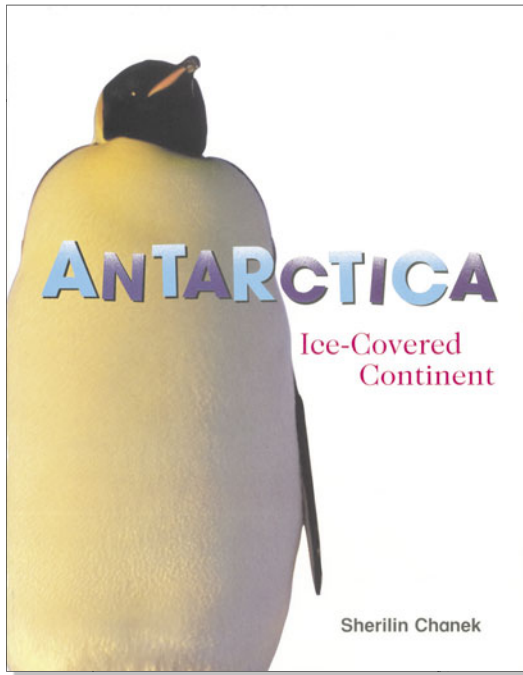


# Antarctica



**T**his nonfiction book presents history and facts about the continent of Antarctica. Visual and text features such as photos, maps, graphic images, captions, and labels, support the informative text.

*24 pages, 1016 words*

**Leveling Systems**

**Avenues:** ● ● More Fluent Readers

**DRA:** NF38

**Fountas and Pinnell:** O

**Lexile:** 450

**In This Guided Reading Lesson:**

**Skill Lessons:**

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Antarctica Words:</b> exist explore freeze</p> <p><b>Geography Words:</b> coast continent country fresh water ice cap mountain salt water South Pole</p>	<p><b>Spotlight STRATEGY</b></p> <p>Paraphrase</p>	<p><b>Travel Brochures:</b> Antarctica Brochures</p> <p><b>Summarize and Share Information:</b> Question-and-Answer Session</p>	<p>Relate Main Idea and Details (<a href="#">PDF</a>)</p> <p>Interpret Graphic Aids (<a href="#">PDF</a>)</p>

## Build Background

**Geography Concentration** Post the following geography words:

coast	ocean	snow
continent	iceberg	mountain

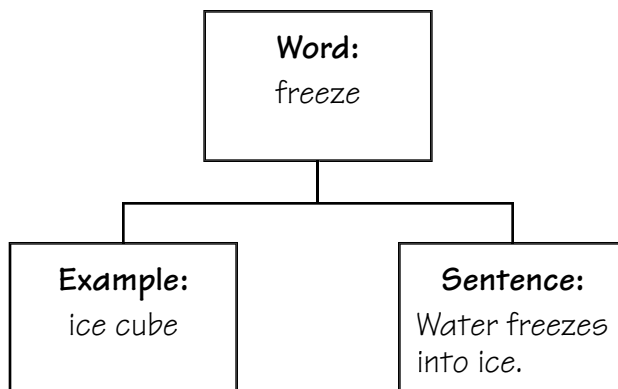
Have the group make two sets of index cards: one set lists each word while the other shows a corresponding picture. Have them mix the sets together and lay them face down. Then students take turns revealing two cards at a time in order to find matching pairs. When a match occurs, tell the students something about the word: **The coast is where the water meets the land.**

### Materials

- 12 index cards

## Build Vocabulary

**Word Webs** Work with students to create word webs for *freeze*, *explore*, and *exist*.



### Key Vocabulary

- exist
- explore
- freeze

**Identify Global Features** Explain each of the geography words and then write them on separate self-stick notes. Display a world map or globe. Then model how to label the geographic features: **The United States is a country. I will put the label for *country* here on the map.** Then invite volunteers to choose a note, say the word, and place it on the map or globe.

