

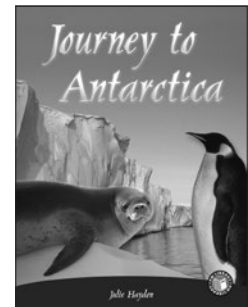
# Journey to Antarctica

PM Level 30

Sapphire

**Text Type** Information Report/Explanation/Recount

**Running Words** 3516



## Preparing for Guided Reading

### Orientation to the text

- Bridget is journeying to a research station in Antarctica to work as a botanist. She emails her brother Luke with all sorts of interesting facts about the icy continent. She tells Luke that Antarctica is almost twice the size of Australia and has so little rain and snow that it is officially a desert. But if it were to melt, it would raise the Earth's water level by 65 metres. That's a lot of water! Despite the fact that Antarctica holds 90 per cent of the world's ice its most precious resource is water. Antarctica is such an amazing place that Bridget is sad to leave.

### Prior knowledge

- Read the title of the book and observe the cover illustration. Invite the students to share their knowledge of Antarctica. Ask them to write down five questions that they have about Antarctica.
- Ask the students to predict how many times our country would fit into Antarctica.
- Use an atlas to locate Antarctica and introduce vocabulary such as *hemisphere*, *poles*, *geographic*, *longitude* and *latitude*.
- Ask students to scan through the book for clues about the text type and discuss their knowledge of emails.

## Building the Balanced Reader

### Grammatical conventions

- Discuss factual text types – information report and explanatory text.
- Look at the non-fiction text structure – contents, heading, sub-headings, glossary and index.
- Discuss types of vocabulary: technical terms ensure presentation of accurate information.
- Study cause and effect relationships, e.g. ... *when the South pole is turned away from the sun (cause), it receives no direct sunlight (effect)*.
- Locate dashes used to create a pause in the sentence.
- Parentheses are used to include additional information within a sentence.

### Vocabulary

#### Key vocabulary

*arable, barges, barren, botanist, compacted, continent, examination, hemisphere, hostile, icebreaker, inhospitable, insulate, isolated, laboratories, ruptured, tolerant, treaty, unique*

### Spelling

- Locate words ending in *ology* and *ologist*. Explain what these suffixes mean, and list other words with the same endings.

### Visual Literacy

- Discuss the range of visual information to enhance meaning – diagrams, photographs, illustrations, labels, timelines, maps.
- Discuss the use of 24-hour time in the emails. Assist students to understand this concept.

### Focusing on the story – guided reading

- Direct students to read silently to the end of Chapter 3, then ask, *For what purpose does Bridget visit Antarctica? What does Bridget mean when she says that Antarctica is the most inhospitable place on earth? What is the difference between the geographic South Pole and the magnetic South Pole?*
- Ask students to return to the five questions that they wrote about Antarctica at the beginning of the last session. Have them spend a few minutes answering, refining or revising their questions. They may add further questions if they wish.
- Discuss what the students think Bridget might see and do as she arrives in Antarctica.

### Comprehension

- How did Bridget prepare for the trip to Antarctica? (*Literal*)
- Why doesn't the Antarctic ice melt, even when there is continuous daylight? (*Inferential*)
- What does the Antarctic Treaty ensure? (*Applied Knowledge*)

### Follow-up activities

- Make a list of discussion points that Bridget would share with Luke's classmates when she visits the school on her return.
- Ask students to write and illustrate a text that explains the life cycle of one species of Antarctic penguins.

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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 different methods of presenting information, such as tables, diagrams and drawings.

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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 information presented in tables, diagrams and drawings.

• \_\_\_\_\_

## Guided Reading Notes

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