



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 2

Close Reading: “Dog Sleds” and “Kayak”



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)

I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)

I can determine the meaning of general academic and domain-specific words. (RI.5.4)

Supporting Learning Targets

- I can explain the relationship between the Inuit and their natural environment by quoting accurately from the text.
- I can determine the meaning of unfamiliar words and phrases using context clues and other strategies.

Ongoing Assessment

- Vocabulary cards (from homework)
- Visual gist for pages 6–11 (from homework)
- Visual gist for pages 12–15
- Answers to text-dependent questions *The Inuit Thought of It*, pages 12–15



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework and Engaging the Reader (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 12–15 (10 minutes) B. Close Reading: <i>The Inuit Thought of It</i>, Pages 12–15 (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Synthesizing Information to Create Resource Webs (13 minutes) B. Reviewing Learning Targets (2 minutes) 4. Homework <ol style="list-style-type: none"> A. Recreate a blank resource web in your journal. B. Read pages 12–15 of <i>The Inuit Thought of It</i> and complete the resource web. C. Read your independent reading book for at least 15–20 minutes. | <ul style="list-style-type: none"> • In this lesson, students closely read pages 12–15 of <i>The Inuit Thought of It</i> to learn about how the Inuit people used animals found in their environment to meet their transportation needs. • In Work Time A, students independently read and create a visual gist of pages 12–15 of the text in their journals. This is a routine students will continue to use throughout this unit. • During Work Time B, students are given a shared definition for the term <i>natural environment</i> and are asked to identify five elements of the natural environment (air, land, water, animals, plants) to create a new class “Natural Environment anchor chart,” based on the given definition. This helps students see that the natural environment can be divided into specific components, and helps them understand how the Inuit people used various resources in the natural environment to meet their needs. This anchor chart will be used again in Unit 2 to help students understand the use of land resources related to mining in Canada. • Students then closely read pages 12–15 to further develop their knowledge about the complex relationship that existed between native Inuit people and animal resources in the North American Arctic. The close read strategy involves multiple rereading and questions designed to focus students on understanding small sections of a text. • In the extended debrief, Synthesizing Information, students refer to their notes and the text to create class resource webs about seals, walruses, and caribou. This synthesizing work helps all learners, but particularly visual learners, recognize the relationship between people and the resources they use. This type of work continues throughout Units 2 and 3 of this module, as students are asked to identify how people depend on their resources in ever-changing ways. • In advance: <ul style="list-style-type: none"> – Create a new Natural Environment anchor chart (see blank and completed examples for teacher reference in supporting materials). – Display the Vocabulary Strategies anchor chart (from Module 2A or 2B, Unit 1). – Create three new charts: Seal resource web, Walrus resource web, and Caribou resource web (see supporting materials). – Review the Back-to-Back, Face-to-Face and Popcorn Read protocols, as well as Fist to Five in Checking for Understanding Techniques (see Appendix). |



| Lesson Vocabulary | Materials |
|--|---|
| adapt, resources, available, needs, convey(ed), complex, relationships, natural environment, quoting, accurately, meaning, context, strategies | <ul style="list-style-type: none">• Journal (one per student; begun in Lesson 1)• Metal ring (one per student)• Single-hole punch (one per student or group)• Group Norms anchor chart (from Lesson 1; optional)• Guiding Questions anchor chart (from Lesson 1)• <i>The Inuit Thought of It</i> (book; one per student)• Natural Environment anchor chart (new; teacher-created)• Natural Environment anchor chart (completed, for teacher reference)• Vocabulary Strategies anchor chart (from Module 2A or 2B, Unit 1, Lesson 2)• Index cards (three per student)• Text-Dependent Questions: <i>The Inuit Thought of It</i>, pages 12–15 (one per student)• Close Reading Guide: <i>The Inuit Thought of It</i>, pages 12–15 (for teacher reference)• Seal, Walrus, and Caribou resource webs (one of each; chart-sized to display; new; teacher-created)• Seal, Walrus, and Caribou resource webs (answers, for teacher reference) |



| Opening | Meeting Students’ Needs |
|---|--|
| <p>A. Reviewing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out the vocabulary cards they completed for homework and then to turn to the page in their journals where they created a visual gist. • Review the Back-to-Back, Face-to-Face protocol with students. Answer any clarifying questions. Direct students to take their vocabulary cards and visual gists and find a partner who is not a member of their small group. • Once students are partnered, ask them to turn back-to-back and pose the following questions: <ul style="list-style-type: none"> * “After rereading pages 6–11 of <i>The Inuit Thought of It</i>, what do you think this book will be mostly about?” * “How did determining the meaning of key words help you create a visual gist of what this book will be mostly about? Explain.” • Once students have had a moment to review their vocabulary cards and visual gists and to consider a response, ask them to turn face-to-face with partners to share their thinking. • After 1 or 2 minutes, invite a few partners to share out whole group. Listen for suggestions such as: <ul style="list-style-type: none"> – “I think this book will be about how the Inuit people adapted to their environment by making innovations that helped them to survive.” – “Determining the meaning of the words ‘adapting,’ ‘innovations,’ and ‘enabled’ helped me understand that this book will probably be about how the Inuit people survived the conditions in the North American Arctic by making things that helped them stay healthy and safe.” • Invite a few students to share their definitions and/or synonyms for the key words “adapting,” “innovations,” and “enabled.” Listen for: <ul style="list-style-type: none"> – “Adapting means getting used to, adjusting, changing as needed.” – “Innovations are new ways of doing something, improvements.” – “Enabled means made possible, allowed.” • Give students a brief moment to revise their definitions and/or synonyms as needed and then distribute a metal ring and single-hole punch to students. Ask them to punch and place their index cards on the ring. Tell students that they will work more with these terms in later lessons. | <ul style="list-style-type: none"> • Reviewing homework at the start of the lesson provides accountability for homework expectations. • Consider displaying directions for the Back-to-Back, Face-to-Face protocol for student reference. • Provide a sentence starter to allow all students access to the conversations. For example: “My visual gist is similar to the Visual Gist 5 square because ...,” “My visual gist is different from the Visual Gist 5 square because ...,” “Defining these key terms made me think the book would be about ... because ...” • Allow students who struggle with language to create a pictorial representation of each key term. • Consider punching a hole in each index card before distributing them for homework. |



