

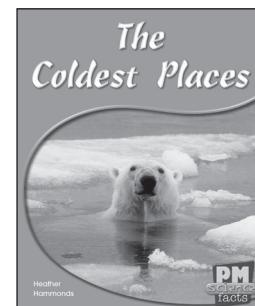
# The Coldest Places

PM Level 14/15

Green

Text Type Report

Running Words 225



## Preparing for Guided Reading

### Prior Knowledge

- Use a map or globe of the world to locate the Arctic and Antarctic.
- Study the photos and discuss how animals adapt to their environment.

### Orientation to the Text

- In this book, readers learn about the coldest places on Earth, and how people and other animals adapt to living in them.

### Key Language Structures

- Short, descriptive sentences.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*dark, grow, keep, live, people, their, them, warm, windy*

#### Content Words

*weather, winter, Antarctic, earth, penguins, island, seals, mountains, yaks, rivers, ice, houses*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

### Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ...? How did you know that word was ...?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

## Focusing on the Book – Guided Reading

- Ask students to imagine how it would be to live in a place that is very cold all the time. What sorts of clothes would they have to wear every day?
- Talk about the kinds of animals that live in the Antarctic. Ask students whether they think penguins are happy to live there.
- Talk about the Arctic, showing students where it is on a map, as compared to the Antarctic.
- Discuss how the bear's thick fur can help it stay warm in the cold water.
- Ask, *Why do you think it is very cold at the top of big mountains?* Ask students how a creature like a yak would keep warm, and what they think it would eat in the mountains.
- Talk about rivers of ice and discuss the fact that the ice moves very slowly.
- Talk about the work the people are doing in the photo on p. 14. Have students describe their clothing.
- Have students look at the materials made to build the house on p. 15. Ask if they think this house would keep people warm enough.
- Talk about these comparatives and superlatives: *big, bigger, biggest; cold, colder, coldest.*

## Comprehension

- Why do you think there are no big trees on very cold islands? (*Inferential*)
- How do you think people who live in very cold places keep warm? (*Inferential*)

## Follow-up Activities

- Direct students to complete the BLM activities: writing comparatives and superlatives, then completing sentences from the book; using provided words to write sentences from the book; choosing phrases to complete sentences; choosing words to complete sentences from the book.
- Have students choose their favourite animal from the book and draw a picture of it, in its ideal environment.
- Ask students if they would like to live in any of the places they have read about in the book. Ask them what kind of house they would build, and what food they think they would eat. Have them write these thoughts down in a few sentences.

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## Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell events in the text and include details that elaborate on the main ideas.
- \_\_\_\_\_

## Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- \_\_\_\_\_

## Guided Reading Notes

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