

Guided Reading Lesson Plan (Levels M-Z)

Title: **Race to the South Pole** Level: N

ISBN:978-1-58273-701-0 Publisher: Newbridge

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Race to the South Pole describes Robert Scott's expedition to the South Pole. (**biography**) He wanted to be person to set foot on the South Pole. The difficulties he encountered are revealed through extracts from his diary. The book also compares the journeys of Scott and his rival, Roald Amundsen, to reach the South Pole.

Use the front cover of the book to build connections and form wonderings about a race to the South Pole.

Have you been in a race before? Have you attended a track meet/competitive race? What difficulties can you imagine in a race by the South Pole?

Read the back cover of the book. How long ago was this race? (It did say Robert Scott wanted to be the first person to accomplish this trek.) Do you know what a trek is? 800 miles!!!

Turn to the table of contents and have students read it silently.

Ask: How are your predictions about the most important things in this race selected in the table of contents?

What else did the table of contents tell you about the race?

p. 4 Have students silently read p. 4. How are your thoughts about a race in Antarctica confirmed on the first page of the text?

What do you expect the rest of the section to describe?

Have students read p. 5-8. How could you summarize conditions in Antarctica? What did you look for as you thought about your summary?

p.9-11 Have students read silently then ask: What things would have influenced the way Scott and his men prepared for the trip?

p. 12-17 Ask students to read and think about the significance of the heading "The End Cannot Be Far" before reading the pages independently. Ask: In what way could the heading be said to have more than one meaning?

How does the information on p. 13 confirm what you think about the heading or make you reconsider?

The diary entries are very concise. Why didn't Scott write more?

p. 18-21 Have students read these pages independently. As they read, ask them to consider this question:

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What were the most significant decisions Amundsen made and how did they contribute to his success?

p. 22-23 Have students read these pages and think about the information in the captions and photographs. Ask: What are some of the benefits of Scott's and Amundsen's race to the South Pole? Listen to students' questions and observe interactions with the group members.

Words/Text Layout:

*New or important words (V) **trek, topsy-turvy, trudge, haul, companion**

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Have each child choose a section of the text and read it independently (while the group also rereads it) then summarize it for the group.

Have the group skim and scan the text and brainstorm many problems each explorer faced. Talk about how the explorers tried to overcome the problems. Ask: Could Scott have prepared differently and possibly survived?

Writing Connection (optional):

Write down 2 things you learned from the book and two things you would like to know.

Or-

Have students pretend they are a reporter- have them write 4 reporter's questions they would like to ask the explorers.