| Opening (continued) | Meeting Students’ Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Then, explain to students that this text is rich with information that will help them continue to build upon their understanding of the complex relationship that existed between the native Inuit people and the resources that were available in their environment.• Focus students’ attention on the Guiding Questions anchor chart and ask them to chorally read each question aloud with you:<ul style="list-style-type: none">– How do people adapt to their environment and use the resources that are available to meet their needs?– How do the ideas conveyed through informational texts help us understand complex relationships?• Invite several students to remind the class of the meaning of key terms, based on their understanding of these words from Lesson 1: <i>adapt, resources, available, needs, conveyed, complex, and relationships</i>. As students share out, affirm or clarify definitions.• Tell students that today’s reading focuses on information that supports their understanding of how Inuit people who lived hundreds of years ago used resources in the Arctic to develop various forms of transportation capable of crossing the frozen landscape. | |



| Work Time | Meeting Students’ Needs |
|--|---|
| <p>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 12–15 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to collect their journals and their copies of the book <i>The Inuit Thought of It</i> and then join their group members (refer students to the Group Norms anchor chart as needed).• Remind students of the Visual Gist chart they created with their group members in the previous lesson. Explain that today they will read pages 12–15 of <i>The Inuit Thought of It</i> and create a visual gist independently, before discussing their ideas with group members.• Provide the following directions:<ol style="list-style-type: none">1. Independently, whisper-read pages 12–15 of the text.2. Independently, refer to the text to identify details that help you understand what these pages are mostly about.3. Sketch images of the three to five details you identified, on the next blank page in your journal.4. Share your sketches and thinking about the gist with group members.5. Revise or add to your visual gist sketch, based on your discussion with group members.6. Write a statement on the same page as your visual gist sketch to explain what you think is the gist of pages 12–15. Be prepared to share out whole class.• Clarify directions as needed and ask students to begin.• After 7 or 8 minutes, cold call a few students to show their sketches and share out their gist statements. Listen for suggestions such as: “I drew sketches of dog boots, a bow drill, the outer cover of a kayak with pictures of different animals such as seals, walruses, and caribou because these pages are about how the Inuit used different animals found in the Arctic to make different things they needed.”• Tell students that during the next part of Work Time they will read these same pages even more closely to learn about how Inuit people were able to develop innovative modes of transportation from the resources that were available at the time. | <ul style="list-style-type: none">• Display directions for students’ reference.• For students who have difficulty following multi-step directions, consider reading aloud and directing them to complete one step at a time within a given time frame.• Consider pulling a small group of struggling readers aside to read the text aloud as they follow along silently, pausing to allow time for students to create sketches. |



| Work Time (continued) | Meeting Students’ Needs |
|--|---|
| <p>B. Close Reading: <i>The Inuit Thought of It</i>, pages 12–15 (25 minutes)</p> <ul style="list-style-type: none"> • Focus students’ attention on each of the learning targets and ask them to read the targets aloud chorally: <ul style="list-style-type: none"> – I can explain the relationship between the Inuit and their natural environment, by quoting accurately from the text. – I can determine the meaning of unfamiliar words and phrases using context clues and other strategies. • Point out the phrase <i>natural environment</i> in the first target and draw students’ attention to the Natural Environment anchor chart. • Ask students to read the provided definition of <i>natural environment</i> aloud with you: <ul style="list-style-type: none"> * “The natural environment includes all the living plants and animals found in an area, as well as the surrounding land, air, and water.” • Ask students to consider and discuss in groups: “Based on this definition, what types of resources can be found in the natural environment?” • After 1 or 2 minutes, invite a few groups to share their thinking with the class. Listen for students to identify: plants, animals, air, land, and water. • Begin a web by adding those five natural resources to the chart. See Natural Environment anchor chart (completed, for teacher reference). • Circle the word “animals” on the chart and tell students that today they are going to focus on the Inuit’s relationship with animals in their natural environment, but in later lessons they will read more closely about other parts of the environment the Inuit people relied on. • Briefly focus students’ attention on the second learning target. Remind students that they used many strategies in Module 2 (A or B) to determine the meaning of unfamiliar words and phrases. Then refer students to the Vocabulary Strategies anchor chart from that module to refresh their memories. Review as needed. • Tell students they will now be led through a close read of pages 12–15 of <i>The Inuit Thought of It</i> to further their understanding of the Inuit’s relationship with their natural environment. • Distribute three index cards and the Text-Dependent Questions: <i>The Inuit Thought of It</i>, pages 12–15. Ask students to work with group members to skim the questions and ask clarifying questions as needed. • When students are ready, begin the close read. See Close Reading Guide: <i>The Inuit Thought of It</i>, pages 12–15 (for teacher reference). | <ul style="list-style-type: none"> • During the close read, consider allowing students who struggle with writing to dictate their responses to an adult to scribe for them. • Allow students who struggle with language to draw pictures that show the meaning of key terms. • During the close read, consider breaking multi-step directions and questions into smaller, more manageable chunks as needed. • During portions of the close read that direct students to read independently, consider pulling small groups of struggling readers aside to read those passages aloud as they follow along silently. |



