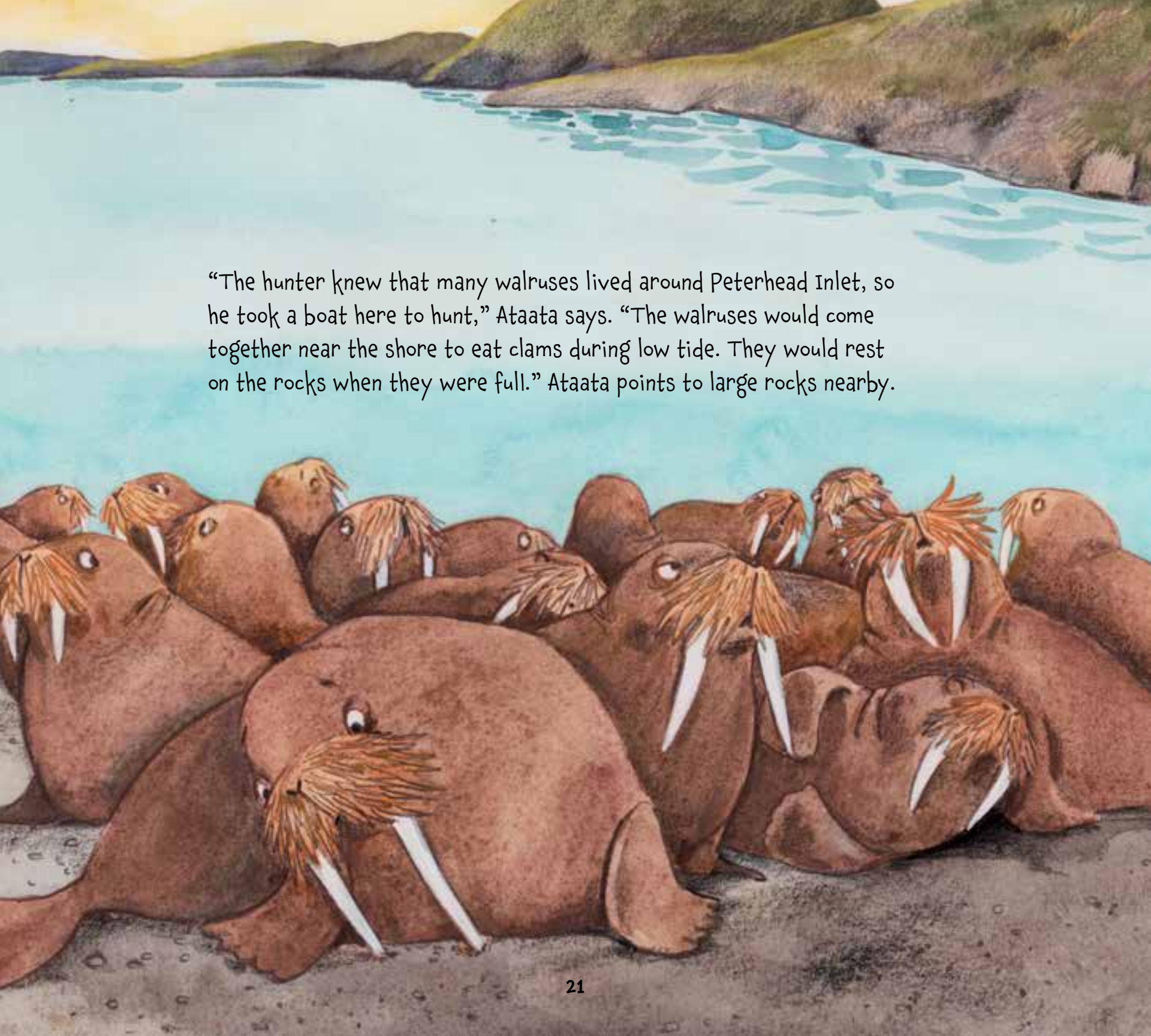
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“Well,” Ataata begins, “a long time ago, a hunter went looking for a walrus to bring back to his camp. usually it takes three men to catch a walrus, but this hunter was very strong and decided to go alone.”



“ᐊᕐᓂᓄᓂᓂ ᑕᐃᓐᓇ ᓃᓂᐅᓱᒐᒐᑦ ᐊᐃᐃᓃᓂᑕᓃᓂᓃᓂᓂᓂ ᐃᑦᓗᓗᐊᓃᓃᓂ,
ᐅᑦᐊᓃᓂᓗᓃᓂ ᑕᐅᓂᓂᓂᐅᓂᓃᓂᓗᓃᓂ,” ᐊᑕᑕᓂᓂ ᐅᓃᓂᓃᓂᓗᓃᓂ. “ᐊᐃᐃᑦ
ᐊᑕᐅᓃᓂᐅᐊᓗᓂ ᓱᓂᑕᐊᓃᓂᑕᐅᓃᓂᓱᒐᓂᑦ ᐊᑦᓱᒐᓃᓂᓗᒐᐊᓃᓂᓗᓂᓂ ᓂᓂᓂᓂᑦᑦ.
ᐅᓂᓃᓱᓂᓃᓂᑦ ᓃᓂᓂᓂᓗᓂᓂ ᐊᓂᓂᐊᓗᓃᓂᓂᓂ ᓃᑕᐅᓱᑦᐊᓃᓂᓗᓂᓂ.” ᐊᑕᑕᓂᓂ
ᓂᓂᐅᐊᓃᓂᓗᓃᓂ ᐅᓂᓃᓱᓂᓃᓂᑦ ᓃᓂᓂᓗᑦᑕᓗᓂᑦ.