### Key Vocabulary

- coast
- continent
- country
- fresh water
- ice cap
- mountain
- salt water
- South Pole

# 1 Preview the Book

**Cover** This book is called *Antarctica: Ice-Covered Continent*. A **continent** is a very large body of land.

**Pages 2–3** This is Antarctica. It is covered with snow and ice.

**Pages 4–7** These pages show a flat map. Antarctica is at the bottom of the world. Pages 6 and 7 show a globe, which is like a round map. The **South Pole** is an area at the center of the continent. It is the farthest place south in the world. These thermometers show temperatures for four cities. Antarctica is the coldest place on earth.

**Pages 8–9** Good readers paraphrase, or say things in their own words, to be sure they understand what they read. I can paraphrase the ideas here: Antarctica is covered with ice and snow. **Ice caps** are big sheets of ice that lie on top of everything. Some ice caps are as thick as **mountains**!

**Pages 10–11** This is a lot of information! I can paraphrase to make sure I understand: Antarctica is even cold in the summer. It's also very dry. Snow falls, but it never melts!

**Pages 12–13** Oceans are full of **salt water**. Some of the water near Antarctica **freezes** into ice. That is very cold!

**Pages 14–15** Icebergs are floating mountains of ice that are made of **fresh water**. Fresh water does not have salt in it like ocean water. Let's read page 15 to find out why. It says that icebergs are made of water that comes from land.

**Pages 16–17** In the past, no one was sure that there was an Antarctica. People who wanted to find out if it **existed** traveled there and **explored**, or looked around, it in 1911.

**Pages 18–21** A few animals live along the **coast**, where the land meets the ocean. They get food from the water.

**Pages 22–23** A few people live there, too. Scientists from many **countries**, like the U.S., study the land. There is still a lot to learn about this cold, beautiful continent!



## 2 Read the Book

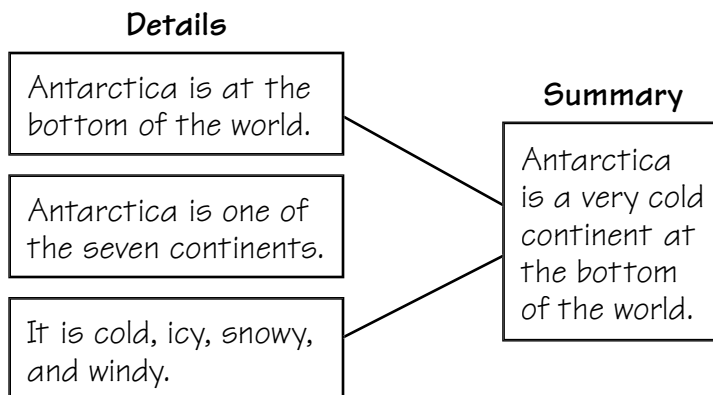
**Independent Reading** Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Paraphrase** Students may experience comprehension breakdowns on pages with large amounts of text (pages 8, 11, 15, 16, 20). Remind these students to paraphrase passages to help them understand the information they are learning.

## 3 Respond to the Book

**Travel Brochures** If possible, distribute samples of travel brochures. Then have partners create travel brochures that showcase what they learned about Antarctica, including reasons to visit the continent, suggestions for what to do during the visit, and information about landforms, climate, and wildlife. Encourage students to include pictures, maps, and diagrams.

**Summarize and Share Information** Model how to identify details and summarize pages 2–5.



Assign partners sections of the book to summarize and add to the Table: pages 6–11; 12–17; 18–23. Then conduct a question-and-answer session about the topics.

**Materials**

- travel brochures
- art supplies

**Materials**

- Table from *Picture It! Big Book*, page 21

Answers will vary. Sample response:

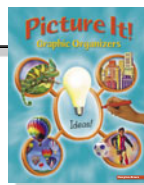
# Table

## Antarctica

Pages: 6–11	Pages: 12–17	Pages: 18–23
Detail: The South Pole is the coldest place on earth.	Detail: Ice floats make it hard to sail.	Detail: People go to Antarctica to study it.
Detail: Ice caps can be as thick as mountains.	Detail: Icebergs are big and dangerous.	Detail: Some plants and animals live there.
Detail: Antarctica is very dry and icy.	Detail: Explorers raced to Antarctica in 1911. Many died.	Detail: Many countries learn about Antarctica together.
Summary: Antarctica is a cold and dry place. It is covered with ice and snow.	Summary: It is dangerous to travel to Antarctica, but some people have.	Summary: Scientists from around the world learn about life in Antarctica.

