Title:  **Igloos and Inuit Life**  Level: **M** ISBN: 978-1-4296-5530-9 Publisher: Capstone Press

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

**1. people verb tenses- build, built cover, covered**

**2. anywhere crush, crushed get, got use, used**

**3. were Multiple meaning words- store- place to shop**

 **store- I will store these in my desk.**

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

**Don’t show the book. Talk about different types of homes. (trailers, apartments, houses, castles, houseboats etc.)**

**Today we’ll read about a strange kind of house, an igloo! What do you know about igloos? Would an igloo be a good home to build in Indiana?**

**Show the book’s cover and read the title. Do you what Inuit life means?**

**Read the back of the book. Deduct what Inuits might be. It says Inuits once lived in houses made of snow. What can we deduct about Inuit houses in today’s world?**

**Show the photo on the first page. Is this the same igloo that we see on the cover? Compare and contrast.**

**Read the Table of Contents then turn to the glossary on p. 22. Let’s get familiar with some vocabulary from this specific book.**

**This is a good book for allowing the kids to read a 2 page spread take some think time and then have the group, or pairs of kids, discuss new learning or wonderings.**

Difficult Words/Vocabulary – Suggested Teaching Point: (refer to Behaviors to Notice and Support)

**Readers use text features to maximize learning! (colored photos, captions, index, table of contents, glossary, index, photographs, chapter headings and subheadings) Use these text features to really gain knowledge about a topic!**

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

**p. 4-5 What can we confirm that we discussed earlier about igloos? (Inuits once lived in igloos, but in modern times, they just build igloos for fun.)**

**Why do you think the inside of an igloo would be warm?**

**Talk about “Snow place like home!”**

**What text features helped you understand more about igloos? Which text feature helped you realize how sturdy an igloo is?**

**p. 6-7 Look at the block of ice. Can you see where it has marks from someone cutting it? Does it look the blocks are heavy?**

**p. 8-9 Notice the heading and the cutaway photo to show us the inside of an igloo with a real fire burning inside.**

**p. 10-11 Tell me about Inuit clothing. Why would they want waterproof clothing and boots made from animal’s skin?**

**p. 12-13 What did the Inuits eat? How did they store their food? How did they protect the food from wild animals?**

**p. 14-15 How did Inuits use things from their environment to survive? (wild animals and fish to eat, homemade fishing rods, clothing made from animals, burning wood for heat, making candles for heat and light)**

**p. 16-17 How did life change for Inuits during the summer?**

**The Inuits collects berries and other food from nature to store for the winter? What connections can you make to this idea? (Squirrels etc.)**

**p. 18-19 Compare and contrast travel long ago to modern travel.**

**p. 20-21 How did the heading help prepare you for what you read on these 2 pages? When do Inuits still build igloos? How would you feel about dressing like the Inuits?**

**What text features helped you understand what Inuit life was like long ago and now?**

**What questions do you have about Inuit life?**

Writing Connection: (5 min.)

**Authors want us to read and think and learn on every page of the book!**

**: Read through the key words in the index on p. 24. Use some of these words as you describe what life as an Inuit might be like.**

**Would you enjoy this type of life?**