**SUMMARY** In this nonfiction book, students are introduced to the Inuit. The author describes how the Inuit people live and survive in the cold Arctic climate.

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

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss with students the title and author of *Life in the Arctic*. Based on the title, ask students what kind of information they think this book will provide.

**BUILD BACKGROUND** Point out to students that there are indeed people who live in the Arctic. Discuss with students the conditions that exist in places such as the Arctic and what it might take to live in these places.

**PREVIEW/USE ILLUSTRATIONS** Have students preview the book by looking at the illustrations. Be sure that students understand the view of the map on page 3. From looking at the illustrations, ask students to discuss what they might learn about the people and activities pictured.

**READ THE BOOK**

**SET PURPOSE** Have students set their own purposes for reading the book. Ask: What would you like to learn about the people of the Arctic? (For example: Who are they? How do they survive? How are they different from others?) Suggest that students look for information about these topics as they read.

**STRATEGY SUPPORT: VISUALIZE** Explain to students, *visualizing* is creating pictures in your mind about what is happening in the story. Explain that while the term seems to involve only the sense of sight, visualizing includes all the senses and allows a reader to become involved with what they are reading. Tell students as they visualize, they should imagine how things taste, feel, sound, smell, or look.

**COMPREHENSION QUESTIONS**

**PAGE 6** Why is it important for the Inuit to prepare for winter? (Possible response: The winter is long and cold, which makes it difficult to get food to survive.)

**PAGE 8** What is the last thing the Inuit do to prepare for winter? (They move into a winter home that is made of wood or stone.)

**PAGES 9–11** What are some other things that the Inuit use to help them survive the winter? (They wear parkas and boots. They use sleds and snowmobiles for transportation.)
REVISIT THE BOOK

READER RESPONSE
1. First, an Inuit family hunts and fishes throughout the summer. Next, family members dry some food and save it for winter. Last, the family moves into a winter home made of wood or stone.

2. Responses will vary but should include a description of a visualization and how it relates to the selection.

3. sleds and snowmobiles

4. Responses will vary but should reflect an understanding of the selection.

EXTEND UNDERSTANDING Once students have read the book, discuss how the illustrations in the book helped them understand the text. Discuss whether the illustrations helped students visualize what was being discussed, even when there were no actions or descriptions.

RESPONSE OPTIONS
WRITING Pass out blank index cards and ask students to imagine that they are visiting the Arctic. Using information from the story, have students create postcards about their visit.

SOCIAL STUDIES CONNECTION
Invite students to learn more about people who live in other cold climates. They could learn about the scientists who live in Antarctica or the Yup’ik from Alaska. They can use books or the Internet. Afterwards, have students share their information with each other.

ELL Ask students if they have visited or lived in a different climate and how it was different. Have them tell how people who live there dress or do things differently.

Skill Work

TEACH/REVIEW VOCABULARY
Have small groups use dictionaries to define the vocabulary words and identify their parts of speech. Then have these groups create as many categories as possible into which they can sort the words (for example, Nouns, Past Tense Verbs, Items You Can Wear). Ask groups to share the definitions and categories with the class.

TARGET SKILL AND STRATEGY
SEQUENCE Review with students that sequence is the order in which events happen. Remind students that sometimes an author uses clue words such as first, next, then, and last to show sequence. Have students look for sequence clue words as they read.

VISUALIZE Remind students that authors use descriptive words to help readers visualize a story. These words may tell what something looks or feels like or how it sounds, tastes, or smells. Tell students: As you read, form pictures in your mind about what is happening in the story.

ADDITIONAL SKILL INSTRUCTION
GENERALIZE Explain to students that when they read, they sometimes can make a generalization about several things or people as a group. A generalization statement may be about how the ideas are mostly alike or all alike. As an example, tell students that you can make a statement about how all birds are alike by saying, “All birds have feathers.” As they read, have students think of a generalization statement that shows how the people of the Arctic are similar to other people around the world.
Sequence

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

**Directions** Read the following passage about the Inuit people. The statements are not in the right order. Write the statements in the correct sequence in the graphic organizer below.

Then, as the Inuit were able to domesticate dogs, they developed the dog sled. As technology developed even further, the Inuit began to rely on snowmobiles to carry goods. The Inuit, like many other ancient people, invented or developed new technology to help make life easier. At first, early Inuit hunters used small sleds, pulled by the hunters themselves, to transport game after a hunt.

1. 

2. 

3. 

4.
Vocabulary

Directions Draw a line from each word to its definition.

Check the Words You Know

___ gear           ___ parka           ___ splendid
___ twitch         ___ willow          ___ yanked

1. willow          a. equipment needed for a purpose
2. gear            b. excellent
3. yanked          c. to move with a quick motion
4. parka           d. a kind of tree with narrow branches
5. splendid        e. jerked or pulled with force
6. twitch          f. a heavy, fur-lined coat

Directions Use the words gear, yanked, splendid, and parka in a paragraph about winter.

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Life in the Arctic