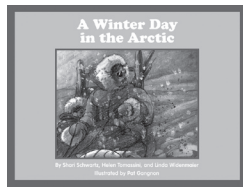


A WINTER DAY IN THE ARCTIC

By Shari Schwartz, Helen Tomassini,
and Linda Widenmaier
Illustrated by Pat Gangnon
Set 8 – 144 words

Building Anticipation – Setting the Context

Have the children close their eyes and imagine a very bad snowstorm. Ask the children: *What do you hear? Can you see places you know through the snow? What would help you find your way home?*



Introduction

Have a globe or a map. Ask the children to locate where they live and then show them the Arctic in the far north. Introduce the book by showing the cover and telling them that Dad and Geela have gone ice fishing when a storm came up.

Give each child a book. Show the children to the illustration on page 6 and point out the word *Inukshuk*. Show them page 13 and have them predict and then locate the word *Inukshuk* using a word mask. Select other unknown words for the children to find after predicting initial or final consonants, or letter clusters. After they each take a personal book walk, ask the children to read the text independently to find out what helped Dad and Geela get home.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask the children to share a few strategies they used.

Ask: *What helped them get home safely? Why do you think the Inukshuk was so helpful?* Explain to the children that the purpose of the *Inukshuk* is to act as a landmark to guide the traveller home. Try to help the children appreciate how barren the Arctic landscape is and how important the Inukshuk is.

Responding Creatively – Independent Practice

Children can:

- retell the story using the Story Strip on the reproducible master.
- look at books about the Arctic and see if they can find pictures or references to Inukshuks.
- make pictures of snowy scenes in the Arctic on blue, gray, or black paper. Create snow using a toothbrush and white paint and then flicked with a Popsicle stick over the crayoned scene.
- build small Inukshuks using pebbles, rocks, and stones. Children can glue them together.

Read Aloud Connections

Look at the Moon by May Garelick, Mondo, 1996.

Hide and Sneak, by Michael Kusugak, Firefly Books, 1992.

Learning About Language - Focused Teaching

High Frequency Words	helped, let's, two, can't	Practice writing these words on an erasable board. Can you write them quickly? Were you right? Check the book to see.
Letters and Letter Clusters	<i>li</i> – ice, I, Inukshuk, is, it's <i>Bl</i> - blowing <i>th</i> - the, they, there	Say words one at a time, enunciating each syllable separately. Ask children to make the blended whole word from the word parts.
Onset and Rimes and Word Families	ice, nice, spice, dice, lice, twice, mice soon, spoon, loon, moon, noon	Brainstorm a list of words containing the rime <i>ice</i> . Post the chart. Use movable letters to make these words. Record new words you make.
Word Endings	<i>st</i> - fast <i>ing</i> – blowing, fishing, running	Find and record all the <i>ing</i> words in the book. Write one more <i>ing</i> word you know on an erasable board.
Compound Words	today, across	What two words make up these words? Make other compound words using <i>day</i> .
Contractions	it's, can't	Add these words to the word walls.
Text Features	Question mark	Feature the use of a question in shared writing or the daily message. Encourage children to use questions in their own writing.

Story Strip
