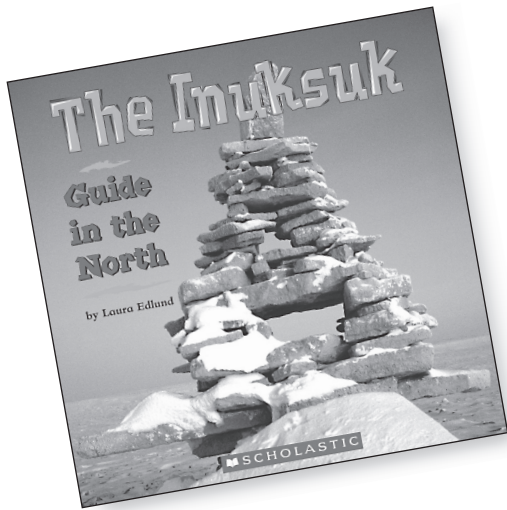


The Inuksuk Guide in the North



Written by *Laura Edlund*

Text Type: Non-fiction: Description — Report

Summary: This non-fiction book describes a traditional Inuit stone marker, the inuksuk, that provides an important message.

Audio Available Online
www.lpey.ca

See the Planning Charts in the Grade Two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ table of contents
- ▶ glossary (A Note About Words)
- ▶ captions

Visual Literacy

- ▶ map
- ▶ labels
- ▶ photographs
- ▶ boldfaced words

Print Concepts

- ▶ quotation marks

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing

Working with Words

- ▶ attending to print
- ▶ solving unfamiliar vocabulary

Assessment Opportunities

Note each student's ability to:

- ▶ analyze and understand facts about the inuksuk
- ▶ make predictions
- ▶ track print
- ▶ use the glossary to solve challenging words

Oral Language Opportunities

- ▶ discussing with a group



BEFORE READING

Text features

Activating and Building Prior Knowledge

Show the front cover of the book and read the title. Ask, *What do you notice about the title?* (two titles on the cover) Say, *Some authors use two titles on their books. The first is called the main title; the second one is the subtitle.* Ask, *Why do you think the author, Laura Edlund, used a main title and a subtitle for her book?* (The main title captures the reader's interest. The subtitle tells the reader what the book is about.)

Inferring

Point out the pictures on the front and back covers of the book, and read aloud the text on the back cover. Talk about the inuksuk. Ask, *What do you think an inuksuk is made of? Where do you think an inuksuk can be found? Who are Inuit? Where do they live? Why do you think Inuit built inuksuk?* Encourage students to interpret clues found in both the pictures and the text.

ESL Note:

After reading the back cover, ask the class what a tradition is. Ask students what traditions Canadians follow on Mother's Day, etc. Ask ESL students what are some of the traditions they have brought from their country. Explain that this book will teach us about an Inuit tradition.

Predicting

Have students predict why Inuit might have built inuksuk. Record their predictions in a list.

Analyzing

Setting a Purpose

Say, *let's read the book together to see if we can find out why Inuit built inuksuk.*



DURING READING

Text features

Read aloud the caption on page 2. Turn to page 16 and say, *The author has provided us with a few hints to help us as we read. There are some words that appear bolder or darker. These may be words that you do not know. That is the purpose of this page, A Note About Words.*

Direct students' attention to the Table of Contents on page 3. Select one page, read the heading with students and ask, for example, *What information would you expect to find on this page? What information will we find on page 10?*

Text features/ word solving and building

Read through the book, tracking print, and indicate the title on page 4. Ask, *How do you know this is the title of the page?* Read through the first sentence, pointing out the pronunciation for *inuksuk*. Have students practise saying the word aloud slowly so they can hear each syllable. Remind students that there will be many such words in the text, and their pronunciation and meaning can be found on page 16.

Analyzing/visual literacy

Pause on page 5 and point out the map. Ask, *Who has used a map and why did you use it? What is this a map of? How do you know? How has the author shown us where an inuksuk can be found?*

Print concepts

Direct students' attention to the caption on page 6. Remind students that the author has provided information that helps describe the photographs.

