

Lesson Plan

**Fluent
reading stage
Levels 23–24**



Disappearing Ice describes how a warmer climate is causing the pack ice in the Arctic to shrink. It explains why it is difficult for many Arctic animals to survive now that there is less pack ice.

Informative text types:
Explanation/Description

Science Curriculum links

Australia

- **NDS (ACSHE034)** Science involves observing, asking questions about, and describing changes in, objects and events

New Zealand

- **PW:** Explore, describe, and represent patterns and trends for everyday examples of physical phenomena
- **PEB** Investigate the water cycle and its effect on climate, landforms and life

Key concepts

- The amount of pack ice in the Arctic is decreasing.
- Many animals that live in the Arctic are struggling to survive because there is less pack ice.

Content vocabulary

algae, Arctic, climate, climate change, extinct, ice sheets, pack ice, predators, water currents, zooplankton

Text features

- Chapters with headings and sub-headings
- Map, diagram, captioned photographs, fact boxes
- Glossary and index

Reading strategy

- Linking graphics and visual images to running text

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *Where in the world is the Arctic?* Invite students to locate it on a map or a globe.

Ask: *What do you know about the Arctic? What animals live there?*

Have students turn and talk about this with a partner.

Discuss as a whole group.

Provide each student with a copy of *Disappearing Ice*. Say: *The Arctic has a lot of ice covering the land and the water, but because the world's climate is getting warmer some of this ice is melting. This book explains how having less ice affects Arctic animals.* Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *This book has written information, and it also presents some information visually. It has a map, a diagram and captioned photographs.* Have students look through the book to locate these graphics and images.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *What is causing problems for this polar bear?*

Have students read chapter 1 independently. Say: *As you read, remember to view the graphics and the images carefully. This can help you to understand the text better.*

Second reading session

Building understanding

Ask: *What do you now know about ice in the Arctic?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *How is the Arctic changing?* Discuss.

Say: *The next chapter is called "Impact on animals." It discusses how Arctic animals are affected when there is less pack ice.*

Have students turn to the picture chart on page 7. Ask: *Why might each of these animals need pack ice? How might they be affected by having less pack ice?* Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, use the graphics to help you understand what the text is explaining.*

Bringing it all together

Ask: *What have you learnt about the Arctic?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *What concerns do you have about the Arctic and the animals that live there?* Discuss as a whole group.

Students could complete the Blackline Master about the effect of shrinking ice on Arctic animals.

Reflecting on the reading strategy

With a partner, have students choose a graphic from the book. Ask: *How does this graphic help you to understand the text? Does it give you extra information?* Invite pairs to share their ideas.

Ask: *Is it better to present some information in a visual way rather than by using words? Why?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students work in pairs to role-play an interview between a reporter and an “expert” on the Arctic. Have them come up with three or four questions and answers about the Arctic. Students can practise their interview and then present it to the group.

Vocabulary

Revisit the introduction on page 4 and read it aloud. Say: *I am going to list some of the words used in this introduction. On a chart write the words: stands, hunting, feed, tells, swim.*

Ask: *What do these words have in common?* Have students turn and talk with a partner. Discuss and draw out that these words tell the reader what is being done, or the action that is occurring. Say: *These types of words are called verbs. Verbs describe an action or what is happening to something.*

Have students work with their partner to find other verbs in the book. Add these words to the group list.

Visual literacy

Have students work with a partner and use images to create a digital slide show called, “The Amazing Arctic”. Students could also use felt-tip pens to create a visual poster with the same title.

Writing

Have the students write a report about an Arctic animal. Provide the students with a template detailing the structure and elements of a report.

Planning to write a report

Name: _____

Getting started

What is my topic? _____

What do I want to describe? _____

Who am I writing for? _____

Where will I find information? _____

Planning my report

1. General statement

What am I describing? _____

2. Description

What do I describe first? _____

What do I describe next? _____

3. Conclusion

Can I summarise what I have written? _____

 **Hint:** The verbs *is, are, has* and *have* will help your description.

Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

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Download the template at

www.WorldWiseReading.com.au/teacherresources

Say: *Reread information in the book about the animal you are going to write about.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about the animal you are writing about and what information you will include.*

Use the template to remind the students about the structure of a report. Say: *Follow the template when you write. Use the first paragraph to introduce the animal, then include a range of information about it such as body features, what it eats, how it stays safe and predators.*

Blackline Master: Icy impact

Name/s: _____

Write about the impact that less pack ice is having on each animal.

Animal	Impact of less pack ice
Arctic cod 	
Arctic fox 	
Polar bear 	
Ringed seal 	

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