

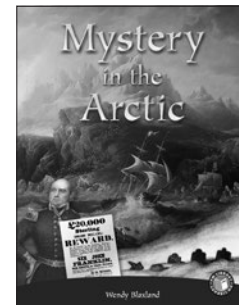
Mystery in the Arctic

PM Level 29

Sapphire

Text Type Information Report / Explanation / Recount

Running Words 3435



Preparing for Guided Reading

Orientation to the text

- The Northwest Passage was the name given to the undiscovered sailing route from Europe through the Arctic Circle to the Pacific Ocean in the fifteenth century. Previously ships had been sailing around Africa from Asia, so the alternative route was much shorter. Many attempts to discover the route ended in tragedy. One such tragedy was that of the Franklin expedition, yet it was more than a tragedy, it was also a mystery – the ships and crew simply vanished! More than forty expeditions searched for the Franklin ships, but it took many, many years to unlock the mystery.

Prior knowledge

- Use an atlas to locate the Arctic.
- Ask students to predict what sorts of mysteries might lie in the Arctic. Have them scan the contents page and then add to their list of mysteries using the context clues found in the contents.

Building the Balanced Reader

Grammatical conventions

- Revise the text structure – contents, heading, glossary and index. Explain to students that various text types are represented in this text.
- Specialised vocabulary is used to provide accurate information for the reader, e.g. *plateau*, *permafrost*, *bacteria*.
- Identify cause and effect relationships, e.g. *Because the officers had probably eaten more canned food than the crew (cause), they would have been affected more (effect).*
- Study examples of passive and active voice, where either the subject or the object of the sentence is the focus.
- Discuss the difference between opened and closed questions, and locate examples in the text, e.g. *But was he right? Why did Sir John Franklin and so many men – particularly officers – die when there was still plenty of food and shelter?*

Vocabulary

Key vocabulary

absorbed, acute, analysed, anthropologist, bacteria, corpse, delicate, descendant, evidence, expedition, locomotive, navigators, permafrost, plateau, pneumonia, poisonous, preserved, scurvy.

Spelling

- Build word lists based on a root word, e.g. *weak, weaker, weakest, weaken, weakening, weakened; preserve, preserves, preserved, preserving, preservation, preservative.*

Visual Literacy

- Draw students' attention to the range of visual information in the text, e.g. *photographs, illustrations, labelled diagrams, poster, maps.*
- Assist students to link the information in *Making Tin Cans* with the labelled diagrams that show the steps in the process.

Focusing on the story – guided reading

- Direct students to read silently to the end of p. 11, then ask, *What made the waters of the Northwest Passage hazardous? What was the mystery in the Arctic?*
- Make a list of the inventions (old and new) that the crew had available to them for the expedition.
- Ask students to write down their predictions of why the expedition went missing and how the men died.
- Make a list of the sorts of clues that may have been found by researchers.

Comprehension

- Why did explorers want to find another route from Europe to Asia? (*Literal*)
- Why was the Franklin expedition so much better equipped than previous journeys by other explorers? (*Inferential*)
- Why do people want to unlock the mysteries of the past?

Follow-up activities

- Investigate the modern-day process for canning foods and discuss the safety issues that have to be considered.
- Discuss the process of desalination, and the location of desalination plants. Investigate the process used to make sea water more usable for consumers.

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Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.

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Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up