| Work Time (continued) | Meeting Students’ Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Once the close read is complete, ask students to hold on to their text-dependent questions for a synthesizing activity during the debrief.• Ask students to add their three new vocabulary cards, with one hole punched, to the metal ring they were given during the Opening. Tell students they will work more closely with these terms in the next lesson. | |



| Closing and Assessment | Meeting Students’ Needs |
|---|---|
| <p>A. Synthesizing Information to Create Resource Webs (13 minutes)</p> <ul style="list-style-type: none"> Focus students’ attention once again on the Natural Environment anchor chart. Point to the circled word “animals” and ask students to refer to their notes and discuss in groups: <ul style="list-style-type: none"> * “What types of animal resources did the Inuit use to meet their needs?” After 1 or 2 minutes, ask students to Popcorn share their ideas. Listen for: seals, walrus, caribou (students may also mention dogs). Record students’ ideas on the Natural Environment anchor chart; see Natural Environment anchor chart (completed, for teacher reference). Focus students on the three displayed chart-size versions of the resource webs: Seal resource web, Walrus resource web, and Caribou resource web. Explain to students that they will use their notes and the text to add information to the class resource webs to help them visualize the complex relationship that existed between the Inuit and these three animal resources found in the Arctic. Direct students’ attention to the Seal resource web first. Point to the first box of the web: “Item created from resource.” Ask students to look back in their notes and the text to identify an item the Inuit created from seals. After 1 minute, invite a few students to share whole group. See Seal resource web (answers, for teacher reference). Add students’ ideas to the web (if they do not name “dog boots,” add this to the web). Focus students on “dog boots” and the next box on the web: “How did this item meet the needs of the Inuit?” Once again, ask students to refer to their notes and the text to determine how dog boots met the needs of the Inuit. After 1 or 2 minutes, cold call a few students to share out. Add students’ ideas to the web. Repeat this process for the Walrus and Caribou resource webs, recording students’ ideas about items created from each source and completing at least one box about how an item made from each resource met the needs of the Inuit. See Walrus resource web (answers, for teacher reference) and Caribou resource web (answers, for teacher reference). Once information has been added to each web, pose the following question for students to think about and then discuss with group members: <ul style="list-style-type: none"> * “How does creating resource webs help you visualize the complex relationship that existed between the Inuit and animals found in their natural environment?” After 1 or 2 minutes, invite a few groups to share their thinking with the class. | <ul style="list-style-type: none"> Consider rereading relevant portions of the text aloud to students who struggle with reading the text independently. Provide sentence starters for students who have difficulty expressing their ideas aloud (e.g., “The animal resources the Inuit used are ...,” “An item created from this resource was ...,” “This item met Inuit people’s needs by ...”). |



| Closing and Assessment (continued) | Meeting Students’ Needs |
|---|--|
| <p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask students to chorally read the learning targets aloud; pause students after each target and ask them to demonstrate their mastery toward the target using a Fist to Five.• Note students who show a fist to three, as they may need more support identifying important details from the text or determining the meaning of unfamiliar words and phrases. | |
| Homework | Meeting Students’ Needs |
| <ul style="list-style-type: none">• Recreate a blank version of one of the resource webs (seals, walrus, caribou) on the next blank page in your journal.• Reread pages 12–15 of <i>The Inuit Thought of It</i> to identify and fill in the web to show:<ul style="list-style-type: none">– At least two items made from this resource– How the Inuit used each item that was made to meet their needs• Read your independent reading book for at least 15–20 minutes. | <ul style="list-style-type: none">• In advance, draw a web for students who may struggle to create one independently.• If possible, provide an audio version of pages 12–15 of the book for students who struggle reading independently.• Allow students who struggle with writing to dictate their web ideas to someone at home to scribe for them. |



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Grade 5: Module 3B: Unit 1: Lesson 2