A group of walrus resting on a sandy beach near a body of water. The walrus are brown with large white tusks and orange-brown whiskers. They are clustered together, some looking towards the viewer and others looking away. The background shows a calm body of water with light blue and green ripples, and a rocky shoreline with green vegetation in the distance under a pale yellow sky.

“The hunter knew that many walrus lived around Peterhead Inlet, so he took a boat here to hunt,” Ataata says. “The walrus would come together near the shore to eat clams during low tide. They would rest on the rocks when they were full.” Ataata points to large rocks nearby.

[illegible]

Ataata continues. "The hunter wanted to find a big, healthy walrus. Just one walrus would feed the whole camp for many days. Suddenly, while searching along the shore, an old walrus surfaced and said to the hunter, 'Take me. You can have me for your camp.'"





“ᐊᓂᑭᓇᓂᑎᐅᔪ ᑕᐅᑦᐅᓂ ᐊᐃᐱᖃ ᐱᓗᓙᐊᓚᓙᓂ ᐃᓄᓚᓚᓙᓂᓗ. ᐊᓂᑭᓇᓂᑎ
ᐃᓂᑕᐅᑎᖃᑕᖃᓙᓂᐅᓂ ᐊᐃᐱᖃᓂ. ‘ᐱᓚᓗᐊᖃᓙᐊᓚᒻᑕᑕ ᐃᓄᑦᐅᓗᐊᖃᓙᓂᐅᓂ.
ᑦᓂᓯᓂᐊᖃᓙᓂᓂ ᐃᑕᓄᓂ ᐱᐅᓂᖃᐱᓂ!’ ᐊᓂᑭᓇᓂᑎ ᐅᖃᖃᓙᓂ.”

“The hunter looked at the walrus and saw that he was skinny and old. The
hunter laughed at the walrus. ‘You are too skinny and old. I will find a better
walrus than you!’ the hunter said.”

25

25



“ᐃᓐᓇᓂᐅ ᐃᐃᐱᓐ ᐅᐱᓐᓂᓐ ᐃᐃᐱᐅᓐᐱᐱᓐ ᐅᓂᓐᐅᐱᓐᓂᐱᓐ ᓐᓂᐃᓐᓂᐅᐱᓐ.
ᓇᓂᓐᓂᐅᐱᓐᓂᐱᓐ ᐱᓐᓂᓐ. ‘ᐃᓐᓂᓐᓂᐅ ᓇᓐᓐᓐᓂᐱᓐ ᐱᓐᓂᐱᓐᓂᐱᓐ,’ ᐃᓐᓂᓐ
ᐃᐃᐱᓐ ᐅᓐᓂᓐᓂᓐ. ᐱᓐᓂᓐ, ᐃᐃᐱᓐ ᐃᓐᓂᓐᓂᓐ ᐃᓐᓂᐱᓐᓂᐱᓐ ᓇᓐᓐᓐᓂᐱᓐ
ᐃᓐᓂᓐ ᓇᓐᓂᐱᓐᓂᓐᓂᓐ.

“The old walrus went back to the other walruses and told them what had happened.
They were all confused. ‘Maybe the humans here do not need us,’ one walrus said.
Together, the walruses decided to go somewhere they are needed,” Ataata explains.



