

# Glacier



## Before Reading

### Motivation / Purpose

The purpose of this text is to entertain the reader with a story about a family hiking on a glacier. The mother and father fall into a crevasse, but are rescued by their son.

### Text Type

Draw students' attention to the:

- title
- illustrations
- contents page.

Ask, "What type of book is this?" (Narrative). How do you know?

### Visual Literacy

Examine the front cover and ask students what they think is happening here. Where do they think this woman is? What is happening to her? How does she look – scared, worried, happy, in control?

Browse the first few spread of the text. Where and when do you think this story is set? What visual clues lead you to these ideas?

Note the shapes and colours used for the text boxes in this story. What do they remind you of?

### Background Knowledge

Ask students what a 'glacier' is and how it is formed. On a map of the world, discuss where glaciers are located. What do these places have in common? Why do people want to climb on glaciers?

### Phonological Awareness

Make sure students know the following phonological patterns:

- long *a*: glacier (p.4), Norway (p.4), they (p.11)
- long *o*: coast (p.4), rope (p.10), slowly (p.11), Whoa (p.13)
- /*or*/: northwest (p.4), warned (p.5), walk (p.9), before (p.17), crawled (p.21)

Write the letters representing these sounds on the board. Have one student say a word containing one of these sounds. Ask another to tell which letters make up that sound in that particular word.

### Vocabulary

bounce, crampons, crevasse, glacier, gripped, hiking, ice axe, ledge, planted, polished

Spell out one of the above sounds (e.g. 'ow' as in 'slowly') and ask students to write three words which contain that sound made by the same combination of letters (e.g. 'follow', 'below' and 'blow').

### High Frequency Words

carefully, each, hear, looked, over, pulled, rock, shouted, they, too, very, we'll

Write each word on a card. Ask students to divide the words into groups and justify these groupings.

Collect the cards and make your own groups with the cards. Ask the students to decide how you have chosen to group the words (e.g. number of syllables; those that can be 'sounded out' and those that can't; those that are root words and those which have suffixes added).

## During Reading

### Vocabulary in Context

Discuss the pronouns 'they' and 'we' (from 'we'll). Make sure students understand that these words refer to other nouns which have already been mentioned in the story. (e.g. 'we' refers to mum and dad (p.5), 'they' refers to Travis, mum and dad (p.11).)

Explain that it is usual to use the noun first. The pronoun is then used once or twice before re-using the noun. This avoids any confusion in the text.

### Checking for Meaning

#### Literal:

In which country is this story set? (The story is set in Norway.)

Why does Travis drop the rock over the crevasse? (To see how deep it was.)

Why do hikers wear crampons? (They wear crampons to make it easier to walk on the ice and snow.)

### Inferential:

Why do you think mum cuts the steps into the ice?

How does Dad, planting his ice axe into the wall of the crevasse, stop Travis from falling in?

Do you think Travis and his mum and dad have been hiking on glaciers before this? How do you know?

Make sure students understand the difference between literal and inferential information.

### Response:

How do you think Travis feels when his mother and then his father fall into the crevasse?

What do you think they might do next time to prevent another accident from occurring?

### Grammatical Patterns

Make sure students understand the following components of a narrative:

- Orientation – introduces the main characters and the setting: (pp.4-5)
- Complication – the sequence of events develops a problem for one or more of the characters: *Mum and dad fall into a crevasse.* (pp.6-15)
- Resolution – the problem is solved and things return to normal: *Travis pulls his mum and dad out of the crevasse.* (pp.16-24)
- Use of particular nouns to refer to particular people, animals and things: *crevasse* (p.4), *glacier* (p.4), *ice axe* (p.10) *crampons* (p.11)
- Use of adjectives to describe nouns: *northwest* (p.4), *frozen* (p.8), *first* (p.13)
- Use of adverbs and adverbial phrases to locate particular events: *down a long crevasse* (p.4), *by a rope* (p.10), *carefully* (p.18), *away from the crevasse* (p.20)
- Use of past tense action verbs to indicate the actions: *polished* (p.6), *held* (p.6), *dropped* (p.6), *listened* (p.6), *walked* (p.11), *pulled* (p.14)
- Use of saying and thinking verbs: *warned* (p.5), *wonder* (p.6), *shouted* (p.13), *yelled* (p.15)

### Fluency / Punctuation Patterns

Adverbs, adverbial phrases and clauses add meaning to the verbs in a sentence: *They also had crampons on their boots to help them grip the snow as they walked.* (p.11) *Then, she pulled her foot back and began to cut away at the ice with her ice axe.* (p.12)

Find other examples in the text. Demonstrate how to read these and model correct fluency and phrasing.

These punctuation patterns occur in the text:

- Exclamation marks express feelings and emotion in a sentence: *"Travis, don't lean over so far!" Dad warned.* (p.5) *"Whoa!" she shouted ...* (p.13)
- Apostrophes are used to indicate omitted letters in a contraction: *don't* (p.5), *let's* (p.9), *I've* (p.15), *That's* (p.24)

- An apostrophe is used to indicate possession: *Mum's foot* (p.14)
- Commas separate phrases and clauses from the remainder of the sentence: *Near the top, it was blue.* (p.6)
- A comma, question mark or exclamation finishes each section of direct speech, and is placed before the closing speech marks: *"Seven seconds," Travis said.* (p.8)

### Critical Literacy

Do you think there is a message in this text? What might the author be saying?

If the author had written a recount of this incident instead of a narrative, how would the sentences change?

### Linking Visual and Written

How does the illustration on pages 6-7 convey the impression of the depth of the glacier? Discuss how the illustrator has used colour and perspective to create an atmosphere on these pages and throughout the book.

Look at pages 10-11 and discuss the equipment the family has with them.

Describe the expression on Travis's face on page 19. How do you think he is feeling?

Look at the illustration on page 23. How do you think the family feels about their experience?

## After Reading

Discuss safety issues in snow environments.

Create a list of points people should consider before going onto the ice and snow. (e.g. How many people are in your group? What time do you expect to return? Who should know this information?)

### Activities

Students will:

- make decisions about what the author said and what the author meant
- select the correct word to complete sentences
- write words from the text to match meanings
- write orientations for a narrative text.

Comprehension (meaning)    Vocabulary (structure)    Phonics (visual)    Writing (structure)

