**Vikings**

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| Level | K (Fountas & Pinnell) or equivalent |
| Subject Area | Social Science |
| Concepts | Historical and cultural perspectives |
| Reading Focus | Students will learn to use the comprehension strategies of Asking Questions and Determining Important Ideas to Monitor Comprehension and Repair Understanding as they read, think, talk, and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | alphabet, America, building, bows and arrows, country, day, distance, explorer, England, farm, goods, history, idea, language, law, leader, middle, money, ocean, region, tool, town, trade, war, water |

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| **Topic Talk** | * Ask students to think, pair, share: “What things do you imagine or think of when you hear the word Vikings?” * Read the book title and back cover blurb aloud. * Have students look closely at the cover of the book and think, pair, share about what they see on the cover, and what it tells them about the book. * Ask: “What type of book do you think this is? Science, Social Studies, Math, or English Language Arts?” Have some students share their ideas and ask why they thought that. * Explain that this book is most likely to be a Social Studies book and discuss what reading challenges there might be (e.g., maps, breakouts, evidence). |
| **Contents** | * Open to the contents page and read the titles of the chapters aloud. * Have students think, pair, share any new things they have discovered about the book from the chapter titles. * Model how to use the strategy of Asking Questions to monitor comprehension: “Looking at the chapters, I’m a bit confused by chapter 3. I’ve never seen those three nouns before. To help me understand, when I read it, I’m going to think “What are Jarls, Karls and Thralls?” to help me learn what they are from the text. * Discuss that reading text and then thinking “Huh?” afterwards is a sign that you might need to check your comprehension. Explain that thinking of a question to ask helps to figure out what you might need to find out to fix-up your comprehension. * Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud. |
| **Opening Chapters** | * Read the chapter 1 title and pages 2 and 3 aloud. * Explain that on these pages, there are two different explanations about what Vikings are, and that it could be challenging to figure out what the author means. Discuss the important idea on page 3, that the Viking Age is a specific time when Scandinavian people were known as Vikings, and why it is an important idea. * Ask students to think, pair, share and identify supporting details for the important idea. * Read pages 4 and 5 together. * Discuss the idea that all Vikings were Norse, but not all Norse people were necessarily Vikings. * Ask students to think, pair, share: “Why do you think this is known as the Viking Age, rather than the Norse age?” * Before reading pages 6 and 7, ask students to notice what is happening with the text. Explain that the left page is a diary entry, the fact boxes on the right page connect to the text, and both pages should be read together, going left to right. * Read pages 6 and 7 together. * Ask: “This is a different style to what we have read so far – what important idea is the author trying to tell us?” * Discuss that the author is showing what daily life was like from the point-of-view of a Viking, and the facts are supporting details to help us understand the different parts of Viking life. * Explain that when part of the text is challenging or unusual, using the strategy of Determining Important Ideas can help to find what the author is trying to say. * Read chapter 2 and pages 8 and 9 aloud, including the ant question. * As a group, brainstorm the ant question together. * Have students look closely at the map on page 8. Ask: “Why do you think Icelandic might have stayed the closest language to old Norse?” * Read pages 10 and 11 together. * Ask: “What do you think is the most confusing part to understand on these pages? How did you know you found it confusing?” (or model what you found confusing). * Discuss together what questions to think about during reading – or research later – that might help to understand the information better. * Set a purpose for reading from chapter 3 to the end of the book:   + Try to notice when you are having trouble understanding what you are reading.   + If you don’t understand, try to practice using a comprehension strategy to help “fix-up” your understanding – maybe Asking Questions, or Determining Important Ideas.   + Pause at the ant questions to answer them and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalize learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Discuss how thinking about the genre of the book before reading helps to prevent getting stuck by things you aren’t expecting. 2. Ask: “What questions did you think of while you were reading?” and “If they weren’t answered in the book, where could you research the answers to them?” 3. Have students think, pair, share about any the parts of the books that they had to work hard to understand. Talk about which strategies helped/would help to make meaning. | |
| **Writing Prompts** | *Fiction* | Write about an adventure that Bjørn the Viking (from pages 6 and 7) might go on. Include facts from the text to make your writing more “real”. |
| *Informational* | Write an article about “hack silver”. How did it work? What would be useful about it? What was inconvenient about it? How does it compare to how we divide money today? |
| *Letter writing* | Imagine that you are a Viking and have sailed to another country to trade. Write a letter home to your family, telling them about what you have seen and what you have done. |
| *Opinion* | After learning all about Vikings, do you think they were good people, or bad people, or somewhere in the middle? Write about your opinion and why you think this – remember to use evidence from the book. |
| *Research* | Research a famous Viking and write about your choice. What did they do? Where did they go? What did they achieve? What are they famous for? |