Supporting Materials



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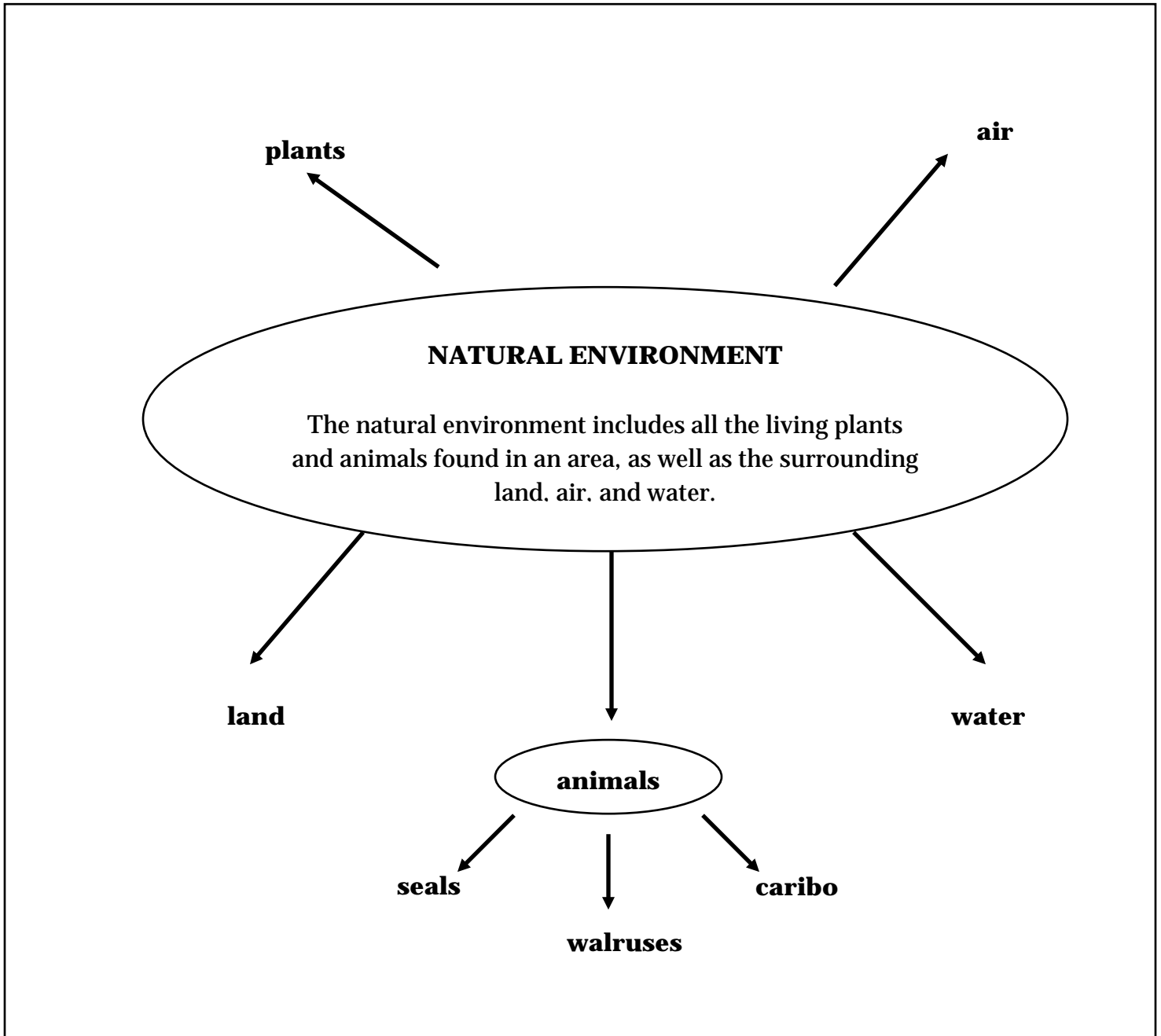
Natural Environment Anchor Chart

NATURAL ENVIRONMENT

The natural environment includes all the living plants and animals found in an area, as well as the surrounding land, air, and water.



Natural Environment Anchor Chart
(Completed, for Teacher Reference)





Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

Guiding Questions:

How do people use the resources that are available to meet their needs?

How do the ideas conveyed through informational texts help us understand complex relationships?

*Refer to pages 12–15 of *The Inuit Thought of It* to help you respond to the following questions.

| Directions | Questions |
|---|--|
| p. 12 With group members, chorally read the section titled “Dog Sleds.” Then answer the questions on the right. | Locate the word “qamutiik” in this paragraph and record it onto an index card. Why do you think this word is in italics? Determine and write a definition for qamutiik on the other side of the same index card. As time allows, sketch a picture of a qamutiik to help you remember what this term means. |
| p. 12 Whisper-read the section titled “Dog Boots.” Then, respond to the questions on the right. | Why did dogs need to wear boots? What resource from the natural environment was used to make dog boots? How did dog boots help the Inuit people meet their needs? Support your answer with a quote from the text. |



Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

| Directions | Questions |
|---|--|
| <p>p. 13 Independently read the section titled “Bow Drill.” Then, respond to the questions on the right.</p> | <p>What did the Inuit use a bow drill for?</p> <p>Draw a quick sketch of a bow drill and label each of the five parts. Below the name of each part, write what the part was made from.</p> <p>What text features helped you determine your answer to the above question?</p> |
| <p>p. 13 Follow along silently as your teacher reads aloud the sections titled “Mud Runners” and “Ivory Runners.” Then, answer the questions on the right.</p> | <p>Why did traditional Inuit prefer to make sled runners from walrus tusk ivory instead of wood? Use quotes and paraphrased details from the text in your response.</p> |



Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

| Directions | Questions |
|--|---|
| <p>p. 14 Whisper-read the section titled “Kayak.” Then work with group members to locate and discuss answers to the questions on the right.</p> | <p>What is a kayak, and what did the Inuit use it for? Support your thinking with quotes and details from the text.</p> <p>Write the word “kayak” on one side of an index card. Then, locate the Inuit word for kayak and write it, along with a brief definition, on the other side of the index card. As time allows, sketch a picture of a kayak to help you remember what this term means.</p> <p>How were you able to identify the Inuit word for kayak in this paragraph?</p> |
| <p>p. 14 Independently read the section titled “The Outer Covering.” Then, work with group members to locate and discuss answers to the questions on the right.</p> | <p>Locate the word “prepared” in the second paragraph. Write “prepared” on one side of your last index card. Then, use context clues and other strategies to determine the meaning of this word. Write a synonym or short definition for “prepared” on the other side of the same index card.</p> <p>What were prepared sealskins used for? Use quotes from the text to support your answer.</p> |



Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

| Directions | Questions |
|---|---|
| Synthesis: Refer to your responses to the above questions as well as pages 12–15 of <i>The Inuit Thought of It</i> to help you determine a response to the question on the right. | How were the Inuit people’s needs met by using resources from their natural environment? Use specific details from the text to explain your thinking. |