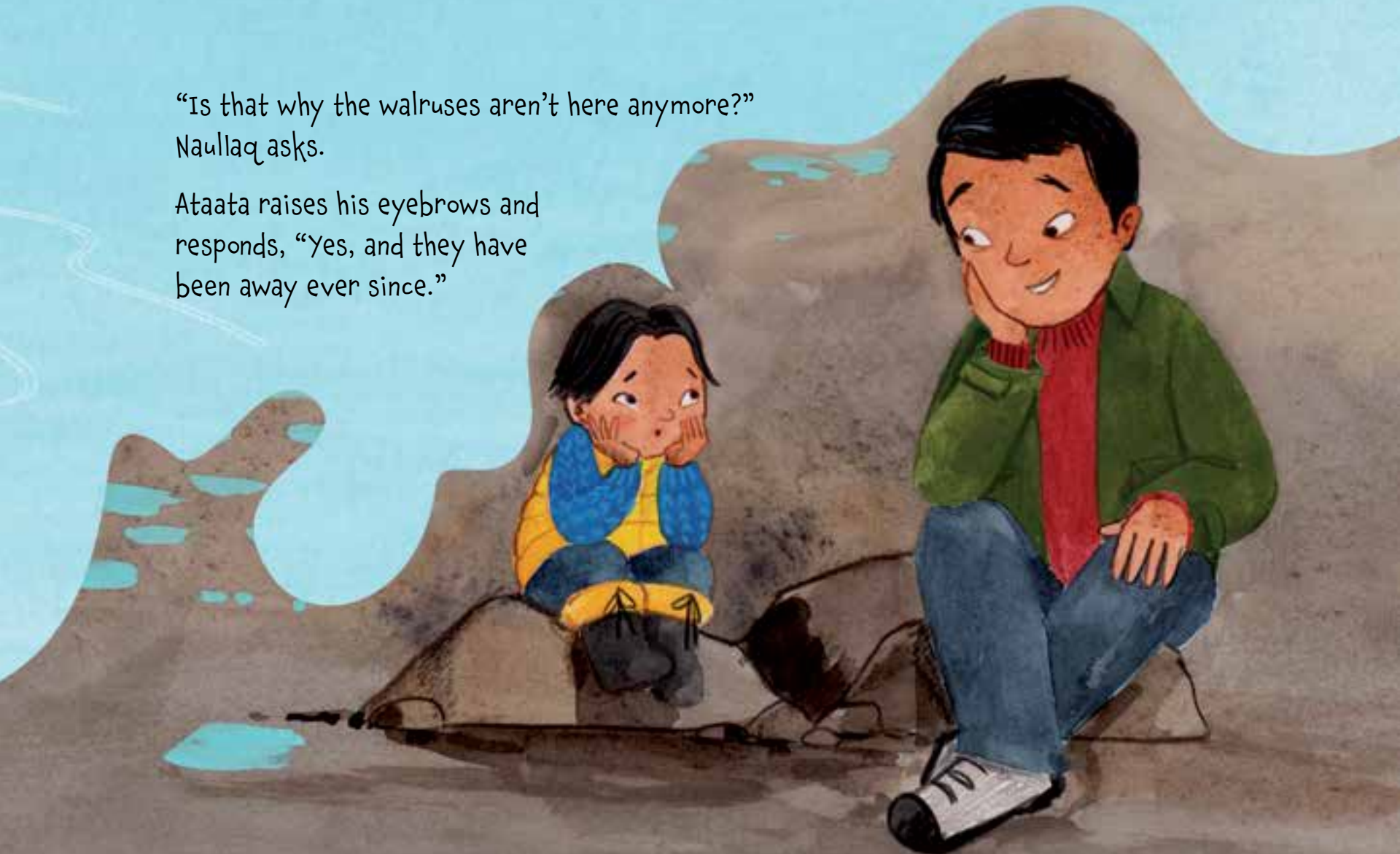


“CΔL^aΔ Iσ ΔΔΔ^{5b}C^{5b}<J^aσ^{5b}<?” ΔD^cC^{5b} ΔΛηD^{5b}.

[illegible]

“Is that why the walruses aren’t here anymore?”
Naullaq asks.

Ataata raises his eyebrows and responds, "Yes, and they have been away ever since."

