

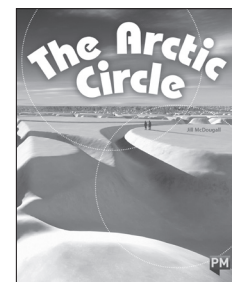
The Arctic Circle

PM Level 25

Emerald

Text Type Information Report (Informative), Exposition (Persuasive)

Running Words 1653



Preparing for Guided Reading

Prior knowledge

- Refer to a map to talk about the Arctic Circle, an imaginary line that circles the northern part of Earth. Have students share any prior knowledge of this area.

Orientation to the text

- In this book, the reader learns about the unique environments within the Arctic Circle, as well as the animals and people that live there.

Building the Balanced Reader

Grammatical conventions

- Highlight the author's use of adjectives to describe the Arctic environment, e.g. *vast, windy, boggy, icy*.
- Locate superlatives in the text and discuss their purpose in expressing the greatest degree of something, e.g. *smallest, biggest, longest*.

Vocabulary

Key vocabulary

ancestors, Arctic, blubber, depend, extinct, hibernating, horizon, icebergs, indigenous, kayaks, lichen, migrate, natural, plains, precipitation, predators, traditionally, tundra

Spelling

- Draw students' attention to the use of the suffix *er*. After searching for words with this suffix, have students consider what the suffix *er* means as a comparative, e.g. *warmer, smaller, greater*.
- Encourage students to use knowledge of compound words to write longer words correctly, e.g. *Greenland, midnight, waterways*.

Visual literacy

- Encourage students to look carefully at the Arctic Food Web diagram on p. 30. Ensure they understand the connection between these animals, and their mutual dependence on fish.
- Have students look at the diagram on p. 24 and compare the spread of summer sea ice in 1979 with its spread today. Ask them to consider the problems that people and animals will face as the ice continues to shrink.

Focusing on the book – guided reading

- Have students compare the Arctic, the most northern part of Earth, with the Antarctic, the most southern part, on a map.
- Ask students if they are surprised that snow- and ice-covered areas are regarded as deserts. Discuss the fact that a desert is a place with very little rainfall, so it does not matter whether it is hot or cold.
- Discuss what it would be like to live in a place where there is light or darkness for months on end.
- Ask students why hibernating would be a good way for small animals to survive the bitterly cold winter.
- Have students share thoughts about why the Arctic tern would fly so far each year between extremely cold places.
- Discuss why it is so important for Arctic Indigenous people to continue their traditions, while also using modern technology to make life easier.

Comprehension

- Why is the Arctic sometimes called *the land of the midnight Sun*? (*Literal*)
- Why can forests grow in the southern parts of the Arctic? (*Inferential*)
- What type of action could be taken to save polar bears? (*Applied Knowledge*)

Follow-up activities

- Have students choose one of the animals in the book (other than the Caribou), draw a picture of it and label any features that would help it cope with the cold Arctic environment.
- Have students look at a map or globe of the Earth, observing the placement of the Arctic Circle, Antarctic Circle, tropics and equator. Have them find their home location on the map and determine which of these lines they live closest to.
- Have students imagine they are a polar bear, and rewrite the text on pp. 28–30 from the bear's perspective, asking people for help.

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Learning Intentions

- We are learning to understand themes that are explored through information presented in the text.
- We are learning to make predictions about the text and can use prior knowledge to derive greater meaning from the text.
- _____

Success Criteria

- I can identify themes that relate to the information presented in the text.
- I can use prior knowledge and experiences to derive greater meaning from the text.
- _____

Guided Reading Notes

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