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

Total Time: 25 minutes

| Directions | Questions | Close Reading Guide |
|---|---|--|
| <p>p. 12 With group members, chorally read the section titled “Dog Sleds.” Then answer the questions on the right.</p> | <p>Locate the word “qamutiik” in this paragraph and record it onto an index card.</p> <p>Why do you think this word is in italics?</p> <p>Determine and write a definition for qamutiik on the other side of the same index card. As time allows, sketch a picture of a qamutiik to help you remember what this term means.</p> | <p>After students locate and record the word “qamutiik” onto an index card, ask them to think about why the word is in italics (consider asking students to scan for other italicized words on pages 12–15 to help them recognize a pattern in the types of words that are italicized.)</p> <p>After 1 or 2 minutes, cold call a few students to share their thinking whole group. Listen for suggestions such as:</p> <p><i>I think this word is italicized because it is an Inuit word; the text says this is what traditional Inuit called a sled; there are other words that are spelled in a unique way on pages 12–15 that are unfamiliar and also look like Inuit terms.</i></p> <p>Ask students to record a response to the second question. Then, explain that informational texts will often call attention to special words, or words that are particularly important or relevant, by italicizing them within the text.</p> <p>Ask students to look back in the text and then write a brief definition for “qamutiik” on the back of their index cards. If time allows, students may sketch a qamutiik and share their sketch and definition whole group.</p> |



Close Reading Guide:
The Inuit Thought of It, Pages 12–15

| Directions | Questions | Close Reading Guide |
|---|--|--|
| <p>p. 12 Whisper-read the section titled “Dog Boots.” Then, respond to the questions on the right.</p> | <p>Why did dogs need to wear boots?</p> <p>What resource from the natural environment was used to make dog boots?</p> <p>How did dog boots help the Inuit people meet their needs? Support your answer with a quote from the text.</p> | <p>After students read about dog boots, ask them to chorally read the first question aloud and then work with group members to locate and record an answer. After 1 or 2 minutes, cold call students to share whole class.</p> <p>Listen for: <i>Dogs wore boots so their feet wouldn’t be cut by jagged ice and sharp rocks.</i></p> <p>Focus students on the second question and remind them of the class definition of natural environment. Ask students to work with group members to locate and record a response to the second question. After 1 or 2 minutes, cold call students to share out. Listen for:</p> <p><i>Dog boots were made from seal or caribou skin.</i></p> <p>Ask students: What part of the natural environment are seal and caribou examples of?</p> |



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

| Directions | Questions | Close Reading Guide |
|------------|-----------|--|
| | | <p>Listen for: <i>Animals</i></p> <p>Ask students to read the third question aloud. Tell them they may need to reread/skim the text about “Dog Sleds” to help them formulate a response to the first part of the question (paying particular attention to what the Inuit used sleds for). Ask students to work with group members to determine a response to the question that is supported by a quote from the “Dog Boots” text. After 2 to 3 minutes, cold call a few students to share out with the class.</p> <p>Listen for: <i>Inuit people used sleds for traveling: “To pull a sled all day dogs’ paws needed to be in good condition.”</i></p> |



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

| Directions | Questions | Close Reading Guide |
|---|--|---|
| <p>p. 13 Independently read the section titled “Bow Drill.” Then, respond to the questions on the right.</p> | <p>What did the Inuit use a bow drill for?</p> <p>Draw a quick sketch of a bow drill and label each of the five parts. Below the name of each part, write what the part was made from.</p> <p>What text features helped you determine your answer to the above question?</p> | <p>Once students finish reading about the bow drill, direct them to work with group members to read the first question and then look back to the text to locate and record a response. After 2 minutes, cold call a few groups to share out.</p> <p>Listen for ideas such as: <i>Bow drills were used to drill holes in the wood or walrus tusk ivory they used build the qamutiik.</i></p> <p>Next, ask groups to review the second question and explain what they will need to do, in their own words.</p> <p>Listen for: <i>We need to sketch a picture of a bow drill, then label all five parts, and write what each part is made from.</i></p> <p>Clarify or model as needed and give students 3 to 4 minutes to work with group members to complete their sketches. After students complete their sketches and label each part, invite a few students to show and describe their sketch whole group. Look for students to sketch a picture similar to the image at the top of page 13 and label the five parts: <i>drill stick (wood or caribou antler), mouthpiece (ivory or hard wood), drill bit (metal), bow (wood or antler), bowstring (sealskin).</i></p> |



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

| Directions | Questions | Close Reading Guide |
|------------|-----------|--|
| | | <p>Pause students after they mention the mouthpiece and how it could be made of ivory. Ask students to look back to the first paragraph about the bow drill to try to determine what animal from the Arctic environment ivory came from. After 1 or 2 minutes, invite a few students to share their thinking aloud.</p> <p>Listen for: <i>I think ivory came from a walrus because the first sentence says “walrus tusk ivory.”</i></p> <p>Ask students to continue sharing their responses to the second question whole group. Listen for:</p> <p><i>Part 3, drill bit; “metal”</i> <i>Part 4, bow; “made of wood or antler”</i> <i>Part 5, bowstring; “made of sealskin”</i></p> <p>Tell groups to read and discuss the third question and then prompt them to Popcorn share their ideas.</p> <p>Listen for suggestions such as: <i>Numbers; numbered list; bold text; heading; green font; colon; parentheses</i></p> |



