LESSON 20 TEACHER'S GUIDE

Watch Out! Polar Bears!
by Bo Grayson

Fountas-Pinnell Level L
Informational Text

Selection Summary
Polar bears' bodies are built to help them survive in their cold Arctic home. They are protected from the cold by layers of thick fur. Their huge paws and strong legs help them to move easily on ice and snow and to swim well. Their sense of smell, sharp claws, and strong teeth help them in the hunt for their favorite food—seals.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Nine sections with substantive headings</td>
</tr>
<tr>
<td></td>
<td>Each section presents a different category of information about polar bears.</td>
</tr>
<tr>
<td>Content</td>
<td>Many facts about polar bears—habitat, parts of body, camouflage, hunting skills, food</td>
</tr>
<tr>
<td></td>
<td>Concepts related to animals hunting for prey</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Polar bears' bodies are made to help them survive in the Arctic.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Description but no figurative use of language</td>
</tr>
<tr>
<td></td>
<td>Simple, clear language</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Parenthetical expressions set off by commas: A bear might also have a home, or shelter, in the snow.</td>
</tr>
<tr>
<td></td>
<td>Both dependent and independent clauses: A polar bear can get overheated when the weather gets warmer in the summer.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Content-specific words introduced: paws, claws, seals</td>
</tr>
<tr>
<td>Words</td>
<td>Compound words: overheated, snowshoes</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Mostly one- and two-syllable words, with a few three- and four-syllable words</td>
</tr>
<tr>
<td></td>
<td>Photographs with captions that are closely linked with the text</td>
</tr>
<tr>
<td></td>
<td>Inset photographs that provide close-up views</td>
</tr>
<tr>
<td></td>
<td>Map showing location of the Arctic</td>
</tr>
<tr>
<td></td>
<td>Diagrams showing the parts of a bear's body and the layers that cover the bear's body</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Thirteen pages with text and illustrations on each page</td>
</tr>
</tbody>
</table>

Watch Out! Polar Bears! by Bo Grayson

Build Background
Help students use their knowledge of bears. Build interest by asking questions such as the following: What are some different kinds of bears that you know about? Where do these bears live? Read the title and author and talk about the cover photograph. Invite students to share what they already know about polar bears. Tell students that this book is informational text, so the words and photos will give factual information about the topic.

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

Page 2: Explain that this book contains interesting information about polar bears.
Suggested language: Look at the section head: “Arctic Home.” What can you tell about the Arctic from the map, the photo, and the caption? What special features do you think polar bears need to help them survive in a place with a cold climate—where the weather is so cold?

Page 3: Have students study the diagram, and read the caption with them. How do you think each of the polar bear’s body parts helps it survive?

Page 5: Draw attention to the diagram and the fur background behind it. This shows a close-up of polar bear fur. How might a layer, or thickness, of fur be helpful? How many layers cover the polar bear’s body?

Page 8: Draw attention to the section head, “Great Swimmers,” and the photograph. Read the caption: Polar bear paws make good paddles. Point out the close-up inset photo of a paw. How could this paw work like a canoe paddle in the water?

Page 14: Draw attention to the final section heading, “Watch Out!” Why do you think that the author is warning readers to watch out?

Now turn back to the beginning of the book and read to find out about polar bears.

Target Vocabulary
climate – the average or typical weather in a particular place, p. 2
layer – n. one thickness of something, p. 5
unexpected – something that happens without warning, p. 13
overheated – too hot to be safe, p. 6
wilderness – a wild area of land where very few people live
colony – a group of people, or the same kind of animals living together
constant – not changing
region – an area, division, or district
shelter – n. a place to live or take cover, p. 5
gliding – moving smoothly, with little effort
Grade 3
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Read
Have students read *Watch Out! Polar Bears!* silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Infer/Predict Strategy and to use clues to figure out more about the selection.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the book.
Suggested language: *What did you learn about polar bears that you didn’t know before? Do you think that polar bears could survive anywhere other than in the Arctic? Why or why not?*

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>• Polar bears live in the cold climate of the Arctic, near the North Pole.</td>
<td>• Animals such as polar bears have special body parts that help them survive in specific environments.</td>
<td>• The text is organized by topics.</td>
</tr>
<tr>
<td>• Polar bears’ bodies are made to help them survive in the Arctic environment.</td>
<td>• Changes in the environment in which an animal lives can affect its survival.</td>
<td>• The captions and labels help describe what is shown in the photos.</td>
</tr>
<tr>
<td>• Polar bears’ favorite food is seals.</td>
<td></td>
<td>• The author includes many details about polar bears and how they are equipped to survive in the Arctic.</td>
</tr>
</tbody>
</table>


Choices For Further Support
• **Fluency** Invite students to choose a passage from the text and demonstrate phrased fluent reading. Remind them to vary their reading speed, slowing down for difficult text and speeding up when text is less difficult.

