

### About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 1,834

#### Book Summary

In *The Inuit: Northern Living*, readers learn about the Inuit way of life, both past and present. The book tells how this hearty group of people survives the extreme environment of the Arctic. They use natural resources, such as ice, snow, and driftwood, to build homes. They use whales, caribou, seals, and walrus for food, clothing, tools, fuel, and more. The text is enhanced by maps, charts, and photography.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Ask and answer questions to understand the text
- Make inferences / Draw conclusions
- Identify adjectives in text
- Place words in alphabetical order

#### Materials

Green text indicates resources available on the website

- Book—*The Inuit: Northern Living* (copy for each student)
- Chalkboard or dry-erase board
- KWLS / ask and answer questions, adjectives, alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: : **ancestors** (n.), **caribou** (n.), **igloos** (n.), **migrate** (v.), **resourceful** (adj.), **tundra** (n.)

Enrichment: **elders** (n.), **insulation** (n.), **kayak** (n.), **parka** (n.), **sod** (n.)

### Before Reading

#### Build Background

- Have students tell what they know about the Arctic region and the people who live there. Create a KWL chart on the board. Review or explain that the *K* stands for knowledge we know, the *W* stands for questions we want to know, and the *L* stands for the knowledge we learned. Fill in the first (K) column with information students already know.
- Give students the [KWLS / ask-and-answer-questions worksheet](#). Invite students to write what they know about the Arctic and the Inuit in the K section of their worksheet.

### Preview the Book

#### Introduce the Book

- Give students a copy of the book. Have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name).
- Direct students to the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Each section title provides an idea of what they will read in the book.
- Ask students to read the definitions of the Inuit words on the table of contents page.

#### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that asking questions about a topic before reading and looking for the answers as they read will help them understand and remember what they read.
- After reviewing the table of contents, model using it as a way to think of questions.  
*Think-aloud: The first section in the book is titled "The Frozen North." I wonder if the ground stays frozen throughout the year in the north or if it's only frozen during the winter months. I'll write that question under W on the KWL chart.*
- Have students look at the other section titles. Write any questions they have about the Inuit based on the covers and table of contents under the W on the KWL chart. Remind students that no question is ever inappropriate if they truly do not know the answer.
- Have students preview the rest of the book, looking at photos, maps, charts, and boxes with additional text. (Do not read the box on page 7; doing so will disrupt the Make Inferences / Draw Conclusions lesson.) Ask students to record any questions they may have under the K on their KWL worksheet.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words within words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Tell students to turn to page 5 and find the first word in bold, *tundra*. Model how students can use the context to figure out the meaning of the word. Tell them that rereading the preceding paragraphs on page 4 gives clues about the meaning of the unfamiliar word. Say: *The paragraphs on page 4 tell me that the Arctic is a very cold region that remains dark during the winter months. That makes me think that a lot of plants will not grow there. In the second sentence containing the word tundra, I read that it is barren and that no trees will grow there. I know that the word barren means that nothing can grow there. I also know that trees grow in the ground. So I think the unfamiliar word tundra means frozen ground. Let's read the sentence with the words frozen ground.* Have students follow along as you read the sentence to confirm the meaning of the word.
- Have students turn to the glossary on page 20. Have them read the glossary words and their definitions aloud. Next, have students turn to the pages indicated and read each glossary word in the sentence in which it appears. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words as necessary.

#### Set the Purpose

- Have students read the book to find answers to their questions on the KWL chart.

### During Reading


#### Student Reading

- **Guide the reading:** Have students read the first two sections of the book. Encourage them to underline the information that answers any of the questions on their KWL chart. Have students go back and reread the sections if they finish before everyone else.

- Model answering a question on the KWL chart.

*Think-aloud: I'll circle the first question on our KWL chart and write the answer because I found what I wanted to know. I read that the ground is frozen and is covered with snow for most of the year, but it must thaw a little sometime or else mosses, shrubs, and tiny flowering plants could not grow.*

- Review the remaining questions on the KWL chart, circling and writing the answers as students provide the information.
- Have students review any questions they listed on their KWL worksheet. Invite students to write the answers to these questions.
- Have students read the remainder of the story, looking for answers to the questions on their KWL chart as they read.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

#### Reflect on the Reading Strategy

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps them interested in the topic. It also encourages them to keep reading to find the answers to their questions and helps them understand and remember what they have read.
- Review the KWL chart with students. Circle questions that were answered and write the information students provide.