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

| Directions | Questions | Close Reading Guide |
|---|---|--|
| <p>p. 13 Follow along silently as your teacher reads aloud the sections titled “Mud Runners” and “Ivory Runners.” Then, answer the questions on the right.</p> | <p>Why would traditional Inuit prefer to make sled runners from walrus tusk ivory instead of wood? Use quotes and paraphrased details from the text in your response.</p> | <p>After you read aloud “Mud Runners” and “Ivory Runners,” ask students to read the first question aloud with you. Then focus students on the word “prefer” in this question. Ask students to think about and discuss in groups what this word means, based on what they read about Ivory Runners.</p> <p>After 1 or 2 minutes, invite a few students to share their ideas with the class. Listen for ideas such as: <i>I think “prefer” means like more or like better because this section is mostly about why ivory runners were better than wooden runners.</i></p> <p>Give students 2 to 3 minutes to work with group members to determine and record a response to the question.</p> <p>Then, cold call a few groups to share out. Listen for suggestions such as: <i>Ivory runners were smoother than wooden runners, so they didn’t need the mud and ice coating that made wooden runners so much work to build; “And ivory runners had two other advantages over mud runners—they didn’t easily break off and they didn’t melt if left in direct sunlight, as mud runners sometimes did.”</i></p> |



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

| Directions | Questions | Close Reading Guide |
|--|---|---|
| <p>p. 14 Whisper-read the section titled “Kayak.” Then work with group members to locate and discuss answers to the questions on the right.</p> | <p>What is a kayak, and what did the Inuit use it for? Support your thinking with quotes and details from the text.</p> <p>Write the word “kayak” on one side of an index card. Then, locate the Inuit word for kayak and write it, along with a brief definition, on the other side of the index card. As time allows, sketch a picture of a kayak to help you remember what this term means.</p> <p>How were you able to identify the Inuit word for kayak in this paragraph?</p> | <p>After students have an opportunity to read about the kayak and discuss their initial thinking with group members, pose and ask students to share out their thinking about the first question.</p> <p>Listen for ideas such as: <i>A kayak is a long, narrow boat that is usually at least 6.5 meters (22 feet) long and 75 centimeters (30 inches) across at the widest part; I think it was used for hunting because the paragraphs says that a “kayak was strong enough to carry an adult hunter and a freshly killed seal to shore.”</i></p> <p>Read aloud the second question, pausing at the end of each sentence to allow students time to complete each step. As time allows, ask a few students to share their sketches and the Inuit word “qajaq” with the class.</p> <p>Read the third question aloud and ask students to quickly discuss their thinking in groups. After 1 minute, cold call a few students to share out.</p> <p>Listen for: <i>“Qajaq” is in parentheses, and it is italicized; we discussed earlier that Inuit terms are italicized in this book.</i></p> |



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

| Directions | Questions | Close Reading Guide |
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| <p>p. 14 Independently read the section titled “The Outer Covering.” Then, work with group members to locate and discuss answers to the questions on the right.</p> | <p>Locate the word “prepared” in the second paragraph. Write “prepared” on one side of your last index card. Then, use context clues and other strategies to determine the meaning of this word. Write a synonym or short definition for “prepared” on the other side of the same index card.</p> <p>What were prepared sealskins used for? Use quotes from the text to support your answer.</p> | <p>After students finish reading about the outer covering, lead them through the steps of the first question. Encourage students to refer to the Vocabulary Strategies anchor chart for ideas about how to determine the meaning of words by using context clues and other strategies. Once students have determined the meaning of “prepared,” ask them to share out their thinking and how they figured out what this word means.</p> <p>Listen for: <i>Prepared means to get ready or to make something ready for use.</i></p> <p>Affirm or clarify students’ definitions and then ask them to record a synonym or short definition for “prepared” on the back of their index card.</p> <p>Then, direct students to read and determine a response to the second question. After 2 or 3 minutes, cold call a few groups to share out.</p> <p>Listen for: <i>“When enough skins had been prepared, they were stretched over the frame and roughly stitched together to form an outer covering for the kayak.”</i></p> |

