**Taan’s Moon**

**Primary Classrooms**

Background Information: This story is one of several versions of the moon’s cycle passed down through generations of Haida Gwaii elders. During the school year of 2013 a local artist Kiki van der Heiden and School District #50 Early Learning Coordinator Alison Gear worked with Kindergarten and primary children in 6 elementary schools to create felted images that illustrate this book.

**Before reading**:

Introduce the book – Title, Author and Illustrator

Look at the front cover. Who is Taan? What information can we gather from this cover to help us? What do we think might happen? What words might we see in the story? Collect ideas. These activities help activate student knowledge and provides background information to support understanding.

Begin sharing the story. Explain the two translations on each page.

**During reading**:

Questions you might consider asking:

1. Pg 1 - What does the author mean – it looks like a drum (full moon)
2. Pg 2 - What month is it? How do we know? Does Haida Gwaii winter look like our winter?

Do all animals sleep/hibernate? What do some animals do? What does food look like during this time of the moon?

1. Pg 5 - What animals eat grass and roots?
2. Pg 6 - What time of year is this?
3. Pg 7- What might Taan be thinking as he leaves his den?
4. Pg 10- What would bears in our area find to eat?
5. Pg 13-14- What time of year is it?
6. Pg 17-18 – What are the people preparing for?
7. Pg 21 – What time of year is it?

**After Reading:**

Follow Up Activities**:**

1. Story retelling - Display pictures of Taan’s Moon – retell the story with students. K students – do all verbally. Grade 1-3 try incorporating shared writing activity (you record and they help you spell). You can start/model and then send them to finish on their own or with a buddy.

Ie. The moon is full and Taan is sleeping. The geese are busy eating and honking. The noise wakes Taan up. Taan leaves his cave and hunts for food. He goes to the sea to get fish. The people also get crab and clams (seafood) to make stew. Summer arrives and flowers bloom. This feeds the hummingbirds. Taan is busy eating. He eats berries. He gets fish from the stream (others do too). The people collect bark from his tree to make hats and baskets. The ground gets frozen, but Taan is full (fat) and his fur keeps him warm. He goes to his den and falls fast asleep.

1. The people of Haidi Gwaii look to the land for food and clothing. They are grateful to mother nature. What are you most thankful for? Draw a picture and write about this. K students – might only put a word or two. Grade 1-3 should be able to write more. You could give them a starter for their writing: I like\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I am thankful for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_\_\_\_. Ask students to share ideas before you send them off to draw/write.
2. Go for a walk outside. Ask students to think about the signs of the season they are in. What does the ground look like? What animals and/or birds do they see? What colors are around them? They can come back, share ideas (you record) and then capture in a drawing.
3. Look at the Carrier Calendar – compare/contrast our local people’s calendar with Taan’s Moons

Taan’s Moons – Bear Moon, Goose Moon, Noisy Goose Moon, Migratory Goose Moon, Food Gathering Moon, Raw Berry Moon, Berries Ripen Moon, Fish Moon, Cedar Bark Weaving Moon, Ice Moon, Bears Hibernating Moon, Snow Moon

