Antarctica is the continent that surrounds the South Pole. It is the coldest place on Earth. The first person to reach the South Pole was Roald Amundsen, an explorer from Norway in 1911. Today, Antarctica is a favorite place for tourists. These tourists reach Antarctica by air or by ship to see the many beautiful things Antarctica has to offer.

**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Narrative nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative organized in eight chapters with headings</td>
</tr>
<tr>
<td>Content</td>
<td>Antarctica: geography, early exploration, Penguins, sea creatures, and other wildlife, Pollution and environmentalism, Present-day travel to and conservation in Antarctica</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Antarctica is the coldest place on Earth, Antarctica is beautiful and should be cared for, so it can be enjoyed by generations to come.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Long stretches of descriptive language, important to understanding setting and characters</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>A mix of short and complex sentences, Multiple items in series</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Some terms might not be familiar, such as continent, mammals, scientists, equator, expedition</td>
</tr>
<tr>
<td>Words</td>
<td>Many multisyllable words, some of them challenging, such as approximately, camouflage, hemisphere, and naturalists</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Photographs with captions</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Eleven pages of text with photographs on most pages, Map and sidebars, Table of contents</td>
</tr>
</tbody>
</table>

An Icy Adventure by Stephanie Sigue

Build Background
Help students use their knowledge of Antarctica and Antarctic travel to visualize the selection. Build interest by asking questions such as the following: What do you think it would be like to travel to the Antarctic? What do you think you might see once you got there? Read the title and author and talk about the people in the boat next to the iceberg on the cover. Note the various graphic features in the text. Tell students that this selection is narrative nonfiction about Antarctica, so the events and people are real.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Pages 4–5: Have students look at the chapter heading, map, and caption. Ask: What do you think the metaphor “I’d follow you to the ends of the earth” means? Tell students that early explorers were drawn to the Antarctic because it was one of the last places on Earth that had yet to be discovered. Help students as necessary with pronouncing explorer Roald Amundsen’s name. Explain that Amundsen beat fellow explorer Robert Falcon Scott to the South Pole by approximately a month. Ask: What does approximately one month mean?

Page 6: Explain that the lack of sunset and darkness in Antarctica in the summer can cause weariness and problems staying alert to some people who travel there. Ask: Why might you have trouble staying alert?

Pages 9–10: Have students look at the photographs on pages 9–10. Ask: How do the characteristics of these animals help them to live in the harsh conditions of Antarctica?

Page 13: Explain that environmentalists began to worry about people’s impact on Antarctica. Ask: What kinds of things do you think environmentalists were concerned about in Antarctica?

Now turn back to the beginning of the selection and read to find out more about the icy adventure of visiting Antarctica.

Target Vocabulary

| alert – wide awake and paying attention, p. 6 |
| fractured – broken into pieces, p. 13 |
| concluded – made a decision or formed an opinion, p. 13 |
| graceful – moving smoothly and with ease, p. 9 |
| display – show publicly, p. 9 |
| huddle – crowd together, p. 9 |
| standards – rules used for judging or measuring, p. 13 |
| stranded – unable to leave a place, p. 8 |
| vision – an idea of what something could be like in the future, p. 7 |
| weariness – being very tired, p. 6 |
Read
Have students read silently while you listen to individual students read aloud. Support their problem solving and fluency as needed.

Remind students to use the Summarize Strategy and to think of the important parts of the text as they read.

Discuss and Revisit the Text

Personal Response
 Invite students to share their personal responses to the book. Suggested language: *If you were to travel to Antarctica, which method of transportation would you choose?*

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Roald Amundsen reached the South Pole before Robert Falcon Scott.</td>
<td>• Protecting unique places around the world takes the dedication of many.</td>
<td>• The photographs show the beauty of this faraway land.</td>
</tr>
<tr>
<td>• Travel to faraway places of the world can be difficult.</td>
<td>• People must work together to protect Earth’s treasures.</td>
<td>• The author includes lots of descriptions to help the reader visualize the text.</td>
</tr>
<tr>
<td>• People today are very interested in traveling to and learning about Antarctica.</td>
<td></td>
<td>• The explanations of modes of transportation help readers understand the difficulty of traveling to the area.</td>
</tr>
</tbody>
</table>

Choices for Further Support
• **Fluency** Lead students in reading the text chorally. Remind them to pay attention to phrasing, and to read ahead to notice punctuation, in order to best convey the author’s tone.