Use only a black dry-erase marker.

21



Picture It! Big Book, page 21

# from Antarctica

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	If you could visit any part of the world, where would you go? How about a place that very few people visit—a place so cold and icy, that almost no plants and animals live there? How brave are you?		
4	At the bottom of the world is a land of ice and snow and wind. This land is called Antarctica.		
5	Antarctica is one of the seven continents. A continent is a very large body of land.		
6	In the center of Antarctica is the South Pole. You can't get farther south than this place. It is very, very cold there all year long. In fact, it is the coldest place on earth.		
		<b>Total</b>	<b>Total</b>

**Assess Fluency**

**Student reads with appropriate:**

- expression
- intonation
- attention to punctuation
- rate
- phrasing

**Assess Strategy Use**

**Self-Monitors:**

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

**Self-Corrects:**

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

**Calculate Accuracy Rate**


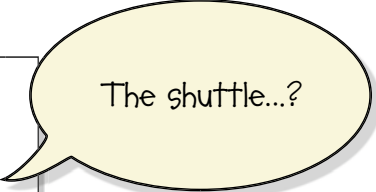

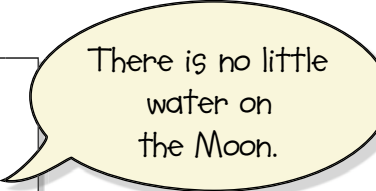
( 111 words - \_\_\_\_\_ ) ÷ 111 words = \_\_\_\_\_ %  
total errors

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> → <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90% read a lower-level text</li> <li><input type="checkbox"/> between 90–94% continue at this level</li> <li><input type="checkbox"/> 95–100% read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></p> <p>_____</p> <p>_____</p>
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# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	 <p><b>Hesitates or self-corrects after a miscue</b></p>	<ul style="list-style-type: none"><li>• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.</li></ul>
The shuttle orbits the Earth.	 <p><b>"Freezes" when faced with an unfamiliar or long word</b></p>	<ul style="list-style-type: none"><li>• Prompt student to find clues in pictures and/or surrounding context.</li><li>• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.</li><li>• Have student skip the word and read on.</li></ul>
No one has been to Mars.	 <p><b>Substitutes an incorrect word that makes sense</b></p>	<ul style="list-style-type: none"><li>• Ignore if the miscue does not affect comprehension.</li><li>• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.</li></ul>
There is no liquid water on the Moon.	 <p><b>Substitutes an incorrect word that does not make sense</b></p>	<ul style="list-style-type: none"><li>• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>

# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. <b>Skips important words</b>	<ul style="list-style-type: none"><li>• Repeat and ask: <b>Does it make sense?</b></li><li>• Read together; then have student start over.</li><li>• Have student track the print and sweep a finger to the next line.</li></ul>
There are mountains on the Moon.	There...are mountains...on...the... Moon <b>Reads slowly, word-by-word, without comprehension</b>	<ul style="list-style-type: none"><li>• Assign a book at an easier reading level, allowing student to build fluency and comprehension.</li><li>• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.</li><li>• Have student paraphrase small but meaningful chunks of text, relating it to own experience.</li></ul>
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind <b>Reads aloud with poor phrasing</b>	<ul style="list-style-type: none"><li>• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.</li><li>• Relate text to student's personal experience to help student read with appropriate expression.</li></ul>
The Moon is full tonight.	TheMoonisfulltonight <b>Reads quickly, without comprehension</b>	<ul style="list-style-type: none"><li>• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.</li></ul>
The Moon is Earth's only natural satellite.	? <b>Gets stuck; is unable to use any strategies</b>	<ul style="list-style-type: none"><li>• Ask questions to discover why student is stuck.</li><li>• Suggest strategies and supply words.</li></ul>