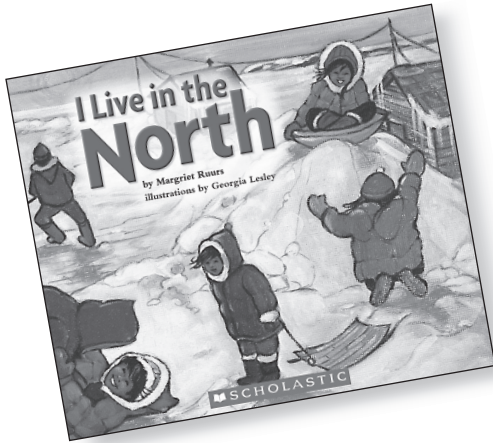


I Live in the North



Written by Margriet Ruurs

Illustrated by Georgia Lesley

Text Type: Fiction: Description — Poem

Summary: In this rhyming poem, a child describes his life in the far north during the winter, giving the reader details about the animals and landscape near his home.

Audio Available Online
www.lpey.ca

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

Text Features

Visual Literacy

- ▶ print below illustrations

Print Concepts

- ▶ ellipsis
- ▶ hyphen
- ▶ semi-colon
- ▶ colon

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ inferring

Working with Words

- ▶ using text cues, reading on, and referring to a dictionary to determine the meaning of unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text to identify similarities and differences between life in the far north and life in their community
- ▶ make inferences based on the text and illustrations
- ▶ use various strategies to determine the meaning of unfamiliar vocabulary

Oral Language Opportunities

- ▶ discussing with a group
- ▶ think-pair-sharing



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Read aloud the title, author's name, and back cover text. Display the front cover and talk about the poem's setting. Ask, *What do you recognize in the pictures on the covers?* Talk about the objects students recognize and use words from the poem—*parka*, *hockey*, and *Ski-Doo*.

ESL Note: Look at and discuss the illustration on the front and back covers. Make a list of things students observe in the picture.

Teaching Tip: Correct any misinformation that students may provide regarding the realities of modern-day life in the North.

Word solving and building

Tell students that, while reading the poem, they will come across animals that live in the far north. Have students think-pair-share with a partner the different animals they know that live in the far north. Record these animals in a list to be expanded after the reading.

Inferring

Explain that a simile is a figure of speech in which one thing is compared to another using the words *like* or *as*. Then define a metaphor to students by explaining that it is a figure of speech in which something is compared to something else; but unlike a simile, a metaphor doesn't use *like* or *as*, e.g., *icy glance*, *nerves of steel*. Tell students that poets often use similes and metaphors in their poems, and have students look for examples in this poem.

Analyzing

Setting a Purpose

Say, *Let's read the poem, thinking about the similarities and differences between life in the far north and life here in our community.* Remind students to be on the lookout for similes and metaphors.



DURING READING

Language predictability

Draw students' attention to the animals mentioned on pages 8 and 9. Ask, *What do you think lemmings means? If you aren't sure, what could you do?* Encourage students to look at the illustrations, use context cues and, if desired, refer to a dictionary or other resource materials. Discuss meanings of such words as *lemmings* and *ptarmigan*.

Print concepts

Point out the ellipses on pages 15 and 16. Ask, *What do these three dots mean? What effect do they have on the rhythm of the poem?*



AFTER READING

Analyzing

Discuss the poem with students. Ask, *How is life in the North the same as in our community? How is it different?* Create a two-column comparative chart with the headings "Same" and "Different." Record students' suggestions under the appropriate headings and encourage students to find proof from the poem to support their opinions.

Language predictability

Explore the meaning of challenging words, such as *forage*, *inuksuk*, and *kamiks* with the class in the context of the poem. Have students return to page 8 and talk about the meaning of the word *forage*. Ask, *What clues can you use from the poem to find out the meaning of forage? Do the illustrations help?* With students' assistance, determine the meaning of the word *forage* as "to search for food." Continue in a similar manner for the word *kamiks*, encouraging students to look at the illustrations and text to determine the meaning of *kamiks* as "arctic boots."

ESL Note: Have vocabulary from the poem available on word cards for students to form sentences with.

Inferring

Say, *Let's look through the poem for examples of metaphors and similes.* Direct students' attention to the third line on page 4: "Sun rays like brushes paint pictures on snow." Explain how the author compares the sun's rays to a paint brush, and note the word *like*. Then ask students to close their eyes and "paint a picture" of this scene in their minds. Ask, *What do you see?* After students open their eyes, encourage them to explain how this sentence is more effective than "The sun shone on the snow."

Second and Further Readings

Many texts benefit from being reread with students. The reading 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 taking turns and using a pointer to track print.

For each rereading, 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 your students.

Print Concepts, Book Handling, and Text Features

Tracking print

Continue to track print on subsequent readings. Offer a pointer to selected students and use this as an opportunity to assess those students' ability to track print.

Print concepts

The poem shows the use of a hyphen and ellipses to create a pause. Discuss this use with students. Consider how to read the text with this emphasis, and the reasons the poet would have suggested a pause at this point in the text. On subsequent rereadings, emphasize the break provided by a semi-colon and a colon.

Evaluating

Focusing on Comprehension

Have students express their opinions of the poem *I Live in the North*. Ask, *Is this book telling us a story or does it give us facts and information? How does the author show the reader that he thinks of the far north as home?*

Word solving and building

Working with Words

Prepare one set of cards using words from the poem, such as, *inuksuk*, *kamiks*, *ptarmigan*, *forage*, *Northern Lights*, *wary*, *parka*, *ancient*, *lemmings*, and *raven*. Prepare another set of cards with matching definitions. Place the vocabulary cards vertically on the left-hand side of a pocket chart or face down on a desk. Place the definition cards in a bag. Invite students to select a word card, read it, then find the matching definition and place them together.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

As a group, have students use the information from the T-chart to create a Venn diagram showing the similarities and differences between life in the far north and life in their community. After, students may make their own version of this graphic organizer.

Independent Reading

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

Teaching Tip: The online audio for this book includes a fluent reading/song of this poem.



Home Links

Have students visit the library to find out more information about the Northern Lights, inuksuks, or animals of the far north. Students may choose to prepare a short written report on their topics.

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 “Catch a Rhyme: Use a Rime” and “Using Context to Identify Syllables Through Clapping and Chanting” under Word Solving and Building, and “Nouns: What’s a Noun?” and “Adverbs: What Quality Do I Give to Others?” under Language Predictability in the *Working with Words Guide*.

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

Read Aloud

Read aloud books about the Arctic, such as the *Kids Book of the Far North* by Ann Love, *The Inuksuk Book* by Mary Wallace, or a fiction book about the far north, such as *A Promise is a Promise* by Robert Munsch. Discuss how the book connects to the poem *I Live in the North*.