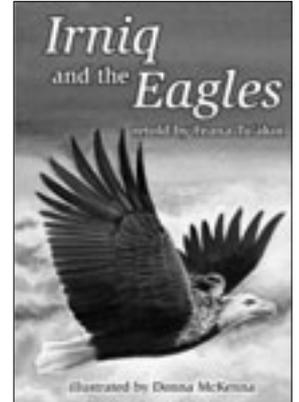


# Irniq and the Eagles

retold by Feana Tu'akoi

illustrated by Donna McKenna



## Book Summary

This traditional tale from the Pacific Northwest is about three brothers. When the two older brothers do not return from hunting, the eagle man appears to help the youngest brother, Irniq, find them. But first, Irniq must help the eagle man and his own people.

## Features of the Book

- Retelling of a traditional tale
- The message of sharing, helping each other, and enjoying life
- Descriptive language – *the snow began to whirl; letting the sound wash over him; the rushing wind; young and full of life*
- Phrases that indicate time – *A long time ago; One day; After that; And that night*

## Purpose

*Irniq and the Eagles* can be used to introduce and reinforce the following skills and understandings:

- S** recognizing the features of traditional tales;
- S** considering the consequences of characters' actions;
- S** determining the author's underlying message;
- S** writing to express and support an opinion;
- S** exploring the use of apostrophes;
- S** exploring the ways in which individuals in a community can support each other.

## Investigation Tools

- What's the Background? – Traditional Tales, page 29
- Digging Deeper – Native American Tribes, page 30–31
- Weighing Both Sides – Community Life, page 32

## The Guided Reading Lesson

- S** Recognizing the features of traditional tales
- S** Considering the consequences of characters' actions
- S** Determining the author's underlying message

## Introducing the text

You may wish to include this story as part of a study of traditional tales. If so, have the students read a variety of tales from different cultures so that they can compare them.

Look at the cover and title page of the book together.

- *What kind of story do you think this is?*
- *What does "retold by" mean?*

Discuss the idea that in traditional stories the original author is usually unknown and that different authors retell the stories in their own way.

- *What other traditional or folk tales do you know?*
- *Which parts of the world do they come from?*

Show the students the covers of the other books, reinforcing the idea that the stories are retold.

## Reading and discussing the text

Ask the students to read the first chapter silently. When they have finished reading, ask them how the author introduced the story.

- *Where and when is the story set?*
- *Who are the main characters?*
- *What is Irniq's problem?*
- *What do you think he will do?*

Ask the students to read to the end of chapter 2. As they read, ask the students to think about what they are learning about the characters.

- *What kind of a character do you think the eagle man is?*
- *Did you learn anything new about Irniq and his brothers?*

Ask the students to read to the end of the story independently. Use one or more of the following purpose-setting questions to guide their reading:

- *What are the consequences of the brothers' actions?*
- *What are the consequences of Irniq's actions?*
- *What is the author trying to tell us in this story?*
- *What have you learned about the people of the Pacific Northwest?*

Discuss the underlying message or the moral of the story. (Everyone benefits when tasks are shared in a community.) Explain that a message is often a feature of the traditional or folk tale genre.

The last four pages contain nonfiction information related to this story. The students can read this now, or they can read it later as part of their independent reading.



## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Recognizing the features of traditional tales

Read the information on page 29 with the students. Share a variety of traditional tales with them.

Discuss the features of the genre, for example, they are often retold, they often have a problem to be solved, they may start with “Once upon a time,” and they often have a message for the reader.

### **S** Exploring the ways in which individuals in a community can support each other

Read the information on page 32 together. Discuss some examples of the ways people live in different kinds of communities, for example, inner city, rural, small town, island.

- *Why would people choose to live in a big city?*
- *What are some of the ways in which people in your community work together?*

Ask the students to think about the benefits and problems of living in a community.

### **S** Writing to express and support an opinion

The students can use the blackline master on page 76 to record their opinions about living in a community.

### **S** Exploring the use of apostrophes

Ask the students to turn to page 6 of the story and to identify places where apostrophes have been used (Irniq's, didn't, hadn't, they'd). Write these on the board and discuss the use of the apostrophe in each example. Explain the difference between the possessive apostrophe (Irniq's) and the contractive apostrophe (didn't). Ask the students to look through the book to find other examples of each kind of apostrophe.