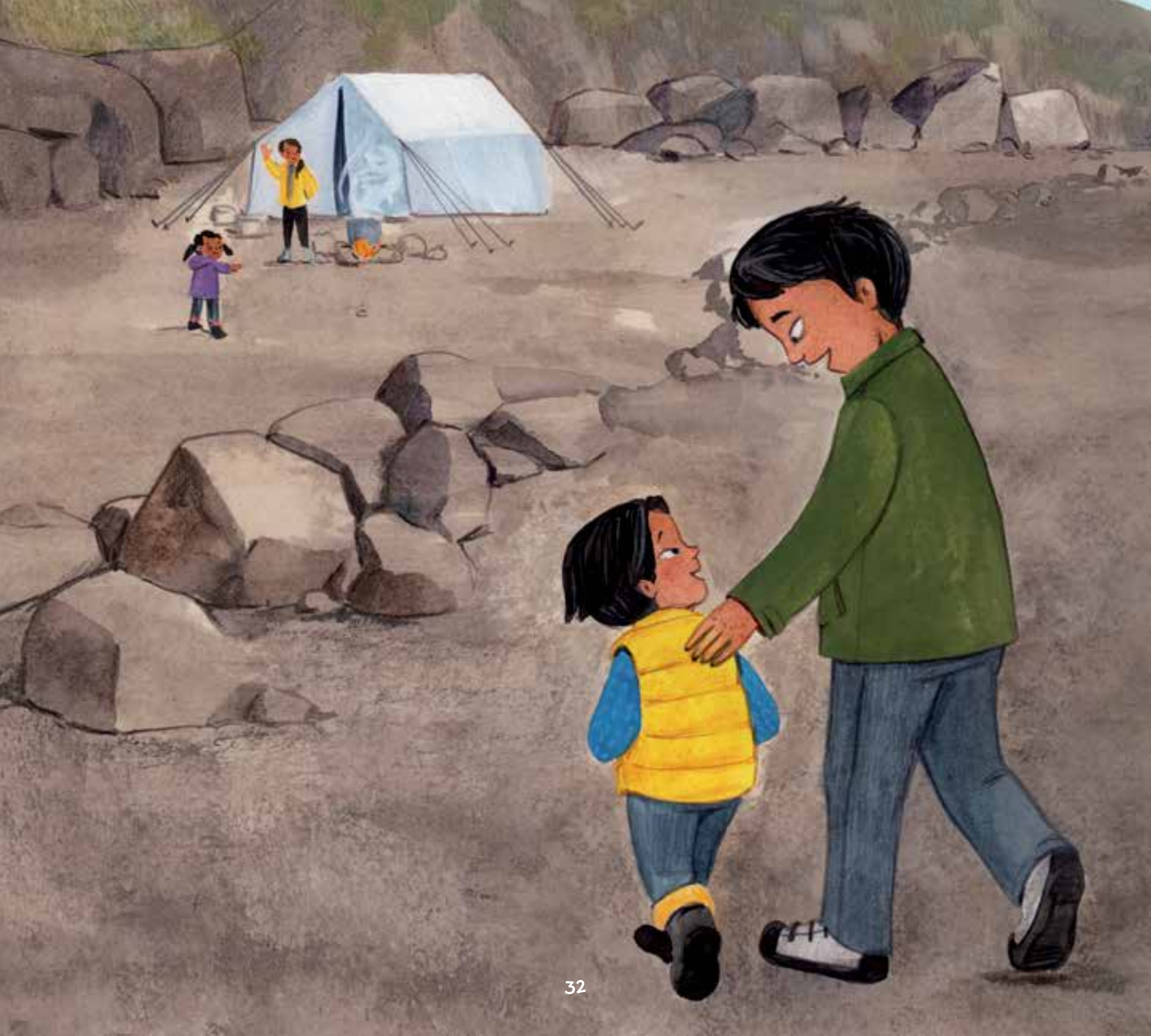


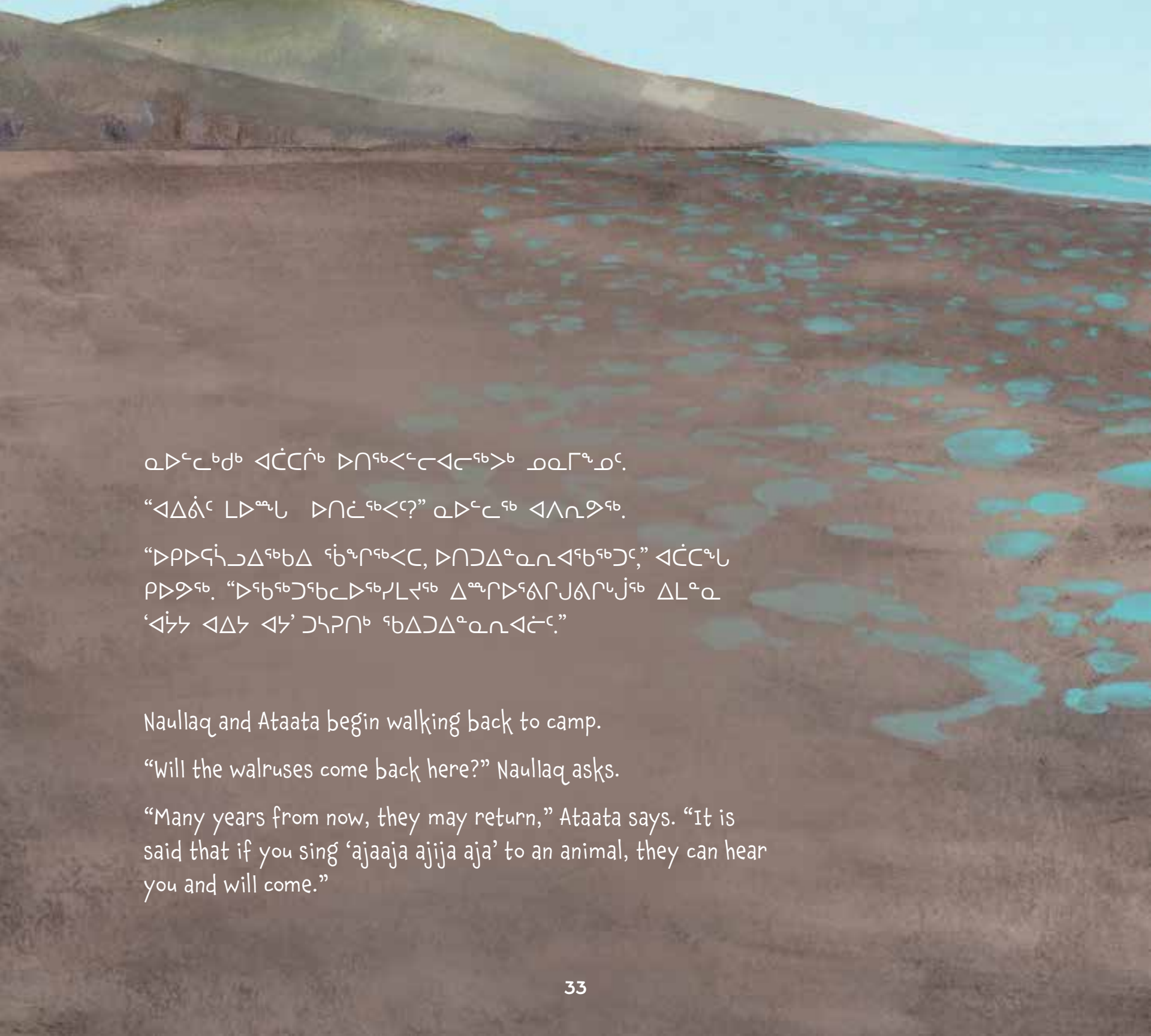
[illegible][illegible]

