

About the Book

Text Type: Nonfiction/Descriptive Page Count: 16 Word Count: 854

Book Summary

In *Expedition 60: The Subarctic*—the next book in the *Trip on a Latitude Line* series—readers visit places at 60 degrees north of the equator, just south of the Arctic Circle. Unlike other books in the series, *Expedition 60* only looks at the Northern Hemisphere—because there is no land at 60 degrees south of the equator! Some of the world's most beautiful cities are on this trip. Readers find out what makes their weather and seasons unique.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Identify details to compare and contrast
- Identify and use parentheses
- Determine the syllable division of words

Materials

Green text indicates resources available on the website

- Book—*Expedition 60: The Subarctic* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Index cards
- Visualize, compare and contrast, syllables worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on Vocabulary a-z.com.

- Content words:

Story critical: **aurora borealis (n.)**, **canals (n.)**, **hemisphere (n.)**, **inlet (n.)**, **latitude (n.)**, **solstice (n.)**

Enrichment: *channel (n.)*, *climate (n.)*, *current (n.)*, *drawbridges (n.)*, *fortress (n.)*, *permafrost (n.)*

Before Reading

Build Background

- Show students a map of the world and have them locate the equator. With your finger, travel north on the map and point out the Arctic Circle and the area just below it. Explain that this region is called the *subarctic*. Ask volunteers to identify countries located in the subarctic zone and just outside it. Explain to students that they will be taking a “trip” to this zone.

- Ask students to close their eyes and visualize, or picture in their mind, what it might be like to stand in a country in this region of the world. Have them draw on their prior knowledge of climate in other latitude regions of the world (see other Reading A-Z books in the *Trip on a Latitude Line* series).

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the text and what a person already knows about a topic.
- Ask students to close their eyes and listen carefully. Read pages 4 and 5 aloud to them. Model how to visualize.

Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me organize the important information and understand the ideas in the book. For example, on pages 4 and 5, the author describes Earth's subarctic region. I imagined the huge mountains of ice and the evergreen forests. I could feel the bitter cold. I also pictured in my mind the animals that live there: bears, wolves, reindeer, and moose.

- Reread pages 4 and 5 aloud with students and ask them to use the words in the text to visualize. Provide blank drawing or scrap paper, and have students draw what they visualized from the text on pages 4 and 5. Invite students to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain that one way authors organize information in a book is to tell how topics are alike and different.
- Ask students to look at the map on page 4. Use it to model how to compare and contrast.
Think-aloud: This map shows our world, and I can see that the line at 60 degrees north latitude runs through many countries (point out lines on map). I can see that the line at 60 degrees south latitude doesn't run through any countries—only water! So these two latitude lines are alike in some ways and different in other ways. One way they are alike is that they are both the same distance from the equator. One way they are different is that 60 degrees north latitude runs through many countries, and 60 degrees south latitude only runs through water.
- Model how to compare and contrast information using a Venn diagram. Draw or project a large Venn diagram on the board. Label the left circle *60° north* and the right circle *60° south*. Explain that information relating to *60° north* is written in the left side of the left circle (runs through many countries). Information that relates to *60° south* is written in the right side of the right circle (runs only through water). Explain that in the middle, where both circles overlap, information is written about what the countries have in common (same distance from equator).

Introduce the Vocabulary

- Write the story critical vocabulary words in a list on the board. Point to each word, read it aloud, and ask students to give the thumbs-up signal if they know the word or have heard it before. Circle any words that most students are unfamiliar with.


- Explain to students that good readers can use context clues to help them figure out the meaning of an unfamiliar word in the text. However, sometimes they will not find enough context clues to clearly define the unfamiliar word. Model how students can use the dictionary to locate a word's meaning.
- Ask students to take turns reading the words and their definitions in the dictionary. After each definition has been read, have them find the sentence on the page where the word is located. Have them read the sentence aloud to confirm the definition.
- Prepare index cards ahead of time that have the vocabulary words and definitions written on them, with one word or definition per card. Spread out the cards face down on the table and have students play Concentration to match the words with their definitions.

Set the Purpose

- Have students read to find out more about the subarctic zone. Remind them to stop after every few pages to visualize the most important information and draw on their paper what they visualized.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread. Have students draw what they visualized from these pages on their paper.
 - Model visualizing.
Think-aloud: On pages 6 and 7, I read about Anchorage, Alaska. I tried to imagine a day when the Sun shines for 19 hours! I pictured in my mind what it would be like to play baseball at midnight, with the Sun still shining!
 - Invite students to quickly draw what they visualized while reading pages 6 and 7. Have them explain their drawing aloud.
 - Have students read pages 8 and 9, and then work with a partner to compare and contrast Anchorage, Alaska, and Oslo, Norway. Have them record the information on a Venn diagram on a separate piece of paper. Discuss their responses aloud as you create a similar Venn diagram on the board.
 - **Check for understanding:** Have students read to the end of page 11. Have them visualize the information in the text as they read. Ask students to draw what they visualized about Helsinki, Finland, or St. Petersburg, Russia. Ask them to share aloud what these two cities have in common and what is different about them.
 - Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the book. Remind them to continue comparing information about the different cities as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *On page 12, I envisioned a day that only had 5 hours of sunlight. That would mean both going to school and leaving school in the dark. It helped to draw a picture because it is usually warm and sunny during those times of the day where I live.*

