

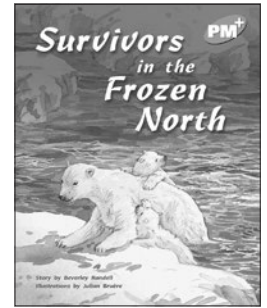
Survivors in the Frozen North

PM Level 24

Silver

Text Type Narrative

Running Words 984



Preparing for Guided Reading

Orientation to the text

- Re-read *Polar Bears* (PM level 23). Discuss their physical features, habits and habitats.

Prior knowledge

- This story is based on the factual behaviour of polar bears in the Arctic region. The three chapters describe how two cubs, at three months, six months and two years, survive the freezing conditions of the North Pole.

Building the Balanced Reader

Vocabulary

Key vocabulary

approaching, chances, difficult, risk, several, sheltered

Content Words

breathing, clawed, cramped, cuffed, desperate, fiercely, floe, nervous, protected, ridges, scrambled, skidded, starve, suckled, wary

Decoding

- Recognise high-frequency words.
- Apply a range of skills to process and decode unfamiliar words.
- Use prediction of events and associated vocabulary to gain a deeper understanding of the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title and discuss the cover and title page illustrations. Discuss the meaning of *survivor*. Explain that polar bears have adapted to these freezing conditions, e.g. thick fur, hollow hairs, etc. Find the Arctic region on a world map.
- Read the title of chapter one. Study the illustrations before reading the text. Introduce the three bears. Explain that Telik has been without food for three months. Search the text for evidence of Telik's caring behaviour.
- Read the title of chapter two. Draw a simple diagram of a food chain. Notice that even at six months, the cubs are still dependent upon their mother's care. Reinforce the need for survival skills in this harsh environment.

- Read the title of chapter three. Talk about the survival skills that Telik has taught her cubs over the two years. Reinforce the nurturing behaviours of these polar animals towards their cubs.
- Compare words with similar letter clusters: *enough, although*. Note that this cluster makes different sounds in these words.
- Revise vowel sounds with the consonant *r*: *nervous, survive, polar, first*.
- Use a dictionary to find words that begin with the same prefix: *important, decided, instead*.

Comprehension

- What food did the polar bear cubs have when they were in the den? (*Literal*)
- Why did Sharni cling to her mother's fur in the water? (*Inferential*)
- Why did Sharni and Kamit share their catches with each other (*Applied Knowledge*)

Follow-up activities

- Provide a selection of **PM Library** and **PM Plus** books about animal behaviour for students to read for enjoyment.
- Help students to locate, select and summarise information. Use the library or the Internet to research Arctic animals. Students could prepare oral reports or work together to present the information as a project.
- Revisit *Polar Bears*. Make a mural of the Arctic environment. Add captions.
- In groups, write retells of each chapter. Bind these together to make a large book. Share the class book with other students.

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Learning Intentions

- We are expanding our range of known high-frequency words, and using multiple skills and strategies to decode the text.
- We are learning to make predictions about the text and can discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can use my knowledge of high-frequency words, and other skills and strategies to assist me in decoding the text.
- I can predict events in the text based and offer potential solutions to the problem that occurs in the text.

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Guided Reading Notes

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