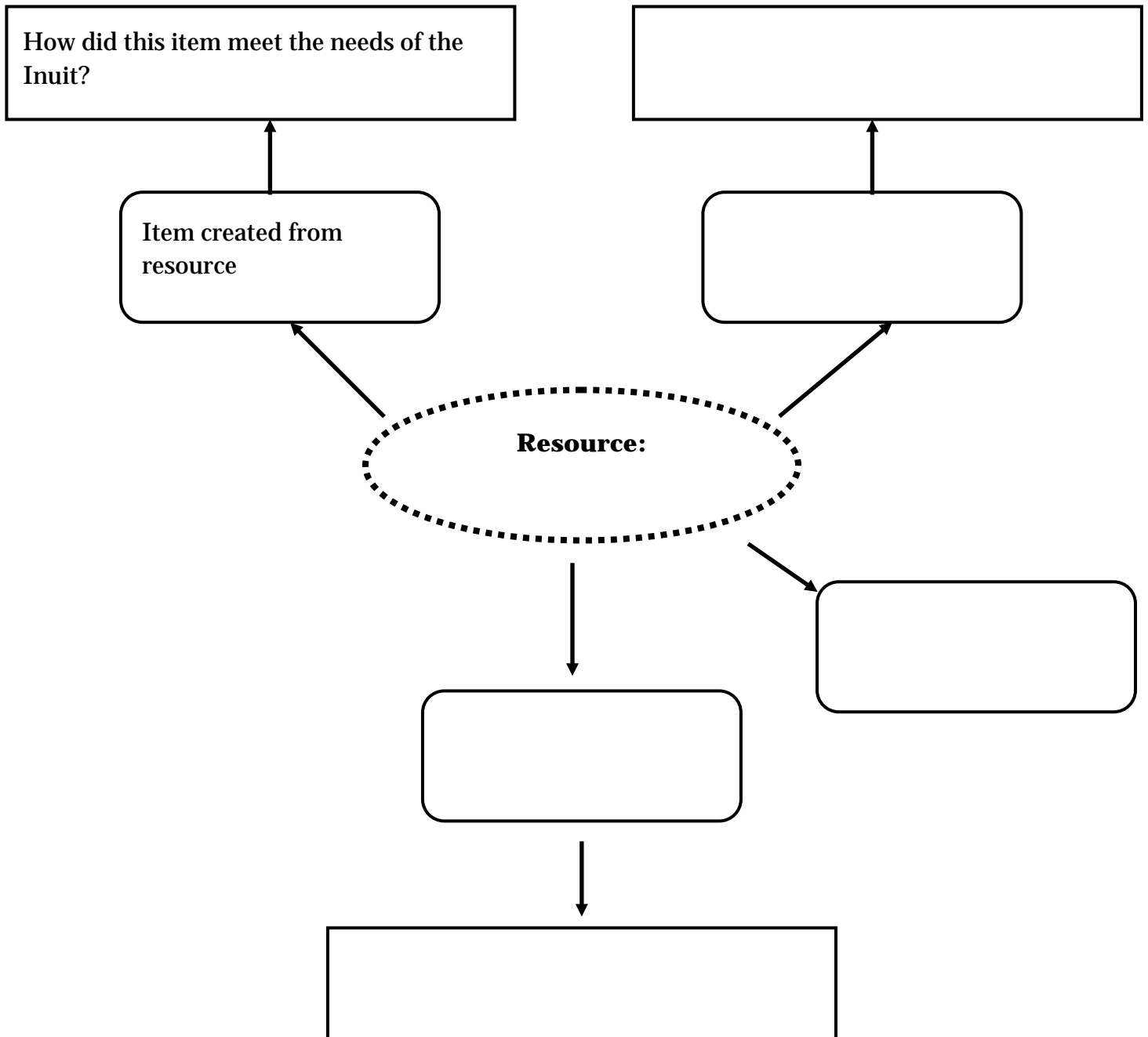


Close Reading Guide:
The Inuit Thought of It, Pages 12–15

| Directions | Questions | Close Reading Guide |
|---|---|--|
| Synthesis: Refer to your responses to the above questions as well as pages 12–15 of <i>The Inuit Thought of It</i> to help you determine a response to the question on the right. | How were the Inuit people’s needs met by using resources from their natural environment? Use specific details from the text to explain your thinking. | <p>Read the synthesis question aloud and answer any clarifying questions. Give students 3 to 4 minutes to think about and discuss their ideas in groups. Then, cold call members from different groups to share their ideas whole class.</p> <p>Listen for ideas like: <i>The Inuit people used different parts of animals such as seals, caribou, and walruses to make things like dog boots (which protected their dogs’ feet during long sled runs), tools, and various pieces of the sleds, kayaks, and umiaks they used for transportation.</i></p> |

