

Learning targets	Resources	Attack words
<ul style="list-style-type: none"> <li>• Read a text aloud and use at least three different ways to work out tricky words (AF1)</li> <li>• Read between the lines using clues in the text (AF3)</li> <li>• Find the meaning of words related to the subject of the text (AF5)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Race to the Pole</i> text, pp.18–33</li> <li>• <b>Worksheet 1</b>, Teacher Guide p.105 (one per pair, cut out)</li> <li>• Paper/whiteboards for writing activity/dictionaries</li> <li>• <i>Race to the Pole Self-assessment sheet</i>, Teacher Guide p.107</li> <li>• <b>Non-fiction summary sheet</b>, Teacher Guide p.16</li> </ul>	<ul style="list-style-type: none"> <li>» <b>skiing</b></li> <li>» <b>addressed</b></li> <li>» <b>disappointed</b></li> <li>» <b>Norwegian</b></li> <li>» <b>dangerous</b></li> </ul>

## Prepare

- 1 Share the learning targets with students and discuss. Check their understanding of *read between the lines*. Ask students if there are any targets from Session 1 that they need to revisit and review any strategies discussed for achieving these targets.
- 2 Review the story from the last session. Refer back to the summary recorded at the end of Session 1 or ask one of the students to summarise briefly.
- 3 Read the “Attack words” and discuss the best strategy to use for decoding each word. Highlight the following:
  - *skiing* – contains the word *ski*, with *ing* ending
  - *addressed* – break into *syllables*
  - *disappointed* – break into syllables
  - *Norwegian* – Capital N for proper noun/name; e makes long /e/ sound
  - *dangerous* – *ou* makes short /u/ sound.
- 4 Check students’ understanding of word meanings. Where they are unfamiliar with any word, provide an example sentence containing the word, e.g. *A person who comes from Norway is called a Norwegian.*

## Read

- 1 Ask students to take turns to read the text up to the end of p.33.
- 2 Make the following points during reading.
  - p.19, *ice-blocks*; p.20, *dog-drivers*; p.28, *light-headed*. Use of hyphens in compound nouns and adjectives.
  - p.23, *They were wrong*. Use of short sentence for dramatic effect.
  - p.31, “*wild look in his eyes*”; pp.32 and 33, “*I am just going outside ...*”. Use of quotation marks to show this is exactly what the men said.
- 3 Summarise this section of the text for students in a few sentences.

## Challenge

- 1 Revisit the meaning of *read between the lines*. Ask students to read between the lines to answer the following questions and to say what evidence from the text they used to decide on their answer.
  - Why didn’t Scott tell the men who was going to carry on to the South Pole before they left? (p.18)
  - What do you think the author’s viewpoint is on Scott’s ponies having to be shot? (p.21)
  - What does Scott mean when he writes in his diary: *The Pole. Yes. But under very different circumstances from those expected ...?* (p.25)
  - How do you think Scott’s men felt about Amundsen

- when they realised what had happened? (pp.24–27)
- Why do you think Oates told the rest of the men he was *just going outside*? Do you think he planned to come back? (p.33)
- 2 Look closely at the two photographs on pp.26 and 27. Ask students the following questions.
    - How is the body language of the men in the two photographs different?
    - How does their body language suggest each team is feeling?
    - Why are the Norwegians looking up at their flag whereas for Scott’s team the flag is in the background?

Discuss how using photographs/illustrations and other features can also help to *read between the lines*.

- 3 Discuss what is meant by subject-specific words and give some examples from the “word” cards on **Worksheet 1**, e.g. *crevasses*, *glacier*. Check students can read the words. Give pairs a complete set of the cut-up cards. Tell them to play a game of matching pairs, by laying the cards face down on a table and taking it in turns to turn over two cards. If they find a matching word and meaning card, they keep them. The winner is the one with the most cards at the end. Ensure students read out each card and help them with any difficult words.
- 4 Ask students to each choose one of the words from the word cards and write a sentence containing the word. Provide a model first. Ask them to take it in turns to read out their sentence. The group must decide if it makes sense and give suggestions for improvements, e.g. meaning, choice of vocabulary, grammar, spelling.
- 5 Ask each student to find one more subject-specific word in the text. Give them a dictionary to find the meaning and share the meaning with a partner. Remind them they can use this skill in other lessons.
- 6 Ask students to predict what will happen next in the story. Provide questions as prompts, e.g. Do you think the other men make it back? If so, what do you think they do when they get back? If not, do you think their bodies are found?

## Review

- 1 Remind students of the learning targets and ask them to self-assess against each target using the *Race to the Pole Self-assessment sheet*.
- 2 Ask students, as a group, to give a brief summary of the text read so far. Record the summary, using the **Non-fiction summary sheet**.
- 3 Ask students to share their summary with someone else before the next session, e.g. a parent or friend.

## Matching words to meanings

Word

**crevasses**

Meaning

Deep cracks in the ice

Word

**glacier**

Meaning

A huge piece of ice that moves very slowly

Word

**explorer**

Meaning

A person who travels to unknown lands

Word

**sledge**

Meaning

A vehicle used to carry things across snow or ice

Word

**supplies**

Meaning

Food and other items needed on a long journey

**Name:**

Session 1 targets	Achieved? (Y,P,N)	Evidence
Read a text aloud and use at least three different ways to work out tricky words		
Use features of non-fiction text to answer questions		
Use clues in the text to explain why people behave in certain ways		
<b>One way I can improve my learning next time is:</b>		

Session 2 targets	Achieved? (Y,P,N)	Evidence
Read a text aloud and use at least three different ways to work out tricky words		
Read between the lines using clues in the text		
Find the meaning of words related to the subject of the text		
<b>One way I can improve my learning next time is:</b>		

Session 3 targets	Achieved? (Y,P,N)	Evidence
Read a text aloud and use at least three different ways to work out tricky words		
Use a text to plan and answer your own questions		
Understand why the author wrote the text		
<b>One way I can improve my learning next time is:</b>		
<b>One way I can apply my learning is:</b>		

# Non-fiction summary sheet

**Title of the text:**

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**The main topic/theme of this text is:**

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**Session 1 – The most interesting facts in this section are:**

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**Session 2 – The most interesting facts in this section are:**

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**Session 3 – The most interesting facts in this section are:**

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**The purpose of this text is:**

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