“The hunter should have taken the old walrus!” Naullaq exclaims. “He was being greedy by only wanting the bigger walrus.”

“That’s right,” Ataata says. “The hunter was strong, but he did not appreciate and respect the walrus.”







ᓇᓂᓕᓚᓂᓂᓐ ᐱᑕᑕᓂᓐ ᓂᓂᓐᓕᓕᐱᓕᓐᓂᓐ ᓂᓇᓂᓐᓂᓐ.

“ᐱᐱᐱᓐ ᓚᓂᓐ ᓂᓂᓐᓕᓐ?” ᓇᓂᓕᓚᓐ ᐱᓕᓂᓐ.

“ᓂᓂᓐᓕᓐᓂᓐ ᓂᓐᓂᓐᓂᓐ, ᓂᓂᓐᓂᓐᓂᓐᓂᓐ,” ᐱᑕᑕᓐ
ᓂᓐ. “ᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ ᓂᓐᓂᓐᓂᓐᓂᓐ ᓂᓐᓂᓐ
‘ᐱᐱᐱᐱ ᐱᐱᐱᐱ’ ᓂᓐᓂᓐᓂᓐᓂᓐ.”

Naullaq and Ataata begin walking back to camp.

“Will the walruses come back here?” Naullaq asks.

“Many years from now, they may return,” Ataata says. “It is said that if you sing ‘ajaaja ajija aja’ to an animal, they can hear you and will come.”



ᐃᐅᓕᓚᓐ ᓐᓂᐱᐅᓕᓐ>ᓐ ᑕᐃᓚᓐ ᓐᓂᐅᐱᑕᐅᓚᓚᓚ. ᐅᑕᐅᓕᑕᓐᓂᓐ, ᐃᐅᓕᓚᓐᓂᓐ ᐅᑕᑕᓕᓐ ᐱᓕᓕᓐ
ᓂᐃᓚᓐᓂᓐ, ᐃᓐᓕᓐᓂᓐᓂᓐ ᐃᓚᓐ, “ᐅᓚᓚ ᐅᐃᓚ ᐅᓚ.”

Naullaq is happy about what he has just learned. Together, Naullaq and Ataata walk back to the camp, singing, “Ajaaja ajija aja.”



Δις ΔΔς Δς Δις ΔΔς
Ajaaja ajija aja Ajaaja
Δς Δς ΔΔς Δς
ajija aja Ajaaja ajija aja

An illustration of a group of walrus family members on a rocky shore. In the foreground, several walrus heads and tusks are visible, looking towards the viewer. In the background, more walrus family members are resting on the shore. The scene is set against a backdrop of green hills and a blue body of water.

Διιι ΔΔι Δι Διι ΔΔι Δι Διι Δ
Ajaaja ajija aja Ajaaja ajija aja Ajaaja



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a ajija aja Ajaaja ajija aja Ajaaja ajija aja

ΛΓΛΔΒΥ ΓΔΣΖΨΒΛΖΔΖΔ ΓΓΛΔΓΔ ACTIVITIES FOR PARENTS AND TEACHERS

ΔΨΒΓΔΔΔΨΒΓ!

ΔΛΨΓΨΒ<ΛΓΓ ΓΓΨΒΓ ΔΓΛΒΥΨΓΔΓΔΨΓΨΔΨΒΓΔΨΒΓ ΔΨΒΓ ΓΒΥΔ. ΡΨΥΓΓΓ
ΔΨΒΓΓΓΓΓΔ, ΔΔΨΒ ΔΛΨΔΠΨΒΓΔΨΒΓ:

- ΡΓΓΒ ΔΓΓΨ ΓΔΠΓΓΓΔΔΨΒ< ΔΔΓΓΓΓ ΓΒΓ?
- ΡΓΨΒ ΔΔΔ ΓΔΓΓΓΨΥΔ?
- ΨΔΔΛΓΓ ΔΨΔΔΓΠΔ< ΛΓΛΨΓΔΔΒ ΔΔΔΨ?
- ΔΔΓΓΨ ΔΓΓΓΔΔΨΒ. ΨΔΔΓΔΔΓΓΓΨΔΓΓ ΓΓΓ?
- ΨΔΨΒ ΔΓΓΨ ΔΨΒΔΨΒ< ΔΨΡΨΓΔΔΓΔΓΓΒ ΔΔΔ ΓΡΨΔΔΓ?