Language predictability

Pause at challenging vocabulary and ask students to explore meanings (e.g., *inuksuk, route, caribou, muskox, strands, Nunavut, traditional, remain, inunnquaq*).

Teaching Tip: When assessing student learning, make sure you observe students throughout the entire Shared Reading session and not just at the end.



AFTER READING

Predicting

Direct student's attention to the list of predictions recorded earlier. Say, *Did we find out why Inuit built inuksuk?* Consider the original predictions and confirm or revise them with students.

Analyzing

Discuss the story's information with students. Ask, *Why is an inuksuk built?* Chart students' responses.

Visual literacy

Have students look for boldfaced words. Ask, *Do you know what this word means? How did you find its meaning?* Encourage students to refer to the glossary (A Note About Words) as they explain how to locate boldfaced words in the text and their meanings in the glossary.

Second Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ tracking print

Assessment Opportunities

Note each student's ability to:

- ▶ join in with reading
- ▶ track print from one page to another
- ▶ analyze: find new facts
- ▶ synthesize: provide a brief account of the information
- ▶ find and retell interesting facts about inuksuk

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ think-pair-share



BEFORE READING

Synthesizing

Activating and Building Prior Knowledge

Show the front cover of the book and call on one student to briefly tell you what the book was about. Ask the rest of the class if they agree with this student's summary, and if there is anything else they think should be added.

Refer to the list you made in the last lesson that detailed reasons for building an inuksuk.

Analyzing

Setting a Purpose

Say, *Let's read the book again to find out more information about inuksuk.*



DURING READING

Teaching Tip: Tell students that good readers stop and think as they read to be sure that the text is making sense.

Tracking print/building confidence

Read the book with students. Track print, but also ask individual students to come up and track a page or two of print.

Language predictability

Clarify any words that puzzle students.

Analyzing/text features

Read aloud the A Note About Words page at the end of the book. Ask questions and have students find the answers by referring to this page. Say, *What does inuk mean? What is the word for the Inuit language?*

Evaluating

Ask, *Why do you think the author added the A Note About Words page?*

ESL Note: Use the text boxes as a springboard for discussion. Each time you come to a box, ask a series of questions: *How does the inuksuk act as a pointer? What is it pointing to? If it could talk, what would it say?* Encourage ESL students to speak by asking them what they see in the picture.



AFTER READING

Synthesizing

Ask students to retell facts about inuksuk. Write down their ideas on a chart.

Ask students to discuss in partners (think-pair-share) an inuksuk from the book that interests them. They should tell their partners why this inuksuk is interesting. Some students can then share their ideas with the class.

To extend the activity, have students draw the inuksuk they liked best, then in the opposite square, tell why they liked it. In the remaining two squares, have each student draw an inuksuk of their own and tell what message it would give to travellers who came across it. The chart should look like this:

Draw	Write

Third Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ attending to print

Assessment Opportunities

Note each student's ability to:

- ▶ track print while reading
- ▶ evaluate by offering an opinion
- ▶ analyze text to identify facts

Oral Language Opportunities

- ▶ discussing with a group
- ▶ offering an opinion



BEFORE READING

Synthesizing

Activating and Building Prior Knowledge

Show students the cover of the book. Invite them to share some of the things they found out about inuksuk.

Evaluating

Setting a Purpose

Say, *Let's read the book together again and think about why The Inuksuk Guide in the North is a good title for this book.*



DURING READING

Teaching Tip: In this reading, there may be chunks of text that students can read with little support from you. If so, be sure to praise their good reading and let your voice fade in those sections.

Tracking print

Reread the book with students. Invite them to join in with the reading.

Analyzing

Pause after you read the summary on page 15. Ask, *Can you find three important things about an inuksuk?* Record the three different things on chart paper (e.g., An inuksuk can guide or warn travellers of danger; an inuksuk reminds Inuit of their past and future; the inuksuk is a symbol of Nunavut and Canada).

