

# Why Are Polar Bears in Danger?



Level: E5 Word Count: 112

Little Books of Answers

Curriculum Connection	Environmental Issues
Content Vocabulary	back, breaks, chunks, danger, die, drown, Earth, eat, far, holes, hungry, ice, live, meat, melts, pack, polar bear, seals, starve, swim, warming
Visual Literacy Element	sequence chart
Critical Thinking	interpreting a photo and inferring what will happen next
Comprehension Strategy	making inferences
High-Frequency Words	are, because, big, come, for, if, in, is, it, no, of, off, on, some, the, there, they, too, up, when

## Before Reading

### Prior Knowledge – Discuss the Topic

- Discuss what students know about polar bears? Where do polar bears live? Why do they live in the Arctic? Have the students heard people say that the climate is warming and that the land where the polar bears live may become too warm for them? Have they heard that the polar bears may die if it gets too warm?

- Give each student a copy of the book *Why Are Polar Bears in Danger?* 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? Where is the polar bear? How will the polar bear get back to land?*
- Have the students turn to the title page. Ask the students what extra information this photo gives them.
- Discuss the cover and title page photos with the students and ask them to infer what might happen if the polar bear gets too tired swimming before it gets back to land.

### **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 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 – *Pack ice is the ice that forms when sea water freezes in winter. Polar bears go out on to the pack ice to hunt for food. If lots of polar bears die, we say that polar bears are endangered. Endangered means that if something doesn't change, all the polar bears could die. If all the polar bears in the world die, we say that polar bears are extinct.*
- Discuss the sequence chart on page 15. Explain to the students that sequence charts show a chain of events in order. They show the same sorts of information as time lines, but they don't usually have dates on them. Have the students read the chart and discuss the implications.

## **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:
  - Why are polar bears in danger?*
  - What do polar bears eat?*
  - What can happen when a polar bear has to swim too far?*
  - What happens to a polar bear when there is no food?*
- Check inferential comprehension by asking these questions:
  - Why do polar bears wait by holes in the ice?*
  - Why do big chunks of ice break off?*
  - What keeps polar bears warm?*
  - Is there anything people could do to save polar bears?*
- Explain the difference between the questions, *What do polar bears eat?* and *Why do polar bears sit by holes in the ice?* Explain to the students that sometimes all the information is not obvious in a book and they have to infer the answer from what is stated in the book and what is not stated in the book and/or what they already know.

### Critical Thinking

- Have the students turn to page 16 and look at each photo. Tell the students that their task is to interpret and infer what is going to happen next.

### 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 polar bears in danger. Assist with spelling where necessary. Have the students illustrate their story.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.



# Why Are Polar Bears in Danger?

Level: E5

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

Little Books of Answers

Use these words to complete the chart.

die   drown   hungry   starve



polar bears



polar bears



polar bears



polar bears



ice breaks up

Permission is given to copy for use with the Little Books of Answers series

# Why Are Polar Bears in Danger?

Level: E5

Name:



Little Books of Answers

Draw and write.

I like the part about

---

---

---

Permission is given to copy for use with the Little Books of Answers series