#### Teach the Comprehension Skill: **Make inferences / Draw conclusions**

- **Discussion:** Ask students if they believe the lives of Inuit people are similar to their own. Ask what is the same and then ask what is different. Have students compare the lives of Inuit people long ago to the lives of Inuit people today. Ask how they are alike and how they are different.
- **Introduce and model:** Explain that in order to make a book interesting, an author does not always tell the reader every detail. Sometimes the author will try to tell the reader something without coming right out and saying it, but will instead imply it. When you understand what is implied, you infer. Writers often provide enough information or clues for readers to make guesses, or inferences, about why something happened in the past or why something will or will not happen in the present or future. Then it's up to the reader to put what he or she knows together with the clues in order to understand the book. For example, read the second paragraph on page 6 with students. Afterward, say: *These people lived for many years without store-bought clothes or electricity. This makes me think the Inuit are a strong and self-reliant group of people even though the book does not say that. I don't think the Arctic is a place for people who like to be pampered.*
- **Check for understanding:** Have students read the first paragraph on page 7. Ask them to guess, or infer, why the Inuit continue to live near the Arctic (their ancestors lived there; it's their home). Explain to students that inferences combine our experiences with text clues and that good inferences are supported by the text and our experiences.
- **Independent practice:** Introduce, explain, and have students complete the **make inferences / draw conclusions worksheet**. If time allows, discuss their answers.

- Have students discuss whether or not they would want to live in the Arctic and to explain why or why not.

### Build Skills

#### Grammar and Mechanics: Adjectives

- Review or explain that *adjectives* are words that describe nouns or pronouns. An adjective tells *which one, how many, or what kind*.
- Have students turn to second sentence on page 4. Encourage students to find the words used to describe the ground and the land (*frozen, flat*). Have them tell whether these tell which one, how many, or what kind (what kind).



**Check for understanding:** Have students work in pairs to reread the section “Staying Warm” and circle all of the adjectives they find. Discuss the results as a group, identifying the noun that each adjective describes. Ask volunteers to identify whether the adjectives tell which one, how many, or what kind.

- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

#### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *Arctic* and *kayak* on the board. Have a volunteer explain which word would appear first in alphabetical order (*Arctic*) and why (because *a* comes before *k* in the alphabet.)
- Write the words *Inuit* and *igloo* on the board. Point out that these words begin with the same letter (*i*). Ask a volunteer to tell which word would appear first in alphabetical and to explain why (*igloo*, because the second letter in *igloo* comes before the second letter in *Inuit*).
- Write the words *snow* and *snowy* on the board. Have a volunteer explain which word would appear first in alphabetical order (*snow*) and why. Point out that all of the letters in *snow* and *snowy* are the same until the final letter *y* in the word *snowy*. Explain that because there are no other letters at the end of *snow*, it comes first in alphabetical order.
- **Check for understanding:** Write the words *hunting, food, gathering* and *gathered* on the board. Have students write the words in alphabetical order and explain their rationale on a separate piece of paper. Discuss their answers aloud.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

### Build Fluency

#### Independent Reading

- Invite students to read their book independently. Additionally, invite partners to take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

### Extend the Reading

#### Informational Writing Connection

Have students imagine they have gone to visit a friend or relative who lives in the Arctic. Encourage them to write a letter home describing a typical day in the life of an Inuit family. Have students illustrate their letters and share them with the group.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

### Social Studies Connection

Discuss diversity. Have students turn to page 7 in the book. Reread the box titled “Many People, Many Names.” Have students talk about how boys, girls, and families are the same and how they are different around the world. Discuss the richness that diversity offers.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

### Assessment

**Monitor students to determine if they can:**

- consistently ask questions to better understand the text during discussion and on a worksheet
- correctly make inferences and draw conclusions about informational text
- accurately identify adjectives and the information they provide in the text and on a worksheet
- correctly place words in alphabetical order during discussion and on a worksheet

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**