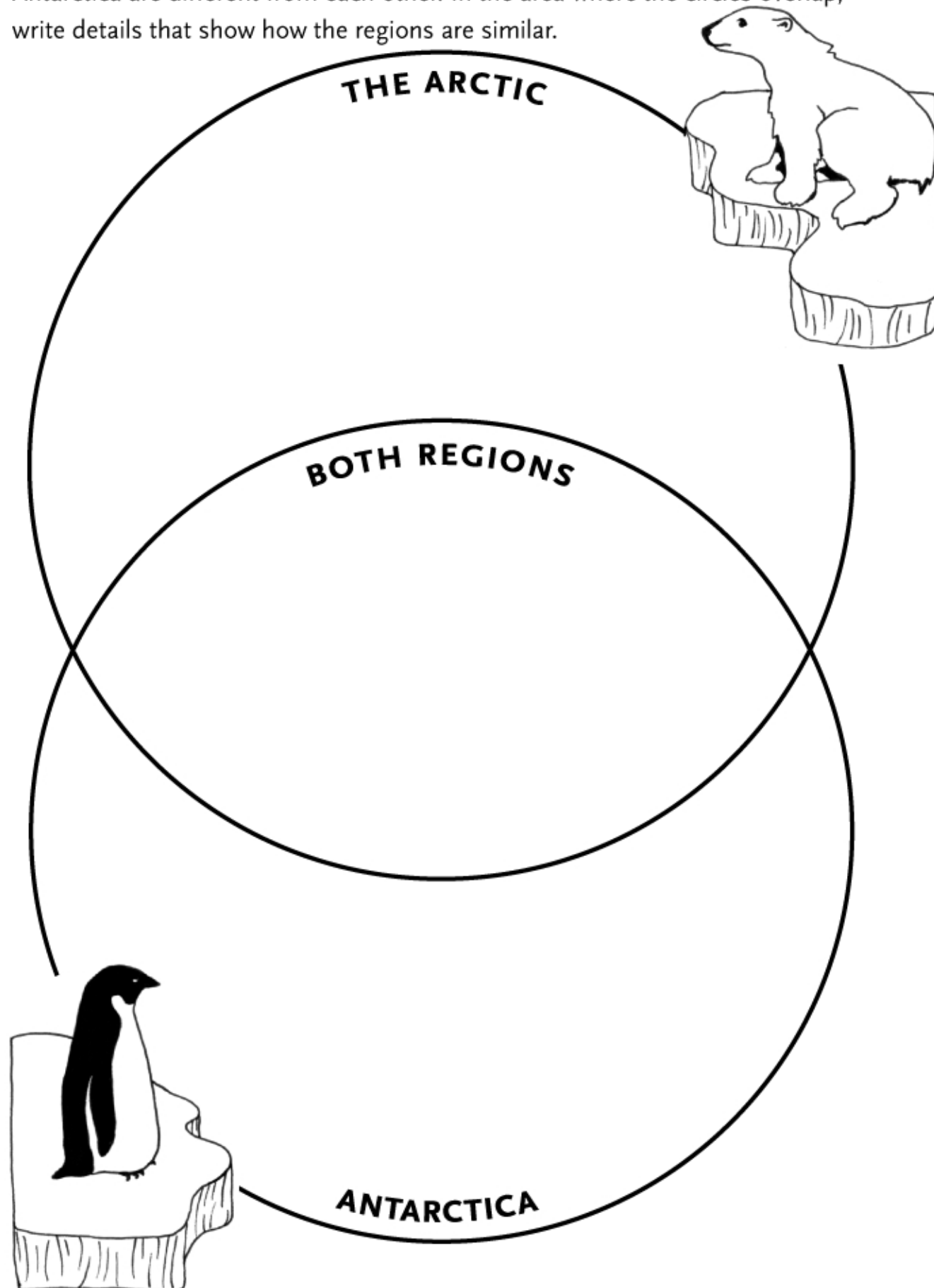


NAME _____

Poles Apart

Directions: In the top and bottom circles, write details about how the Arctic and Antarctica are different from each other. In the area where the circles overlap, write details that show how the regions are similar.



Permission is granted for teachers to reproduce this page for classroom use with the accompanying lesson plan.

JDE 7614304

Poles Apart

LEXILE™ 850

→ FOCUS STRATEGIES

→ Metacognitive Skill Self-Questioning

Strategic readers are aware of the strategies they use when they read and what to do when the text doesn't make sense. They actively construct meaning by asking themselves what they already know about a topic, what they expect to find out about it, and whether what they are reading is making sense. They spontaneously question during reading to make links to prior knowledge. These questions help guide their thinking during reading. Students need to be shown the cognitively active processes, such as self-questioning, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how to form questions to make sense of the reading. Use a KWL chart to help students set up questions to guide their reading.

→ Comprehension Skill Compare and Contrast

Compare and contrast is an important comprehension strategy that helps students create meaning from the text. Students can look for signal words to indicate similarities and differences such as *like*, *similar to*, *same as*, *unlike* and *different from*. When comparing, students can use a graphic organiser such as a Venn diagram to help them record similarities and differences. If students have difficulty understanding what is involved in making comparisons, model making comparisons between two everyday objects such as a pen and a pencil before modelling how to make comparisons about text. Make sure that they understand that to compare they need to see how things are alike and to contrast they need to see how things are different. This skill helps students evaluate two or more different concepts.