Let's Talk!

Asking questions encourages young children to think about the story. Next time you read the story, consider asking the following questions:

- What did Ataata want to show Naullaq on the shore?
- What do walruses like to eat?
- Why didn't the hunter want the walrus?
- Naullaq loves to be outdoors. What do you like to do outside?
- What does Ataata say to sing if you want the animals to come?



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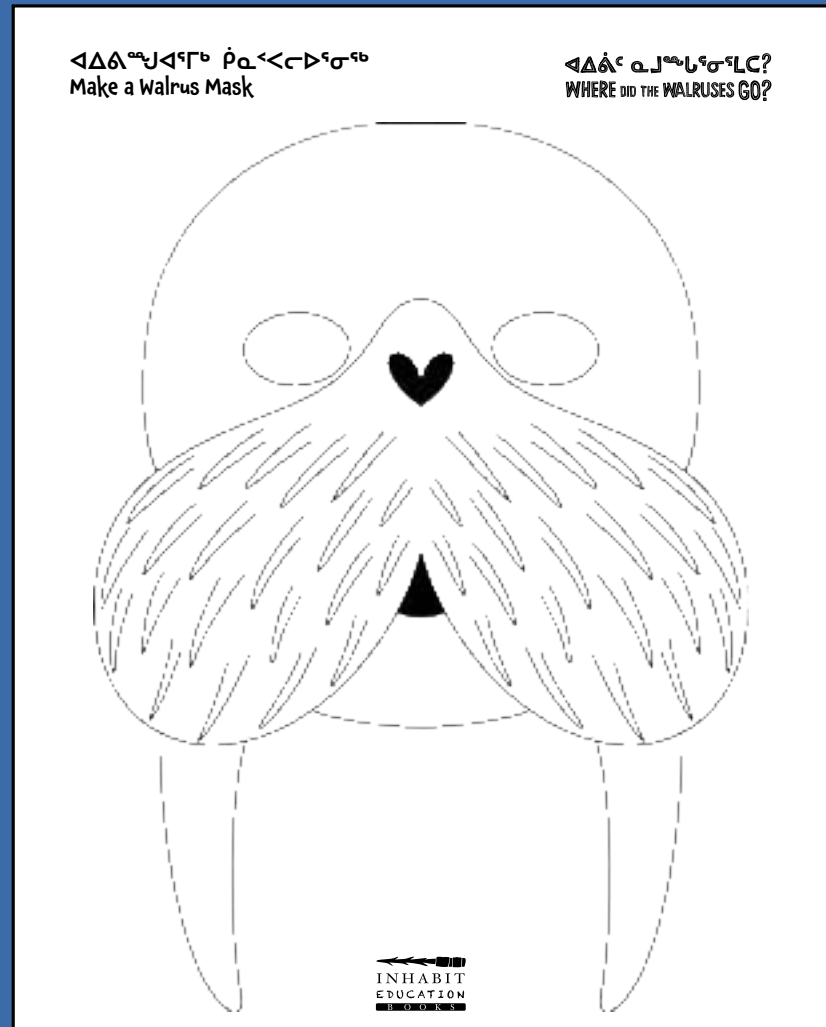
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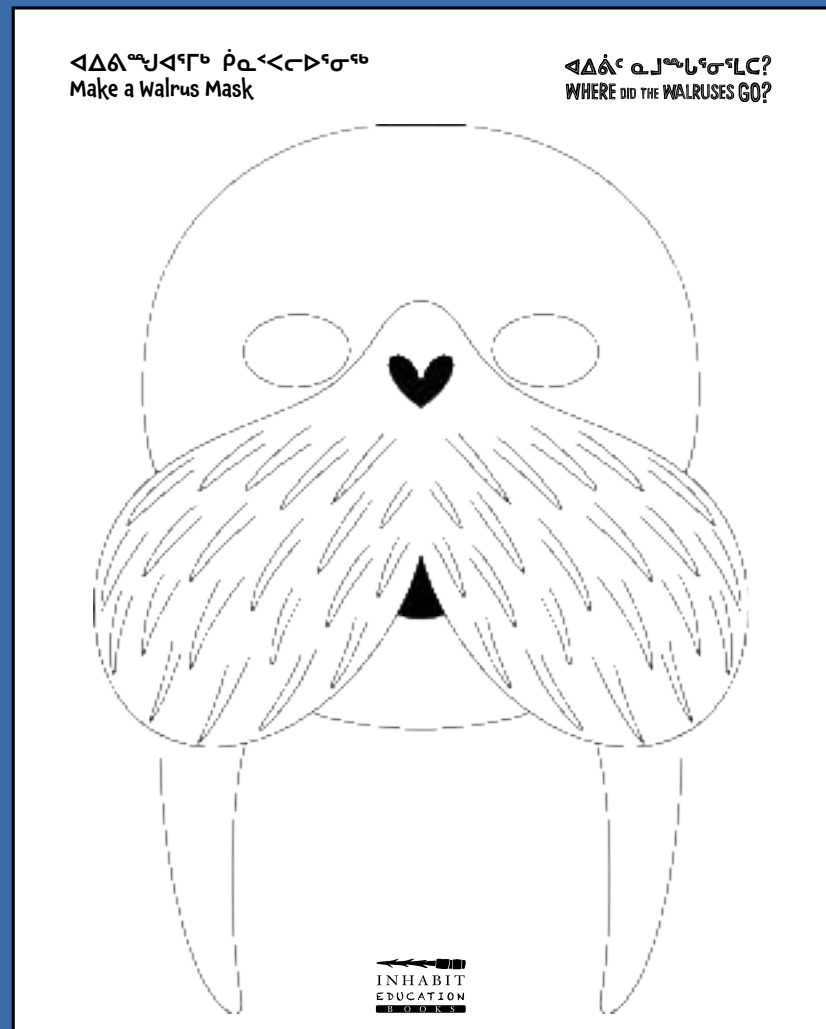
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Make a Walrus Mask

