

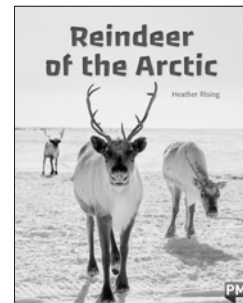
Reindeer of the Arctic

PM Level 23

Silver

Text Type Information Report

Running Words 1248



Preparing for Guided Reading

Prior Knowledge

- Discuss with students how different countries around the world are home to different animals suited to their climates and habitats. Invite students to share their knowledge in this area.
- Students should understand how to use the features of non-fiction texts, such as the contents, index and glossary.

Orientation to the Text

- Arctic reindeer live, grow and find food in some of the coldest places on Earth. Although reindeer are uniquely adapted to their Arctic habitat, they face challenges related to hunting and climate change.

Building the Balanced Reader

Vocabulary

Key Vocabulary

antlers, freezing, frozen, graze, herds, hooves, lifespans, migrate, migration, predators, protect, reindeer, temperatures

Content Words

Arctic, caribou, centimetres, communities, global, governments, habitats, Indigenous peoples, Inuit, kilometres, lichens, mosquitoes, nutrients, satellites, tundra, velvet

Decoding

- Draw students' attention to common homophones, such as *herd*, and homographs, such as *live*, as you read.
- Remind students to look for parts of words that they know when they are faced with an unfamiliar word, such as *Indigenous*.
- Look at the word *nutrients* together. Ask, *Where do you think is a good place to break this word to help you read it? Which parts of the word are difficult?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What can you see in the picture on the front cover? Why do you think this picture was chosen?*
- Read page 2 together. Remind students what a general statement is in an information report. Ask, *What information has the author given us to classify reindeer?*

- Point out the word *freezing* on page 3. Ask, *What is the base of this word? What other words do you know with the same base?*
- Read to page 6. Say, *Find a word on this page with the same base as freezing. How are the words similar and how are they different?*
- Read to page 11 together. Ask, *What has the author told us about the physical characteristics of reindeer? What else has been included in the description section so far?*
- Look at the word *calves* on page 11. Ask, *What is the base of this word? What other words do you know with the same singular/plural pattern?*
- Read to page 15. Ask, *What characteristics of reindeer are described in this chapter? How has this information been organised?*
- Point out the word *migration* on page 17. Discuss the fact that the base is a verb. Ask, *How was the base changed to turn the word into a noun?*
- Read the evaluation on page 22 together. Ask, *What does this tell us about the author's thoughts about reindeer?*

Comprehension

- What happens to the antlers of male reindeer in winter? (*Literal*)
- Why do you think their wide hooves stop reindeer from sinking in the snow? (*Inferential*)
- Do you think the habitat of reindeer should be protected? Why or why not? (*Applied Knowledge*)

Follow-up Activities

- In small groups, ask students to list as many words as they can with the base 'freeze'. Invite each group to share their responses and discuss whether each of the words is a noun, verb or adjective.
- Revisit the text structure of an information report with students, listing and discussing the title, general statement, description and evaluation. Share other short examples of information reports with students, and support them to identify the key structural elements in each.
- Reread the information about tundra on page 6 together. Ask students to describe in their own words what a tundra is and what it might be like to live there. Together or in small groups, have students research where in the world tundra are found and which animals typically live there. Guide students to draw a labelled diagram of an area of tundra and its characteristics to demonstrate their knowledge.

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Learning Intentions

- We are learning to recognise and describe the structure of an information report.
- We are learning to use our knowledge of words to help us read.

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Success Criteria

- I can find and describe the title, general statement, description and evaluation in the book.
- I can identify the base of words such as *migration* and *calves*.
- I can identify words in the text with a common base, such as *freezing* and *frozen*.

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Guided Reading Notes

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