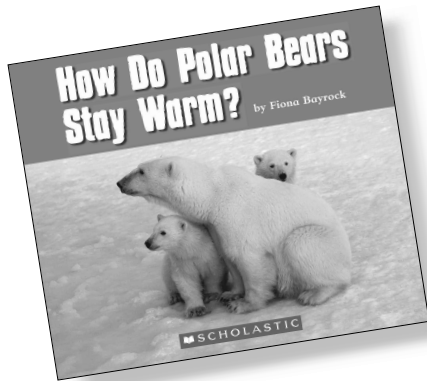


How Do Polar Bears Stay Warm?



Written by Fiona Bayrock

Text Type: Non-fiction: Explanation — Report

Guided Reading Level: H

Word Count: 232

Summary: The author challenges the reader to discover how polar bears stay warm in their icy, snowy habitat. Photographs and captions assist children in analyzing the text to find the answers.

Text Features

- ▶ table of contents
- ▶ headings

Visual Literacy

- ▶ photos with inset captions

Text Supports

- ▶ photographs support text
- ▶ table of contents gives clues as to how polar bears stay warm

Possible Text Challenges

- ▶ headings
- ▶ captions
- ▶ the words: *sea, thick, skin, paw, raincoat, quickly, underwear, bodies, adults, sunlight*

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ using photo cues to read unfamiliar words
- ▶ word solving and building: using beginning sounds and word parts to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze to find answers to questions
- ▶ synthesize: summarize new information
- ▶ solve challenging words by using strategies such as photo cues, beginning sounds, and word parts



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Tell students that they will be reading a report on how polar bears stay warm. Discuss the things people do to stay warm in the winter months. Jot facts on a web titled, “How People Stay Warm.” Model the task by naming one or two things people do, showing the item if possible.

ESL Note:

Some ESL students may have little or no knowledge about Arctic animals, including polar bears. If possible, visit a zoo to see polar bears, or show them a video of polar bears in their environment.

Inferring/predicting

Hand out copies of the book. Look at the back cover. Read the text and study the picture. Ask, *What do you think it’s like to live in a place like this? How would you survive if you had no shelter? How do you think polar bears survive? How do they stay warm?* Write any ideas students have on the board or chart paper, using a web technique, as you did with “How People Stay Warm.” This will give you an opportunity to model for students the web they will develop as they read the book.

Print concepts

Overcoming Text Challenges

Show and read the title of the book. Establish that the title ends with a question mark and that the author expects the reader to think about the question *before* reading the book.

Visual literacy

Walk through the photos, reading the captions beginning on page 4, asking, *What does the photo, heading, or caption tell you how polar bears keep warm?* Record answers on the web. Continue with the photo walk until page 13. This allows students to refer to their analysis on the web following the reading to confirm or make changes.

Text features

Tell students that there’s a page in this book that helps the reader find information quickly. Direct them to the Table of Contents on page 3. Discuss the information the reader can obtain from this page. Ask, *What do you think the numbers mean?* Connect the headings in the text to the items in the Table of Contents. Discuss how students could use a Table of Contents.

Analyzing

Setting a Purpose

Tell students that during the reading they will use photo clues, the Table of Contents, headings, captions, and text to find out how polar bears stay warm.



DURING READING

Tell students to read the book independently, thinking about the purpose that has been set. Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Can you use beginning sounds and the picture to help you solve that word?*

Note students’ successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then, using the picture walk strategy, share with a partner the different ways polar bears keep warm.



AFTER READING

Analyzing

When all students have finished reading the text, refer back to the web to check their analysis and add new information. Revisit specific pages of the text where new information has been located. Add these to the web. If the information is a detail of an important idea, add it in the second level of the web.

Synthesizing

Model the writing of a summary from the important ideas listed on the web. Emphasize that only the important ideas that relate to the main topic are included in a summary. To help them with this concept, you might ask questions such as, *Should we put in our summary the fact that a polar bear has four legs? What about the fact that it can swim?* Lead students to understand that, while these are important facts about polar bears, they have nothing to do with how these animals stay warm.

Making connections: comparing

Compare the class summary with the summary on page 16 of the text. How are they the same? How are they different?

Word solving and building

Select a few of the challenging words (e.g., *underwear, bodies, adults, sunlight*) or other words that were challenging for students. Ask them what strategies they used to work these out, referring to the text if the strategy involved visual cues.

Point out positive reading strategies you observed during the lesson.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Create a Web

Synthesizing

Provide students with a copy of the BLM to create their own web of how an animal of their choice stays warm in cold weather. Some research may be required. Support students by providing information text pages with facts that have been specifically marked and/or photos or pictures that they can cut and glue on the web.

Students can be encouraged to write a summary from their web or be guided in writing a summary on the back of the BLM. They can read their completed webs during independent reading or take them home to share with family members.

Word Sort

Word solving and building

Possible challenge words (e.g., *sea, thick, skin, paw, raincoat, quickly, underwear, bodies, adults, sunlight*) can be sorted. Print the words on cards, and have students sort the words at least two ways and tell the rule they used to sort.

Create a Web

Name: _____