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that understanding word roots is an important skill. For instance, the root `ant` can mean *opposite*. The Antarctic is at the opposite end of the Earth from the Arctic regions of the North Pole. Other words in which the root `ant` suggests opposite or opposition include *antagonist* and *antithesis*. 

Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 13.8.

Responding
Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Cause and Effect
Remind students that they can draw conclusions about cause and effect by looking for key details in a text. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud
Pollution is one effect of dumping waste in Antarctica. The text also explains that environmentalists are trying to get various nations to clean up Antarctica. This is another effect caused by trash being dumped at research stations.

Practice the Skill
Encourage students to identify other examples in the text of cause and effect relationships.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
• One idea present in this selection is that ________________________________.
• The first paragraph on page 8 is mainly about ________________________________.
• What is the meaning of display on page 9?
Responding

TARGET SKILL
Cause and Effect

What effects resulted from the practice of dumping waste in Antarctica?

Write About It

Text to Self
Would you want to visit Antarctica?
Write a paragraph in which you explain why you would or would not want to spend time in Antarctica.

Critical Thinking

Read and answer the questions.
Possible responses shown.

1. Think within the text
   What effect does this have on their safety?
   - I would want to see as much wildlife as possible, especially penguins. I would pack warm clothes and read as much as I could about Antarctica before my trip.

2. Think within the text
   Why is leaving trash behind so harmful in Antarctica?
   - The cold, dry air keeps trash from rotting away. This destroys the area's natural beauty.

3. Think beyond the text
   If you visited Antarctica, how would you prepare for the journey?
   - I would pack warm clothes and read as much as I could about Antarctica before my trip.

4. Think about the text
   The author includes details about how tourists can visit Antarctica. Do they make you want to visit Antarctica? Explain your answer.
   - I do want to visit Antarctica. Before, I thought just scientists and explorers went there. Since the author gives details about what to see and how to get there, now it seems like the trip is possible for ordinary travelers.
An Icy Adventure

Thinking Beyond the Text

Think about the questions below. Then write your answer in two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

The text on page 13 explains that as a result of international agreement, practices harmful to the Antarctic environment have been stopped. Do you think it is worth trying to protect the environment in such a cold, distant part of the planet? Why or why not? Support your response with details from the text.

__________________________________________________________________________
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__________________________________________________________________________
Critical Thinking

Read and answer the questions.

1. **Think within the text** Penguins' white bellies look like filtered sunlight from below. What effect does this have on their safety?

2. **Think within the text** Why is leaving trash behind so harmful in Antarctica?

3. **Think beyond the text** What sights would you want to see if you visited Antarctica? How would you prepare for the journey?

4. **Think about the text** The author includes details about how tourists can visit Antarctica. Do they make you want to visit Antarctica? Explain your answer.

**Making Connections** There are lots of penguins and sea animals in Antarctica. These animals live well in cold weather. What are some other animals that can live in the cold but do not live in Antarctica?

Write your answer in your Reader's Notebook.
### An Icy Adventure • LEVEL R

#### Selection Text

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Antarctica is now a favorite place for tourists to visit because tour operators had a vision of Antarctica as a place ordinary people would like to visit. The easiest way to get there is to take a cruise. Tourist travel to Antarctica begins in November and ends in March. These are the warmest months in Antarctica, when ships are able to pass through the ice-filled waters safely.</td>
</tr>
<tr>
<td>8</td>
<td>If you want to travel to Antarctica, a tour operator or travel agent is the best person to plan your trip. That way you’ll have a complete schedule and won’t get stranded.</td>
</tr>
</tbody>
</table>

#### Behavior Code Errors

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>☺</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>♣</td>
<td>1</td>
</tr>
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</table>

#### Errors

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut</td>
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</tr>
<tr>
<td>Self-corrects</td>
<td>cut☺</td>
<td>0</td>
</tr>
<tr>
<td>Insertion</td>
<td>the</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>☺</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{99} \right) \times 100\%
\]

#### Total Self-Corrections

---

Grade 4
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Lesson 13: An Icy Adventure