Language predictability

Clarify any words that puzzle students. Explore the meaning of challenging words in the context of the story.



AFTER READING

Evaluating

Say, *Do you think The Inuksuk Guide in the North is a good title for this book?* Discuss how the photographs and text provide the reader with information about the inuksuk and the Arctic.

Revisit a few key pages to draw out information provided in the text, as well as the photographs (e.g., pages 2, 4, 6–11, 13–15). Ask, *What do you think this book would have been like had there been illustrations instead of photographs? Were photos a good idea in this book? Why?*

Analyzing/synthesizing

Ask, *Why do you think inunnguaq were placed outside Terminal 1 at Toronto's International Airport? What other places do you think would be best to place inuksuk or innunnguaq? Why do you think those places would be suited to inunnguaq?*

Word solving and building

Ask, *Did you notice that sometimes words have quotation marks around them?* Say, *When do you expect to see quotation marks?* (to show someone is speaking) Direct students' attention to page 11. *Look at the word hair—why do you think there are quotation marks around this word?* (The moss has been put on top of the inuksuk to look like hair.) Now have students turn to page 12. *Why do you think the author put quotation marks around our land?* (to show that *Nunavut* means *our land*).



FURTHER READINGS

Many texts benefit from being reread with students. The readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable in taking turns and using a pointer to track print.

For each reading, we recommend that you select a balance of Print Concepts, Comprehension, and Working With Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Text features/print concepts	<p>Print Concepts, Book Handling, and Text Features Review the title, author, back cover text, and A Note About Words.</p>
Tracking print	<p>Continue to track print, but offer individual students roles in print tracking during the rereading. Offer as much support as necessary, e.g., by guiding the pointer with students who need assistance.</p>
Evaluating	<p>Focusing on Comprehension Have students express their opinions of <i>The Inuksuk Guide in the North</i>. Ask, <i>Is this book telling us a story or does it give us facts and information? What do you think of the inuksuk? If you were a bird, what would you think of the inuksuk? Why?</i></p>
Self-monitoring	<p>Emphasize the strategy of self-questioning, e.g., say, <i>Good readers ask themselves questions when they read</i>. Model self-questioning, for example, say, <i>How does the inuksuk stay standing without tipping over?</i></p>
Word solving and building	<p>Working with Words Locate words that end in “s” (e.g., <i>years, markers, stones, places</i>).</p>
High-frequency words	<p>Frame a selection of high-frequency words to introduce or review the words (see list of high-frequency words recommended for Grade Two in the <i>Working with Words Guide</i>).</p>
Word solving and building	<p>Point out “ed” in <i>warned</i> (page 4). With students, generate other examples where a word can be expanded with “ed” (e.g., <i>play/played, help/helped</i>).</p>



RESOURCE LINKS

Writing

Brainstorm possible messages that your inuksuk could convey. Chart students’ responses. Take a vote to decide on the class message.

As a class, write a description of the inuksuk, what it stands for, and why the message is important. If desired, students could collect stones to make a small inuksuk for the class.

Independent Reading

Make the six small versions of *The Inuksuk Guide in the North* and the online audio available for students. Invite students to use these materials to read the book independently.

Gather together a selection of picture books on the Arctic from the class/ school library for individual or partner reading. Remember to include books at different reading levels to meet the needs of all class members.

Teaching Tip: The online audio for this book includes a fluent reading and a cloze reading (with a focus on action verbs), in which selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing verbs.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “Word Meaning from Context: The Inuksuk” under Language Predictability.

See also the specific Building Words focused lessons (“Markers” and “Special”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read aloud other books about Inuit, other Indigenous Peoples, and the Arctic.



Home Links

Encourage students to take home library books that feature the Canadian Arctic. Recommend that parents or family members read these aloud to students and discuss content in an open-ended way, e.g., *I didn't know that. Did you?*