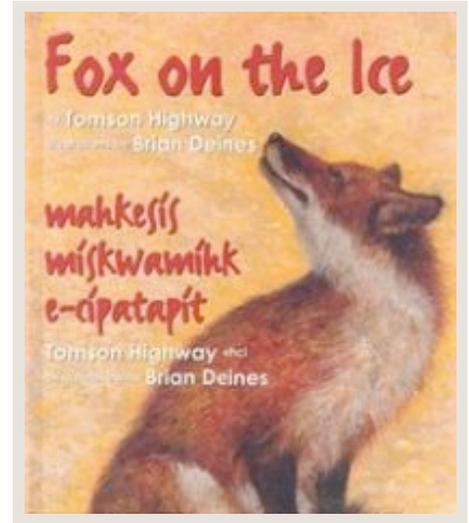




**Title:** Fox on the Ice  
**Author:** Tomson Highway  
**Genre:** Picture Book (Fiction)  
**Cultural Connection:** Ice Fishing, Transportation



## PLOT SUMMARY

Joe, Cody, and their dog Ootsie are spending a winter afternoon ice fishing with the boys' parents. After a lunch of bannock, whitefish and tea Joe curls up with his mother on the sled for a nap. Cody and his Papa make two holes in the ice. One end of the fishing net was tied to a piece of wood called a jigger. Papa placed the jigger into the first hole and aimed it towards the second one far out on the lake. As the jigger motored its way under the ice Papa fed the rest of the net into the hole. When all of the net was in the water Papa, Cody and Ootsie walked over to the second hole to catch the jigger as it arrived. Just as they reached the second hole a small red fox walked out onto the lake ice. The sled dogs leaped up and chased after the fox, pulling Mama and Joe along with them. Mama tried to stop the huskies but they were not about to give up the chase. Papa and Cody abandoned the net and raced after the sled. Eventually they caught up to it and were able to stop the sled dogs. Papa hugged Mama and Joe. Joe pointed to Ootsie. He was standing beside the hole in the ice with the net in his teeth. He had caught the jigger on his own!

## LEARNING INTENTION

### Focus Reading Connection: #1 Formulating Questions

Readers question when they wonder about the story before, during and after reading it. When talking to students about questioning it is important to emphasize that:

1. Asking and answering questions helps the reader to understand the text.
2. Some questions are easy to answer because the information is in the text.
3. Some questions require a lot of thinking because the answer is not in the book. These questions:
  - often do not have one right answer
  - make the reader think outside of the story
  - often create more questions for the reader
4. Some useful question words are: who, what, where, when, why, how, would, is, should, if, did, do, are, does, doesn't, can, can't, could, couldn't.

**This lesson uses structured partner talk as a learning strategy. To learn more about partner talk please refer to the Educator's page on our website.**

## MATERIALS REQUIRED

- 1 copy of Fox on the Ice
- chart paper and a felt pen
- a sticky note and a pencil for each student



## BEFORE

- Divide the book into 3 logical chunks. Mark the end of each chunk with a sticky note.
- Explain to the class what questioning is (this is when a reader wonders about the story before, during and after reading it).
- Explain that asking and answering questions helps the reader to understand the text.
- Explain that some questions are quick to answer because the answer is in the text.
- Explain that some questions do not have answers in the book and require the reader to do some thinking outside of the story. These types of questions do not always have one right answer.
- Brainstorm a list of question words with the students (assist them to move beyond who, what, where, when, why). Record the words on a chart or on the chalkboard.

## DURING

- Show the cover of the book to the class and read the title.
- Have each student talk with one partner. Have each student ask their partner one question that can be answered by looking at the cover. Use the following frame: “ I wonder .....” (Eg: I wonder who the author is?). Have them use a question word from the list on the chart.
- Have several students ask the class their “quick” questions. Let the students answer the questions by looking back at the cover.
- Read chunk #1 to the class.
- At the end of the chunk have each student talk with one partner. Have each student ask their partner one question that can be answered by reading the first chunk.
- Have several students ask the class their “quick” questions. Let the class answer the questions. Re-read chunk #1 if necessary to find the answers.
- Repeat with chunk #2 and #3.

## AFTER

- Print the following question on the chalkboard: What if Papa had stopped to catch the jigger before he ran to help Mama and Joe?
- Have each student turn to the same partner to talk about the question. Now have them each generate another question that springboards from this one (eg: I wonder if the huskies drag the sled all the way across the lake? I wonder if the fox will get away? I wonder if Mama and Joe can hang on until the sled stops? etc.).
- Have each student print their question on a sticky note and place it on the chalkboard underneath the original question.
- Read and share the questions with the class.
- Reflect on the fact that the original question generated a lot of thinking. Help students to understand the difference between this “thinking” question and the “quick” questions that they had generated earlier. Congratulate everyone on their questioning skills.

### **Suggested Supplemental Resources:**

- Click on the Kids tab of our website to find similar stories such as:
- Raven Tales Episode 04: Gone Fishing (DVD)
  - A Team Like No Other by Georgia Graham
  - A Sled Dog for Moshi by Jeanne Bushey