Help children make a walrus mask. They can use the walrus mask when playing or to re-enact part of the story.

1. Download and print the Walrus Mask template from **inhabiteducation.com**.
2. Have children colour and cut out the mask. (Assist as needed.)
3. Attach a piece of string to one side of the mask. Put the mask in front of the child's face and measure the string along the back of their head. Cut the string to the appropriate length and attach it to the other side of the mask.
4. Children can use the mask to retell the story or to engage in free play.



[illegible]

1. ፖሊሲና ልማትና ምርጫ ምክር ቤቱን inhabitededucation.com.
2. ወርሃዊ ምርጫ ምክር ቤቱን ለማድረግ ልማትና ምርጫ ምክር ቤቱን (ለምሳሌ ለምርጫ ምክር ቤቱን)
3. ለምርጫ ምክር ቤቱን ለማድረግ ልማትና ምርጫ ምክር ቤቱን:

[illegible]

Skull Matching Game

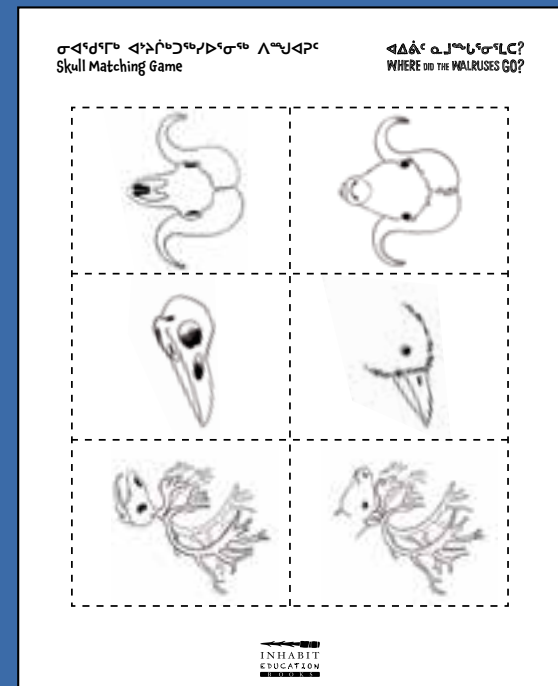
This game will challenge children to match five Arctic animals with their skulls. There are two ways to play this game. Choose the option that best suits each child.

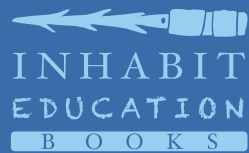
Directions

1. Download and print the Skull Matching Game from **inhabiteducation.com**.
2. Have children cut out and colour the cards. (Assist as needed.)
3. Use the cards to play a matching game:

Option 1: Lay all the Arctic animal cards face up in a row. Then, give the child one of the skull cards. Have the child match the skull card to the correct animal. If the child is having trouble, point out features on the skull that are unique to the animal, such as the caribou's antlers or the raven's beak.

Option 2: Lay out all the cards (Arctic animals and skulls) face down in two rows of five. Invite the child to flip over two of the cards, attempting to find the matching Arctic animal and skull. If it is a match, the child can keep the cards. If it is not a match, have the child place the cards face down again. Take turns with the child, flipping over two cards at a time until all of the Arctic animals have been matched with the skulls.





Inuktitut Glossary

Notes on Inuktitut pronunciation: There are some sounds in Inuktitut that may be unfamiliar to English speakers. The pronunciations below convey those sounds in the following ways:

- A double vowel (for example, *aa*, *ee*) creates a long vowel sound.
- Capitalized letters indicate the emphasis.
- **q** is a “uvular” sound, which is a sound that comes from the very back of the throat (the uvula). This is different from the **k** sound, which is the same as the typical English **k** sound.
- **ll** is a rolled “l” sound.

