

How Did the Vikings Come to Canada?



Level: F2 Word Count: 125

Little Books of Answers

Curriculum Connection	History
Content Vocabulary	animals, built, Canada, colder, died, first, Greenland, huts, ice, icy, Iceland, left, long, map, much, Newfoundland, ocean, raised, rest sailed, ships, Scandinavia, shows, time, Vikings, warm, way, weather
Visual Literacy Element	diagram
Critical Thinking	Further research and photo interpretation
Comprehension Strategy	asking and answering questions
High-Frequency Words	a, ago, at, came, come, could, for, from, go, got, in, it, like, look, more, not, one, some, to, the, there, they, this, was, you

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss the Vikings. Provide the essential background on the Vikings for the students. Have an atlas or a globe to show the student where the Vikings came from and the countries that they sailed to. Some of the Vikings stayed in the countries that they went to. They married local women and raised families. Other Vikings stayed for a while and then went home again.

- Give each student a copy of the book *How Did The Vikings Come to Canada?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? What does it tell you about how the Vikings came to Canada?*
- Have the students turn to the title page. Ask what further information they have about the Vikings from looking at this photo
- Discuss the cover and the title page again. Tell the students that it is important to ask questions before you read. This helps you focus your reading. Invite volunteers to ask some other questions about Vikings that they hope will be answered as they read.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions and labels as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the labels and captions with you.
- To ensure and enrich understanding say things such as – *The Vikings had oars on their ships as well as sails. The Vikings often had a carved dragon head on the front of their ship. This part of their ship with the dragon head on is called the prow. They didn't have motors to power boats a long time ago. Some Vikings went back and forth between Scandinavia and Canada. But then the climate cooled down and it was cold in Canada. It got so cold the water froze over so the Vikings could go back and forth any more.*
- Discuss the diagram on page 15. Explain that front of a boat is called the bow. The back of a boat is called the stern. The labels on a diagram make it easy to read and also provide more information.

Read the Book

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
Where did the Vikings come from?
Where did they go before they got to Newfoundland?
What did the Vikings live in?
What did the Vikings raise?
- Check inferential comprehension by asking these questions:
Why did the Vikings raise animals?
Why did the Vikings go to Canada?
Do you think the Vikings sailed to other places as well as Canada? Why or why not?
Do you think the Vikings were strong people? Why or why not?
- Have the students discuss if all their questions have been answered. If not where could they find the answers? Do they have any more questions about the Vikings? Did they find it easy to answer the questions after reading the book?

Critical Thinking

- Have the students turn to page 16 and look at each photo. Tell the students that their task is to use the photos to help them find out more about the Vikings.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students write about the Vikings. Assist with spelling where necessary. Have the students illustrate their story.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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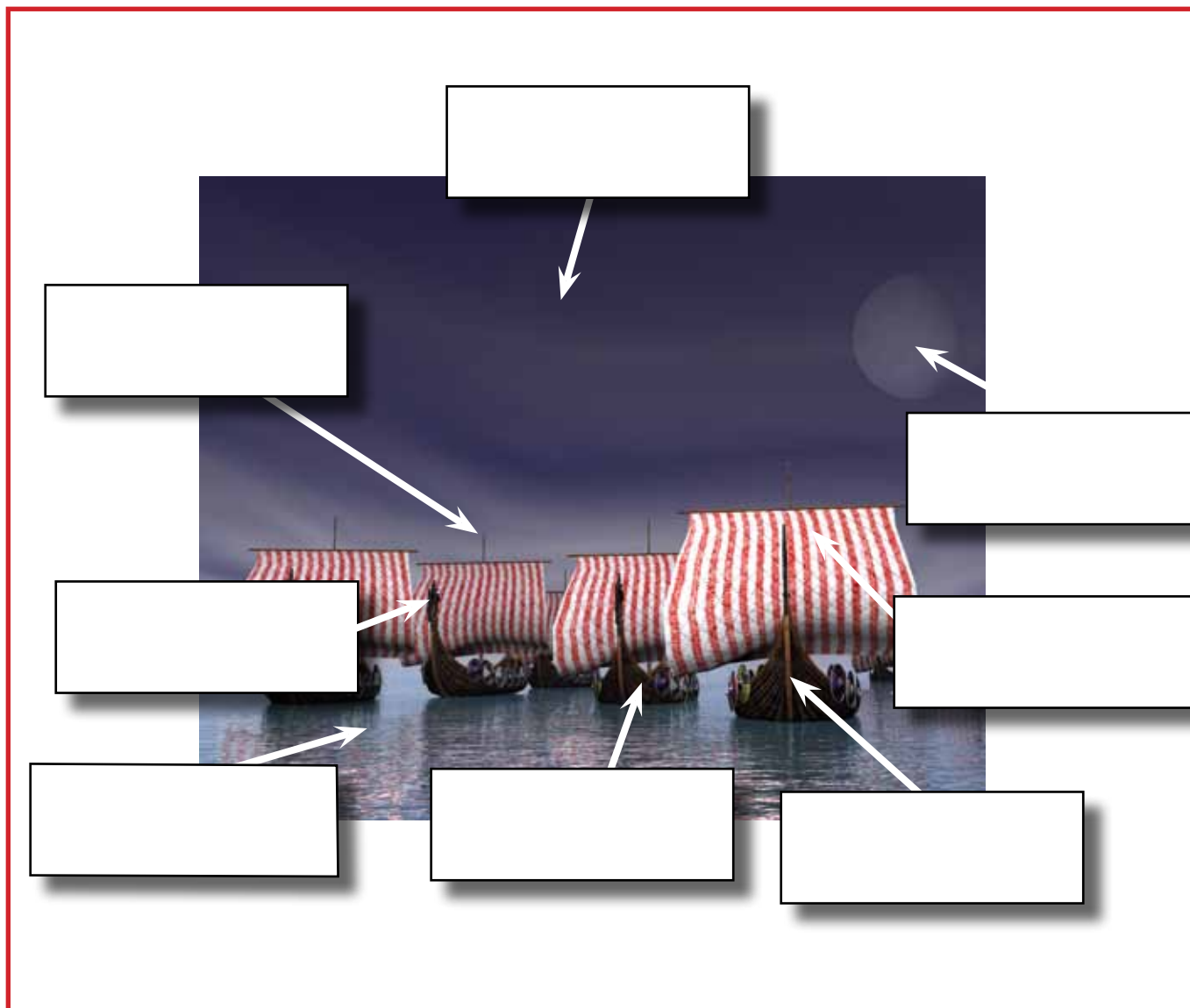
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Label the photo. Use these words.

sky moon sail bow ship
mast water prow



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Name:



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Draw and write.

I like the part about

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