

# Who Lives Near the North Pole?



Level: E6 Word Count: 111

Little Books of Answers

Curriculum Connection	Geography
Content Vocabulary	caribou, dig, digging, dogs, eat, grass, ice, fish, land, live, lying, meal, meat, near, North Pole, ocean, people, polar bears, seals, snow, twigs, wolves
Visual Literacy Element	map
Critical Thinking	interpret a photo and form a hypothesis
Comprehension Strategy	responding
High-Frequency Words	and, for, in, like, on, the, they, too

## Before Reading

### Prior Knowledge – Discuss the Topic

- Talk to the students about the North Pole. Show them where the North Pole region is on a globe or map. Tell them about the climate. Ask them if they know any animals that live near the North Pole. Remind them of the book *Why Are Polar Bears in Danger?* Explain that people also live in the North Pole region.

- Give each student a copy of the book *Who Lives Near the North Pole?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? What time of year do you think it is? What in the photo tells you that?*
- Have the students turn to the title page. Ask the students what extra information this photo gives them about who lives near the North Pole.
- Having looked at the cover and title page photos, ask the student whether they would like to live near the North Pole or not. Have them say why or why not.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions and labels as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions with you.
- To ensure and enrich understanding say things such as – *This book gives you a lot of information about how animals and people survive living near the North Pole. Caribou are deer like reindeer. People use caribou and seal skins to make some of their clothes. People also eat seal and caribou meat.*
- Discuss the photo on page 15. Explain to the students that this photo was taken looking down to Earth from out in space. Discuss how this is the same as, different from a map or a globe.

## **Read the Book**

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:  
*What do seals eat?*  
*What do caribou dig in the snow for?*  
*What do wolves and dogs both eat?*  
*What do the people eat?*
- Check inferential comprehension by asking these questions:  
*What is the difference between a dog and a wolf?*  
*What animals at the North Pole may harm the people who live there? Why?*  
*What do caribou mostly eat in summer?*  
*What kinds of clothes would people who live at the North Pole need to wear in winter?*
- Have the students make personal responses to the book. Ask questions such as, *Did you like this book? Why or why not? Was the book easy to understand? If so, what made it easy? Now you have read this book, would you like to live near the North Pole? Why or why not?*

### Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to find out what is going on in this photo and why.

### Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

### Writing

- Have the students write about living near the North Pole. Assist with spelling where necessary. Have the students illustrate their story.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

# Who Lives Near the North Pole?



Level: E6

Name: \_\_\_\_\_

Sort the words.

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live Pole. people the near North

Write the sentence.

Draw the picture.

# Who Lives Near the North Pole?

Level: E6

Name:



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Draw and write.

I like the part about

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