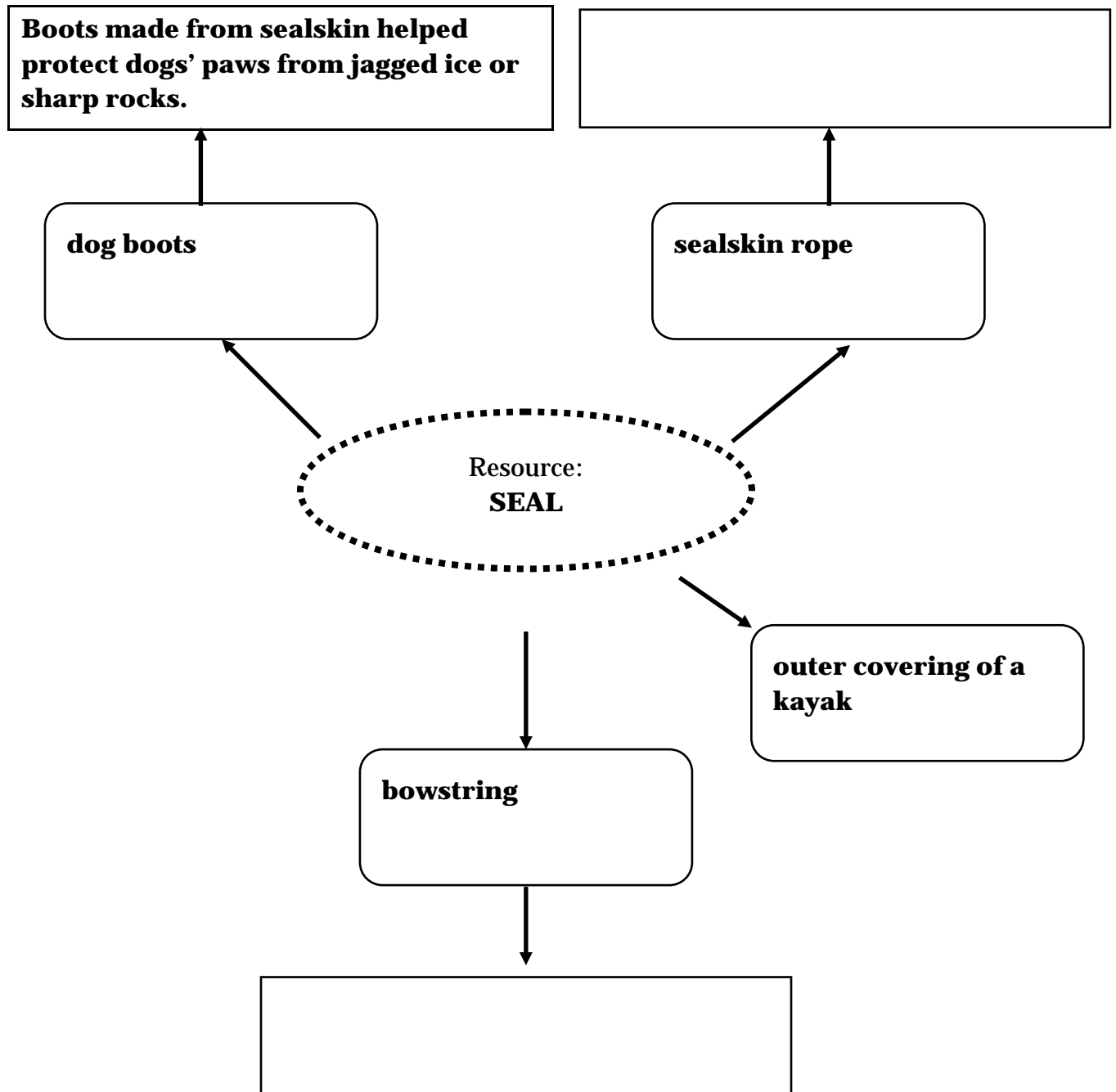


Seal, Walrus, or Caribou Resource Web



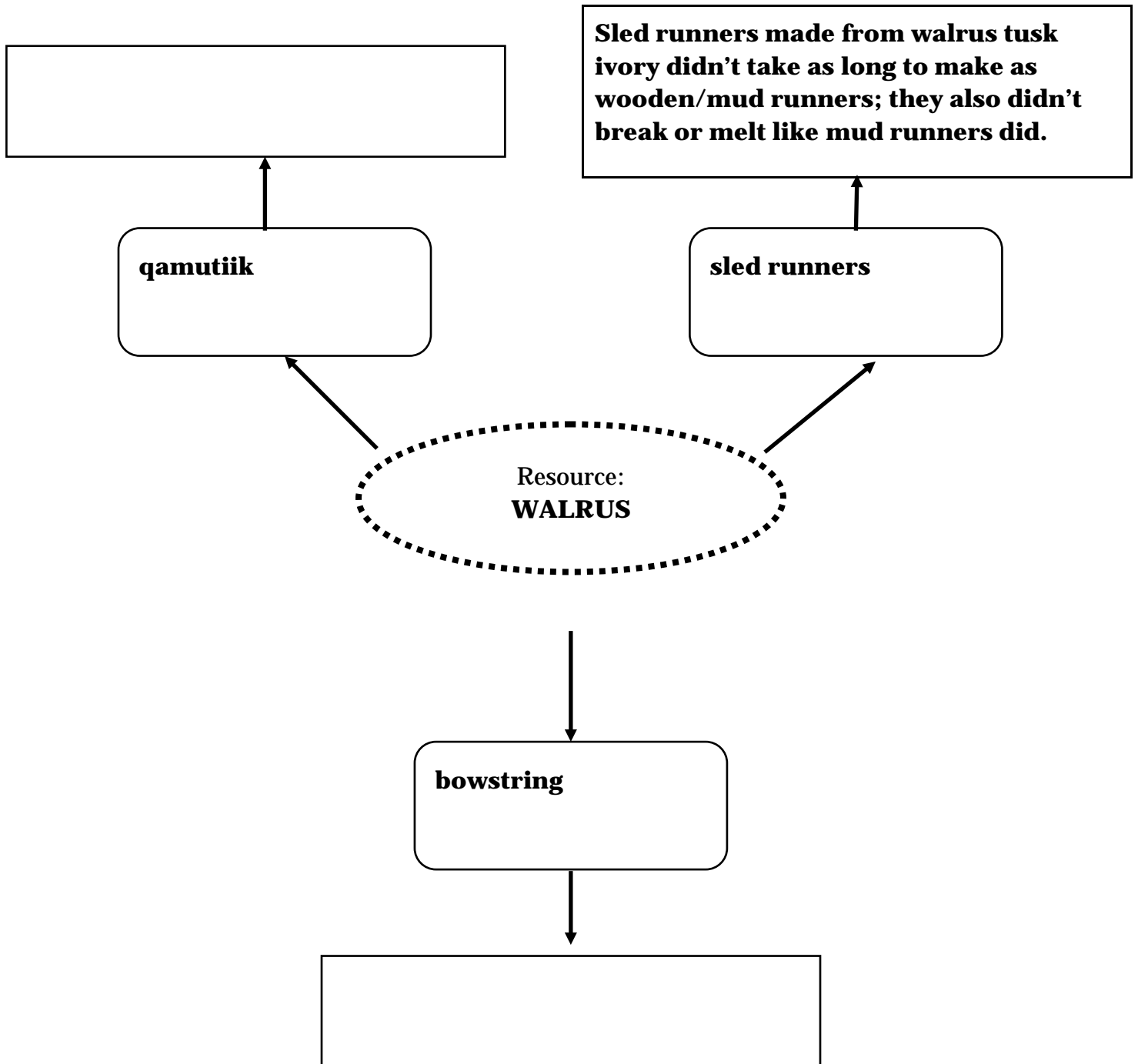


Seal Resource Web
(Answers, for Teacher Reference)





Walrus Resource Web
(Answers, for Teacher Reference)





Caribou Resource Web
(Answers, for Teacher Reference)

