

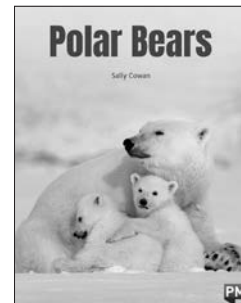
Polar Bears

PM Level 23

Silver

Text Type Information Report

Running Words 866



Preparing for Guided Reading

Prior Knowledge

- Discuss what students know about the Arctic and the North Pole, and introduce them to the basic characteristics of a polar environment.
- Students will need to have a basic understanding of what a paragraph is, and how paragraphs are used to organise ideas in a piece of writing.

Orientation to the Text

- Despite being the largest bears on Earth, polar bears have a difficult life in the inhospitable regions of the Arctic. As climate change begins to have far-reaching effects, the existence of the polar bear is becoming even tougher. Their survival depends on the protection of their habitat.

Building the Balanced Reader

Vocabulary

Key Vocabulary

Arctic, climate, dangerous, den, habitat, polar, powerful, prey, roaming, scavenge, stranded

Content Words

blubber, breathe, caribou, community, environments, Inuit, paddles, pelt, steadily, surface, walrus

Decoding

- Draw students' attention to the pronunciation of *Inuit*, which is provided after the word on page 18. Discuss why it is there and how the sounds in the word correspond with the letters.
- Stop and ask students to retell what they have just read in their own words at regular intervals. Guide them to re-read and monitor for accuracy if they are not able to retell a section of the text.
- Read the word *breathe* together. Talk about its part of speech and what the word means. Ask, *What word do you get if you take the 'e' away from the end of breathe? How is the meaning of the two words different? How are they related?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Do you think this is a fiction or a non-fiction book? What makes you say that?*

- Read pages 2–3 with students and make sure they know that the words in bold can be found in the glossary. Ask, *What information on the page would help you to work out what these words mean?* Invite students to predict the words' meanings before checking them in the glossary.
- Continue to page 4 and explain that each paragraph in the description section of an information report contains a topic sentence. Read the page together and ask, *Which sentence do you think is the topic sentence in the last paragraph? What information does it give you?*
- Read to page 12 and point out the word *scavenge*. Invite students to tell you in their own words what they think it means before looking it up in the glossary. Encourage them to use both the context and the images to help them work out what the word means.
- Read page 14 together and identify the topic sentence in each of the paragraphs. Ask, *What do you notice about the position of the topic sentence? Do you think topic sentences are always at the start of a paragraph?*
- Look at the word *pelts* on page 18 together. Ask, *What do you think this word means? What other information on the page might help you work it out?*
- Continue to page 21. Ask, *Which sentence on this page is the topic sentence? What does it tell you?*
- Read to the end of the book. Say, *Go back through the book and find any other words where you are unsure of the meaning.* Discuss these as a group and support students to use the context or to substitute other words to try to understand the meaning.

Comprehension

- How long does daylight last in spring and summer in the Arctic? (*Literal*)
- Why do you think polar bears dig a den to have their cubs in? (*Inferential*)
- Why might polar bears go into Inuit communities to search for food? (*Applied Knowledge*)

Follow-up Activities

- Ask students to find a word they are not sure of in a book they are reading independently. Pair students up and have them work together to write what their words mean.
- In pairs, support students to research a different kind of bear. Each pair should then complete a Venn diagram, identifying the similarities and the differences between their bear and a polar bear.

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Learning Intentions

- We are learning to identify topic sentences.
- We are learning to work out what words mean.

• _____

Success Criteria

- I can find a topic sentence in a paragraph and explain my choice.
- I can use the context and my knowledge of words to predict word meanings.

• _____

Guided Reading Notes

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