

# North Pole Walk

by Maggie Lilleby

## Summary

British explorer Dave Mill wanted to be the first person to walk alone and unaided to the North Pole. This text describes the problems Dave faced during his journey and explains how he used technology to enable his support team to rescue him.

## Features of the Text

- Report
- Photographs
- Labeled diagrams and maps
- Contents page, glossary, index
- Fact boxes
- Specialized vocabulary – *ice floes, bulk*

## Purpose

*North Pole Walk* can be used to introduce and reinforce the following skills:

- S** synthesizing information from the text and graphic features;
- S** identifying the problems and solutions in a text;
- S** reading specialized vocabulary and using a glossary;
- S** drawing conclusions from the text.

## The Guided Reading Lesson

- S** Synthesizing information from the text and graphic features
- S** Identifying the problems and solutions in a text

## Introducing the text

Ask the students to look at the cover of the book and the contents page. They should then read the email on page 2.

- *What tells us the most about this story – the cover, the contents page, or the email? Why?*
- *What is the purpose of each of these parts?*

Encourage the students to predict what will happen next.

- *What do you think is going to happen to Dave?*
- *What would you do if you received an email like this?*

## Following Up

The students can:

- use the blackline master on page 81 to write entries for Dave's journal
- list the equipment that Dave took and describe how he used it on his journey
- write a reply to Dave's email.

## Reading and discussing the text

Ask the students to read to the end of page 4. Discuss the specialized vocabulary in bold text on page 3 and explain its link to the glossary. Discuss the introduction to the story.

- *What has the author tried to do in the introduction?*
- *Do you think the introduction is effective? Why?*

Ask the students to read to the end of page 7. Discuss the equipment that Dave took on his journey and its importance to his safety.

- *How do you think Dave felt when he had to turn back?*
- *Do you think he made the right decision?*

The students can now read to the end of page 12.

- *How do you think Dave contacts his support team?*
- *How do you think he is feeling?*
- *What was the greatest risk to his safety?*

Discuss the diagram on page 12.

Ask the students to read the rest of the story. When they have finished reading, look at the diagram on page 14 and discuss how this technology helped in Dave's rescue.

- *What other extreme sports or activities use technology? How does it help? Is it sometimes unhelpful?*