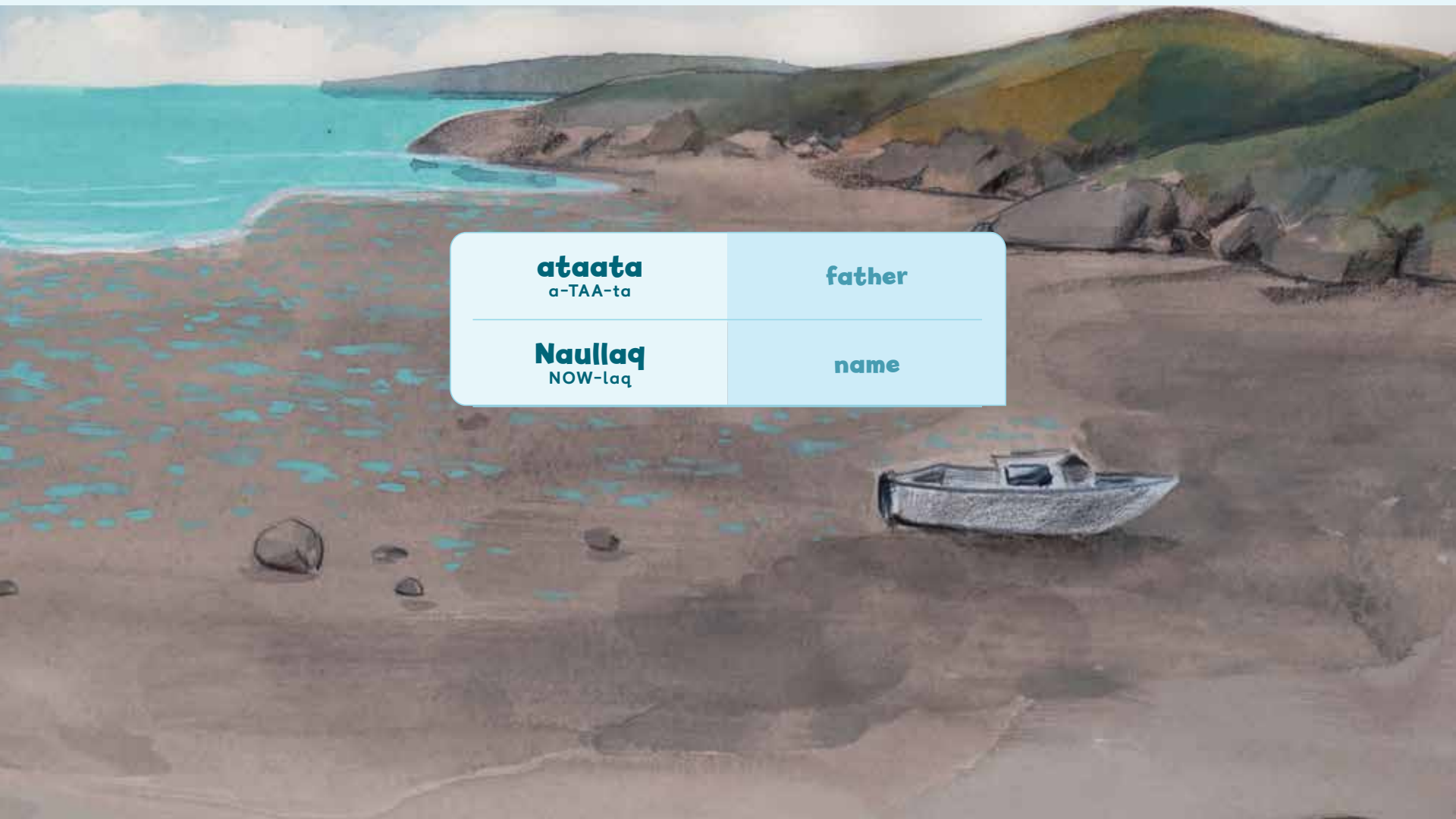
For more Inuktitut and Inuinnaqtun pronunciation resources, please visit inhabitededucation.com/inuitnipingit.

ataata
a-TAA-ta

father

Naullaq
NOW-laq

name



ዐድረኤ ናልልብናኤና፤ ልረብ ኃለኤባረኤንጋኤብኃብ ልድኤድ ልኃልኤድ።
ለባኤብኃብ ሥኤድ፣ ልረኤ ርድኤድ፤ ዐድረኤ ርድኤ፤ ልልል፤
ዐልኤድ! ባልዐ ርድኤ ርድኤባረኤ ልልል። ልድልረኤ
ዐ፤ኤናል፤? ዐድረ፤ ልረኤ ድኤኤና፤ ዐድረ፤ ድኤኤንጋል፤
ንባድ፤ ሥረ ልል ለኤን፤ባረኤ ልኃልኤድ።

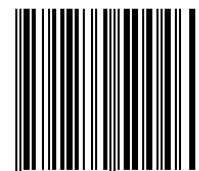
Naullaq loves spending time outdoors at his family's summer camp in Peterhead Inlet. One day during a walk on the shoreline, his ataata shares an exciting discovery with him: a walrus skull! But Naullaq never sees walruses there. Where did they go? Naullaq's ataata tells Naullaq a traditional story about why all the walruses disappeared from Peterhead Inlet.



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