



Running words: 329

Book Summary

This book describes what Antarctica is like, the animals that survive there, as well as the people who live and work on, as well as study the frozen continent.

Themes

Different lands, Geography, Animals, birds and insects, Habitats

Features of the Book

- The information contained in the photographs, text, map, Contents page and glossary
- Content words for discussion: *animals, base, cold, explorers, scientists, stations, study*
- Phonics and phonemic awareness: long o sound /ow/

Strategies

The Land of Ice and Snow introduces and reinforces the following strategies:

- finding main ideas
- visualising
- compare and contrast

Materials

- copies of the BM, pencils

The Land of Ice and Snow

by Yvonne Morrin

Introducing the Text

Begin by asking the students if they know which places on Earth have only ice and snow. (Answers may vary.)

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*animals, base, cold, explorers, scientists, stations, study*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs, map, diagram and text to determine the strategies of finding main ideas, visualising and comparing and contrasting as you work through the book.

Cover

Together, read the book's title and the name of the author. Point to the photograph of the penguins on the rocks with the ocean and snowy mountains in the background. Ask:

- *Where do penguins live?* (in and near the ice and snow)

Together, read to back cover and point out the photograph of the sea. Read aloud the preview question on the back cover: *What is life like at the South Pole?* Ask the students if they have heard of the South Pole and if they know where it is located. (Answers may vary.)

Title Page

Explain to students that a Contents page often appears at the start of a non-fiction book. It lists each section of the book and tells you which page the section starts on. Say:

- *By looking at the headings listed in the Contents page, we can get a good idea about what a book is going to be about. Look at this book's Contents page. What do you think it is it going to be about?* (discovering, living in and studying Antarctica)

Page 2

Look at the photograph. Ask:

- *What do you notice about this place?* (There are no trees, animals, people, vehicles or buildings there.)

Read the heading and the body copy text together. Ask:

- *What do you find surprising about what you have just read?* (that Antarctica is a desert)

Explain that scientists define a desert as a place that receives very little rainfall. Point out that both hot sandy deserts and icy cold places such as Antarctica receive very little rain each year. Point to the outline of the Eiffel Tower in Paris. Say that the Eiffel Tower is 324 metres tall. Together, read the caption and try to imagine how tall 15 Eiffel Towers would be!

Page 3

Point to the map. Ask the students to say which countries they recognise, such as Australia and New Zealand. Show them the white area at the bottom of the map and the inset map of Antarctica with its South Pole label. Ask the students what they know about the South Pole. Then ask them what they know about the North Pole. Explain that the South Pole is exactly opposite to the North Pole. Read the caption with the students. Now encourage the students to look at the four photographs at the top of the page and read the caption and four labels. Then read the body copy together. If the students don't know what the word *continents* means, have them turn to page 12 to find out. Confirm that Antarctica is bigger than Australia by referring them back to the map.

Pages 4!5

Point to the photograph on page 4 and ask what the students notice about it. (It's black and white photo, and the ship looks to be an old sailing style.) Confirm the students'

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responses by reading the heading, body copy text and caption on page 4 with them. Tell students that the names of ships appear in italic type. Now turn to page 5 and read the body copy text with the students. Ask:

- *Why would it be a difficult journey?* (They had to walk and sled there, they had to carry everything, maps would not be detailed, conditions were cold and bleak, there was no help if they got into difficulty, etc.)

Together, read the caption. Ask:

- *How do we know that the team from Norway reached the South Pole first?* (The Norwegian flag is flying.)

Page 6

Tell the students that they will soon close their eyes as you read to them. Explain to them that they're going to practise visualising. Tell them that visualising is when you create pictures in your mind about what is going on in the text. Now ask the students to close their eyes. When you have finished reading the heading and body copy text, have some of the students describe what they pictured in their minds. Talk about how different people imagine different things. For example, some of the students may have visualised the dark, cold winter months with the temperatures plummeting, the winds whipping up all the ice and snow and the emperor penguins huddling together in vast groups to keep each other alive. Some students might have imagined the bright light in summer and how the people working in Antarctica might be struggling to get to sleep at night when it feels as if it is still daytime.

Page 7

Explain to the students that you're going to get them to read the text and then you'll ask them to find the main idea of the page. Remind them that the main idea usually has some supporting details. Have them read the text and then tell you the main idea (Animals that live in

Antarctica have adapted to the cold habitat). Now ask them to share the supporting details (Seals, whales and emperor penguins have a thick layer of fat or feathers to keep warm. Emperor penguins also huddle together to keep warm.)

Page 8

Ask the students to read the text with you. Tell them to think about the main idea and the supporting details as they read. After reading, ask:

- *What is the main idea?* (Thirty countries have base stations in Antarctica.)
- *What are the supporting details?* (People eat, sleep and work in the base stations in summer and winter. They do different jobs there. McMurdo Station is the largest base station.)

Page 9

Point to the photograph and ask the students what the scientist is doing (taking an ice core sample to study). Read the heading, body copy text and caption together. Explain to the students that different people do different jobs in Antarctica. Tell the students that a cook in Antarctica would need to be able to provide meals and snacks to the staff, order food, maintain food safety, as well as clean the kitchen. Have the students compare and contrast a cook's jobs with a scientist's jobs.

Page 10

Point to the photograph and ask if anyone knows what the green sky is all about (Southern Lights). Explain to the students what the Southern Lights are (a natural light display) found at the South Pole. Tell the students that there are Northern Lights at the North Pole. Now point to the word *astronomers* and ask the students if they know what this word means (scientists who study space). If they are not sure, have them to turn to page 12 and read its definition. Read the body copy text and caption with the students.

Page 11

Read and talk about the information on this page. Ask:

- *What makes Antarctica extraordinary?* (Answers will vary but may include: It is an undisturbed part of Earth. It has a large range of animals that live in the water and on the ice and snow. It has very little pollution.)

Page 12

Look at the glossary. Quiz the students by reading the definitions and having them say which word you are referring to.

Revisiting the Text

- Skim the book again, revisiting the facts about Antarctica. Imagine that you are a scientist based in Antarctica. Help your family and friends visualise what life is like by writing a letter to them, weaving in some facts from the book.
- Return to page 2 and point out the word *snow*. Write *ow* on chart paper or the board. Explain to the students that this word contains the long o vowel with the spelling *ow*. Have them find the other word on page 2 that contains the long o vowel *ow* (*grow*). Together, write down other examples such as *blow*, *mow*, *show*, *glow*, *throw*, *crow*, *low*, etc.

Following Up

- Re-read the text on page 2 and discuss how Antarctica's habitat is a desert. Have the students research another habitat on Earth, such as a hot sandy desert, or a rainforest, a grassland, a lake or an ocean. Then list the type of animals that live in that habitat. Use the Internet to research.
- Write a advertisement for a job as a cook or a scientist at the McMurdo Station. Think about the personal skills and work skills someone would need to have.
- Give the students copies of the BM for this title.