Lesson Plan *(continued)*

Expedition 60: The Subarctic

- Ask students to explain how the strategy of visualizing helped them understand and enjoy the book. Ask volunteers to share examples of the things they visualized.
- **Independent practice:** Introduce, explain, and have students complete the [visualize worksheet](#), choosing any section of the book they wish. If time allows, have them share their drawing with the group.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the similarities and differences between Helsinki and St. Petersburg. Reread pages 10 and 11 together if necessary.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#), using information from the text and a world map. If time allows, discuss their responses aloud.
- **Enduring understanding:** In this book, you learned about cities located in the subarctic region. You learned that most of this region has long days in summer and long nights in winter. Now that you know this information, how do you think the amount of sunlight in different seasons affects the way people live there? What adjustments do they have to make, based on the seasons? How do the seasons affect your day-to-day life?

Build Skills

Grammar and Mechanics: Parentheses

- Write the word *parentheses* on the board. Explain that parentheses are punctuation marks that are used in books and in writing, and they contain words or spellings used to clarify information within a sentence or to add more information to the sentence.
- Post or project the following information, and leave up as a reference tool:
() Parentheses
 1. To provide supplemental material or information
The map (see below) is new.
 2. To set off information more strongly than with commas
Joe (the first boy) was ready.
- Ask students to turn to page 5 and find the second set of parentheses (-40°C). Ask students which of the two uses of parentheses this is an example of (number 1: providing the reader with additional information).
- **Check for understanding:** Have students locate the next set of parentheses (page 6). Ask volunteers which of the two uses of parentheses this is an example of, and why.
- **Independent practice:** Have students work in pairs to skim the book and look for sentences with parentheses. Remind them to look in the glossary, too. Ask students to write the examples they find on a piece of paper, and have them indicate which of the two rules is being applied. If students have difficulty understanding the directions, help them complete the activity. Write the examples (from the text) on the board. Then ask students to make up sentences that use parentheses.

Word Work: Syllables

- Explain to students that a *syllable* is a unit of sound in a word. A syllable contains at least one vowel and possibly one or more consonants. For example, point out to students that the word *map* contains one syllable, and the word *arctic* contains two syllables. Explain that many words have multiple syllables, like the words *latitude* and *hemisphere*. Tell students that knowing how to break words into syllables can help them read and spell longer words.
- Say aloud several known words to students, such as *climate*, *similar*, *happy*, *huge*, *Hannah*, *Juan*, *Wednesday*, and so on. Stretch out each word so students can hear the sounds and syllables in the word. Create a chart on the board with the following columns: *1-Syllable Words*, *2-Syllable Words*, *3-Syllable Words*, and *4-Syllable Words*. Say the words again, asking students to count the syllables and tell you how many there are. Add the words to the columns as students tell you

where they should be placed. Write the words in chunks, pronouncing them slowly. Draw slash marks to show where the words are divided into syllables. Ask students to look for patterns in the way words are divided into syllables.

- **Check for understanding:** Say aloud several more words from the text. Ask student volunteers to come to the board, write each word in the appropriate column, and divide the word into syllables. Guide students with spelling and syllable divisions. Review the general rules for syllable division, for example, a syllable break always comes between the base word and any prefix or suffix, a syllable break always comes between base words in a compound word, and so on.
- **Independent practice:** Introduce, explain, and have students complete the [syllable division worksheet](#). Discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice visualizing the story with someone at home and then compare the pictures they created in their minds.

Extend the Reading

Informational/Descriptive Writing Connection

Provide print and Internet resources for students to further research one of the cities in the book. Have them write three descriptive paragraphs detailing the climate, average temperatures, population, history, and so on. Require a clean copy to post with their map (see Social Studies Connection below).

Visit [Writing A–Z](#) for a lesson and leveled materials on expository report writing.

Social Studies Connection

Provide each student with a blank world map. Have them locate and highlight the Arctic Circle and then shade in the area between the Arctic Circle and 60° north latitude. Next, have them identify each location mentioned in the book. If time allows, have students add color and detail to their map. Have them identify the location they researched and wrote about (see Writing Connection) with a large star. Create a bulletin board by posting students' maps and writing next to each other.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of visualizing to comprehend the text during discussion and on a worksheet
- compare and contrast nonfiction details within the text during discussion and on a worksheet
- accurately recognize parentheses and their uses during discussion and within the text
- identify and understand the patterns of syllable division in words during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)