→ Vocabulary Skill Words with Multiple Meanings

Students need to recognise that some words can be spelled in the same way but mean different things. They can learn to use context clues to determine which meaning of the word is used in the text.

Focus Vocabulary Skill: Words with multiple meanings

cool	p 4		
	(and in other sidebars throughout the text)		
coolest	p 3	plants	p 16
poles	title, p 3, 14, 22	seals	23
coasts	6	dress	24
face	12	sink	25

X-zone

POLES APART

→ SUMMARY

The Arctic and Antarctic are fascinating regions. Students will find out what makes these places so cold, how they are similar and how they are different, and what kind of animals call these regions home.

→ OUTCOMES

Students will:

- Understand that readers question as they read in order to make sense of their reading.
- Compare and contrast information.
- Understand that words have multiple meanings.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can compare and contrast the two regions. Note whether they can independently apply the strategy as they read the rest of the book.
- Note whether students self-question as they preview and read the book.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Create a large KWL chart on the board. Pair students and have them discuss what they know about Antarctica and the Arctic.

What I Know	What I Want to Know	What I Learned

- Have students share what they know and record it in the first column of the KWL chart.
- Ask students to share some questions they have about these areas and record their questions in the second column.

Apply Metacognitive Strategies

- Have students preview the cover of the book and the table of contents. Ask them what questions they have as they preview this page and add any questions they have to the chart. Ask them if looking at the table of contents reminds them of other information they know about these areas. Record this information in the first column.
- Model self-questioning.
Think-Aloud: One of the sections is called *Why Are the Arctic and Antarctica So Cold?* This is something I would like to find out. I would also like to find out how global warming is affecting these areas and if it affects one area more than another.
- Preview the book with students, encouraging them to add questions to the chart as they view the photos and artwork.

Preview Text Features

- Point out the sidebars and explain how these will provide extra information about the topic.
- Preview the diagram on page 8 and read the caption. Ask students how the visual information helps make the size of the iceberg more apparent.

→ Introduce the Focus Vocabulary Skill: Words with Multiple Meanings

- Point out the word *cool* in the sidebar on page 4. Find the word in a dictionary and read the meanings of the word. Ask students what meaning they think it has in this example. Discuss how the use of this word is a play on words, since the word in the sidebar refers to the colloquial meaning of the word but it is also a word used to describe places with snow and ice. Remind students that they should be aware of when the text doesn't make sense. Even though they think they know the meaning of the word, sometimes a different meaning may apply in the situation.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 4–23 of *Poles Apart*.

Compare and Contrast

- Tell students that they will be reading pages 4–7, 10–11, and 16–23 silently to find out about the Arctic and Antarctica. Explain that they will discuss similarities and differences about these places after reading.

Self Questioning

- Remind students to be active readers by asking themselves questions as they read to make connections to what they already know about these places and to challenge themselves when something doesn't make sense.

Word Skills

- Remind students to ask themselves whether the text is making sense as they read.

During Reading

→ Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your/their questions. Briefly discuss feedback before providing another prompt and having them continue reading.

Pages 4–7: Have students read these pages to find out where the two regions are found. Have them share any details they find out about the regions.

Pages 10–11: Have students read to compare the **climate** of the two regions. Have them share what they find out. Ask if they have answered any questions on the KWL chart from their reading so far and put a check next to any questions that have been answered.

Pages 16–23: Have students read these pages to find out what animals live in the two regions.

- Have students reread the pages, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that contains a difficult word or that they have questions about.

After Reading

→ Reflect on Reading Strategies

- Have students share questions they had as they were reading. Ask them to share strategies they used when their reading didn't make sense.
- Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.
- Add new information to the third column of the KWL chart.

→ Introduce the Focus Comprehension Skill: Compare and Contrast

Model

- Make a large Venn diagram on the board. Model how to find ways the regions are alike and ways they are different and record them on the diagram.
Think-Aloud: First I want to find ways these areas are alike. I have to go back and forth between the pages to compare the information. I can write that they are both extremely cold. Both have some mountains and are described as a desert area. Then I look for ways they are different. They are located at different ends of the world. Antarctica's mountains are volcanic. Antarctica has more land area and the Arctic is mostly made up of water.

Guided Practice

- Give students a copy of the graphic organiser. Remind them to look for signal words and guide them to find other similarities and differences on pages 4–7 before looking for more on pages 10 and 11.

→ Independent Practice

- Have students complete the graphic organiser independently. When they are finished, have them share and discuss their completed worksheets.

→ Vocabulary Skill: Words with Multiple Meanings

- Ask students what the word **poles** refers to in this book. Then talk about other meanings of the word.
- Select words from the text such as **coasts** on page 6 and **coat** on page 20. Discuss the different meanings of the words and which meanings apply on this page.
- Pair students and have them use one of the words in the book (see front panel of the lesson) to create a visual representation of the word's meaning. Have them use a dictionary to check all the different definitions of the word.

→ Apply the Lesson

- Have students read the rest of the book independently. They can:
 - Add other comparisons and contrasts to the Venn diagram.
 - Look for other words with multiple meanings.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.