• **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. Guide students to change words to create comparatives as in the text—*They are taller than the tallest person.* Use text words with no spelling changes (*thick, warm, strong*) and words with spelling changes (*icy, easy, huge*).
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 20.7.

Responding
Have students complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill
Main Ideas and Details ✓Remind students that they can tell important ideas and details about a topic. Model the skill, using a “Think Aloud” like the one below:

Think Aloud
When I read informational text, I look for the most important information about a topic. Then I try to find details that support or add to the main idea. I know that the main idea often is given first. When I read the section titled “Staying Dry,” I see that the first sentence says: “A polar bear’s fur also helps it to stay dry when it swims.” That’s the most important, or main, idea in this section. The details are that there is oil in the bear’s fur, and this oil keeps the cold water from getting close to the bear’s skin.

Practice the Skill
Have students choose one section from the book and write the main idea of the section and two details that support or add to the main idea.

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 what they know and their own experience to think about what happens in the story.

Assessment Prompts
• Find the sentence on page 11 that shows how powerful a polar bear’s nose is.
• What can the reader tell about polar bears from this book?
• On page 8, find the words paddle and paddles. Explain how these words are used in two different ways.
English Language Development

Reading Support Give English learners a “preview” of the text by holding a brief small-group discussion with them before reading the text with the entire group.

Vocabulary Provide assistance with challenging words that are not defined directly in the text, such as snowshoes (page 7), paddle/paddles (page 8), and favorite (page 11).

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: What animals are on the cover?</td>
<td>Speaker 1: What are the body layers that keep polar bears warm?</td>
<td>Speaker 1: Why do you think the author warns readers to stay far, far away from polar bears and to be happy they’re not seals?</td>
</tr>
<tr>
<td>Speaker 2: polar bears</td>
<td>Speaker 2: The four layers are fat, skin, thick fur, and thin fur.</td>
<td>Speaker 2: Polar bears are very big, strong, dangerous animals that could hurt a person. Seals are their favorite food, so a polar bear would attack one if it came close.</td>
</tr>
<tr>
<td>Speaker 2: They live in cold places.</td>
<td>Speaker 2: They have strong legs and skin between the toes on their paws.</td>
<td>Speaker 2:</td>
</tr>
</tbody>
</table>
Watch Out! Polar Bears!

Thinking Beyond the Text
Think about the questions below. Then write your answer in one or two paragraphs.

The Arctic is getting warmer, and sea ice is melting. How do you think polar bears will be affected by this climate change? Will the special body parts that help them survive the cold help them if the climate warms up? Give at least two reasons to support your thinking.

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Critical Thinking

Read and answer the questions.

1. Think within the text Where do polar bears live?

2. Think within the text How would you describe a polar bear?

3. Think about the text Why do you think polar bears live in the Arctic and not in a jungle?

4. Think beyond the text Have you seen a polar bear at a zoo, in a movie, or on television? Describe that experience. How is it different from seeing a polar bear in the wild?

Making Connections Think of wild animals that live in your area. How are polar bears similar to and different from those animals?

Write your answer in your Reader’s Notebook.
# Watch Out! Polar Bears! • LEVEL L

## Selection Text

<table>
<thead>
<tr>
<th>Page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>A polar bear’s feet help it walk and run on ice and snow. Its huge paws act like snowshoes. They spread out wide and keep the bear from falling through ice and snow. A polar bear’s paws also have tiny bumps. These bumps keep the bear from slipping on the ice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Polar bears are great swimmers. They have strong legs that help them paddle through the Arctic waters. Polar bears have skin between the toes on their paws. The skin makes their feet work like paddles in the water.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The bears stretch their long necks to lift their heads above the water.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Comments:

### Behavior Code Error

<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>
</tbody>
</table>

### Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{102} \right) \times 100\%
\]

### Total Self-Corrections

- Substitution: cut cat | 1
- Self-correction: cut cat | 0
- Insertion: the cat | 1
- Word told: ☐ cat | 1