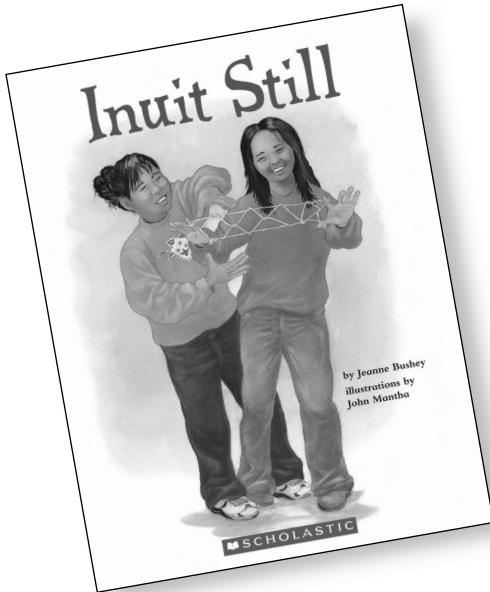


# Inuit Still



Written by *Jeanne Bushey*

Illustrated by *John Mantha*

**Text Type:** Info-fiction: Description — Comparison

**Guided Reading Level:** K

**Summary:** In this book, a girl named Naomi talks about the changes to life in Northern Canada and about those things that have remained the same.

**Word Count:** 340

## Text Features

### Visual Literacy

- ▶ italicized words (*qudliq*)
- ▶ boldfaced sentences

## Text Supports

- ▶ illustrations support the text

## Possible Text Challenges

- ▶ maps
- ▶ labels
- ▶ quotation marks
- ▶ ellipsis
- ▶ some difficult words: *temporary, caribou, walrus, grocery, blindman's*
- ▶ specialized words: *Inuk, Inuit, Inuktitut, qudliq*

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ making connections: text to self

### Working with Words

- ▶ using known word parts to read unfamiliar words
- ▶ identifying Inuit words and determining their meaning from the text

## Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and illustrations to find information
- ▶ make personal connections to the text
- ▶ solve challenging words by using known words and word parts
- ▶ identify Inuit words and determine meaning from text

## Oral Language Opportunities

- ▶ discussing with a group and a partner
- ▶ listening to others

**Teaching Tip:** Prior to the lesson, paper clip pages 8–16 together. This will separate those pages that illustrate the past from those that illustrate the present.



## BEFORE READING

### Inferring

#### **Activating and Building Prior Knowledge**

Read the summary. Direct students to look at the illustrations from pages 2–7. Ask, *What do you notice about the colours used by the illustrator?* Explain that the illustrator chose shades of brown to show what was happening a long time ago. Say, *Remove the paper clip. Look at pages 8–16. What do you notice? Why do you think the illustrator chose to do this?* Summarize the discussion by saying, *In this book, we'll learn about how Inuit lived in the past and how they live today.*

**ESL Note:** Some students may have little or no knowledge of Inuit culture or where Inuit live. Display a map of Canada and point out Canada's Arctic. Talk about the climate in the far north and the people that live there. Elicit information from other students in the class.

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.

### Making connections: text to self/analyzing

#### **Overcoming Text Challenges**

Say, *As we look through the pictures in this book, we're going to recognize some things, and there might be other things we see that are new to us.* Use a KWL chart to record students' findings. Once the illustrations in the text have been scanned for things students recognize, have students look through the book, examining the illustrations for things they want to find out more about.

### Visual literacy

Point out “the people” to students and explain that sometimes an author uses quotation marks around phrases or puts words in italics to explain the meaning of words. Direct students to look for examples on pages 2 and 6, and have them find the words the phrases describe.

### Analyzing

#### **Setting a Purpose**

Refer students to the KWL chart made earlier in the lesson. Tell students that, as they read, they are to analyze the text and illustrations to see if they can find out more about those items recorded in the second column of the chart.



## DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *What did you see in the picture that helped you answer that question?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the story, then share with a partner the answers they found to the questions in the KWL chart.



## AFTER READING

### Analyzing/making connections: text to self

When all students have finished reading the text, invite them to tell something they learned. Refer them to the KWL chart and have them fill in the “What I Learned” column.

### Visual literacy

Direct students' attention to pages 11 and 16. Ask, *Why did the author write the sentences at the bottom of the pages in bold?*

### Synthesizing

Read the questions on the back cover of the text. As students provide answers, have them justify their responses by using references from the text.

### Word solving and building

Ask students if they found any words challenging during their reading and how they figured them out. Use your diagnostic observations to discuss challenges with students. Point out positive reading strategies you observed during the lesson. For example, *I noticed when Omar wasn't sure of the word blindman's, he looked to see if there were any word parts he knew. He found blind and man, and read blindman's. He then read the sentence to make sure it made sense. That's what good readers do.*

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

### Sequencing: retelling

#### ***Inuit Stories***

Direct students' attention to the illustrations on pages 6 and 7 and discuss the art of storytelling, Inuit stories, and the importance of animals to Inuit culture. Use the next few read-aloud sessions to read Inuit stories to the class. (These can be readily located by doing an Internet search.) Instruct students to listen carefully as you read the stories, because they will be expected to write the story as they remember it, and then tell the story to a partner or a small group.

### Analyzing

#### ***Inuit Today and Long Ago***

Have students complete the “Inuit—Today and Long Ago” BLM. Ask them to look through the text, finding examples of things that are the same for Inuit today and long ago and examples of things that are different. Students can then share their findings with the rest of the class.

# Inuit— Today and Long Ago

Name: \_\_\_\_\_

<b>Same</b>	<b>Different</b>