Ice Fishing in the Arctic

**SUMMARY** In this nonfiction selection, readers learn about Arctic ice fishing and the Inuit people of Nunavut, Canada. Students learn about the way of life in the Arctic Region of the world.

**LESSON VOCABULARY**
- gear
- parka
- splendid
- twitch
- willow
- yanked

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss with students the title and author of *Ice Fishing in the Arctic*. Have students look at the cover art. Ask: What is this person doing? What do you think this nonfiction selection will be about?

**BUILD BACKGROUND** Discuss with students their experiences with fishing. Talk about how fishing in the Arctic might be different from fishing in other locations.

**PREVIEW/USE TEXT FEATURES** As students preview the book, encourage them to look closely at the pictures, photos, and maps. Ask students to note the information these pictures, photographs, and maps provide. Point out the clothing, fishing equipment, and environment.

**READ THE BOOK**

**SET PURPOSE** Have students set a purpose for reading *Ice Fishing in the Arctic*. Invite them to ask questions about the title, such as “What is Arctic ice fishing?” Students’ curiosity about this topic should guide their purpose.

**STRATEGY SUPPORT: VISUALIZE** Explain to students that visualizing is forming pictures in their minds about what is happening in the story. Tell students that visualizing can help them understand and remember the text. Tell students that if they are not able to completely visualize an imagine to reread the passage or story to complete the picture.

**COMPREHENSION QUESTIONS**

**PAGES 3** What are the father and son going to do? *(They are gathering supplies that they will use to ice fish for their dinner.)*

**PAGE 4** Where is the Arctic region? *(north of Canada)*

**PAGE 7** How is ice fishing different from other kinds of fishing? *(In ice fishing you use a spear to catch the fish.)*

**PAGE 12** For some Inuit people, what is another source of income connected to ice fishing? *(Many Inuit people are guides who take tourists out ice fishing.)*
REVISIT THE BOOK

READER RESPONSE

1. Possible responses: 1. Drill a hole in the ice. 2. Use a chisel to make the hole wider. 3. Attach the lure to a pole or branch, and then drop the lure through the ice into the water. 4. Twitch the lure to attract hungry fish. 5. Spear the fish through the ice hole.

2. Answers will vary but might include “Is it hard to catch fish by ice fishing?”

3. You twitch the lure to attract hungry fish.

4. Answers will vary but should include a reason why the student would like or dislike ice fishing in the Arctic.

EXTEND UNDERSTANDING Point out that sometimes authors use graphic sources like time lines, graphs, or maps to help the reader understand information in the text. Have students look again at the maps on pages 4 and 13. Discuss how the maps add to their understanding of the text.

RESPONSE OPTIONS

WRITING Have students imagine that they are touring the Arctic region and are going ice fishing with a guide. Ask them to write a journal entry about their first day and include at least three questions that they don’t want to forget to ask their guide.

SCIENCE CONNECTION Suggest that students find out more about Arctic animals and how they live in this region. Provide a selection of books and magazines about Arctic animals. Have students compare and contrast two Arctic animals.

Skill Work

TEACH/REVIEW VOCABULARY

Talk with students about how some of the words in the text create mood. Ask: How does the use of the word parka make you feel? How does the use of the word splendid to describe the winter day make you feel? Suggest that volunteers find the vocabulary words used in the selection and make up their own sentences using these words.

ELL Review vocabulary words with students. Personalize each word by asking them questions such as, “If you were in a parka, would you be hot or cold?” Do the same for the remaining vocabulary words.

TARGET SKILL AND STRATEGY

SEQUENCE Review with students that sequence is the order in which events happen in a story or selection. Remind students that sometimes an author uses clue words such as first, second, then, next, finally, and last to show sequence, but sometimes the author may not. Have students look for sequence clue words as they read.

VISUALIZE Remind students that it is important to form pictures in their minds to help them understand the story. Tell students to reread a passage when they cannot completely visualize their picture. Model using page 7. Say: I am picturing an Inuit in a large fur jacket, drilling a hole in the ice. I cannot picture what the Inuit will do next. After rereading the passage, I can also visualize the Inuit dropping a fishing lure into the dark hole.

ADDITIONAL SKILL INSTRUCTION

AUTHOR’S PURPOSE Remind students that authors always have a purpose, or reason, for writing. Point out that authors often write with more than one purpose. Based on the genre (nonfiction) and title of this book, Ice Fishing in the Arctic, ask: What do you think was the author’s main purpose for writing? (to inform the reader about Arctic ice fishing) Challenge students to find at least one other purpose the author may have had for writing the selection.
Sequence of Events

- **Sequence** is the order in which things happen in a story or selection—what happens first, next, and last.

**Directions** Read the following passage. Answer each question below.

Darla wanted to go on an ice fishing trip. Darla decided she also wanted to buy a new parka. She needed to save some money, and fast! Darla decided to make a savings plan. First, she set a goal. She figured out how much money she wanted to save. She thought that $100 would cover everything. She knew that the trip was in two months. Darla earned about twenty dollars a week from her allowance and babysitting. She planned to save fifteen dollars a week. That would give her enough money for the trip. Finally, Darla went to the bank. She opened a savings account there. Her money would earn interest while it was in the bank.

1–3. How did Darla make her savings plan? Use sequence clue words to show the steps.

4–6. What is the sequence of events in the passage? Use clue words to show the order.
Name

Vocabulary

Directions Fill in the crossword puzzle using the clues and vocabulary words below.

Check the Words You Know

gear parka splendid
twitch willow yanked

Across
1. a kind of tree with long, flexible branches
5. to have pulled or jerked suddenly
6. equipment

Down
2. excellent or highly enjoyable
3. to move with a slight jerk, either once or repeatedly
4. a thick, fur-lined, hooded coat

Directions Select two vocabulary words and write a sentence for each one.

8. ____________________________________________

9. ____________________________________________

10. ___________________________________________