

# In a Cold, Cold Place



alphakids

Written by Marilyn Woolley

Published edition  
© Eleanor Curtain  
Publishing 2004

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by  
Eleanor Curtain Publishing  
Text: Elizabeth Golding  
Consultant: Susan Hill  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3371 5

1 2 3 4 5 6 7 8 9  
04 05 06

## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The sentence form: 'In the cold, cold place I saw ...'
- New words are repeated to enable practice: 'In the cold, cold place I saw snow – cold, white snow'.

## Vocabulary

cold, iceberg, icicles, penguins, place, seal, snow, whale, white

## Setting the context

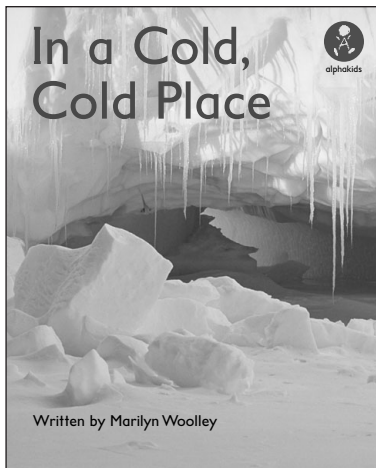
Ask the children to imagine what it might be like to be in a cold, cold place.

*What might we see in such a place? What would it be like?*

## Introducing the book

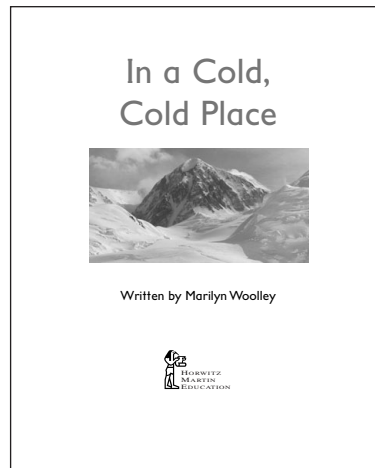
*This book is about a girl's journey to a cold, cold place. Where do you think this cold, cold place is?*

Turn through the book, ensuring the children can identify each of the things the girl sees.



## Front cover

Show the children the front cover of the book. Discuss the different features of this place; for example, icicles, ice. Point out the author's name.



## Title page

Ask the children to read the title. Now discuss the picture.

*What can you see here?*



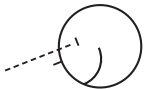
### **Talkthrough**

*What is the girl wearing to keep warm?*

*Look closely at the picture of the ship.*

*Tell me about the ship. Would the ship need any special features in order to travel in such a cold place?*

Point to the comma. Ask the children to tell you what it means.



### **Observe and support**

Do the children understand the function of a comma?

*What is a comma used for?*

I went on a ship  
to a cold, cold place.



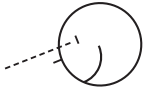


### **Talkthrough**

*What can the girl see in the cold, cold place? Look carefully at the picture. The water is very clear. What can you see under the water?*

Point out the dash to the children.

*Why did the author put the dash here? What does it do? It connects two parts of a sentence. The words after the dash provide extra details about the iceberg.*



### **Observe and support**

Can the children explain what a dash in the text means?

*What does the dash mean?*

In the cold,  
cold place,  
I saw an iceberg –  
a big, white iceberg.



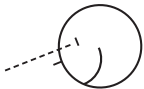


## Talkthrough

*Here is another part of the cold, cold place. What can the girl see here? How would you describe this place?*

*On each page, the author uses adjectives to describe what the girl saw; for example, cold, white snow.*

Tell the children that these words describe or provide extra information about something. Ask them to look for these describing words on each page.



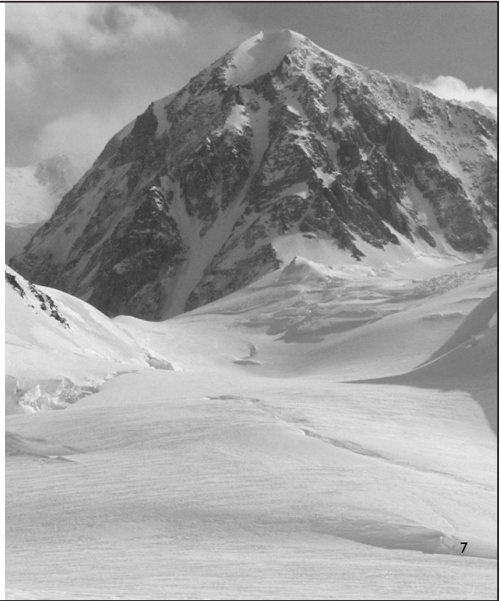
## Observe and support

Do the children understand the literal meaning of the text?

*What can the girl see in this cold, cold place?*



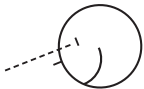
In the cold,  
cold place,  
I saw snow –  
cold, white snow.





### **Talkthrough**

*Now we can see some very thin icicles. How do you think they are formed? Would they just keep growing or would they snap off? What would happen when the sun shines on them?*



### **Observe and support**

Can the children identify the words that describe the icicles?

*What words does the author use to describe the icicles?*

In the cold,  
cold place,  
I saw icicles –  
long, thin icicles.

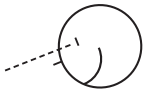




### **Talkthrough**

*What can you see here? Yes, lots and lots of penguins. What are the penguins doing?*

Encourage the children to use adjectives when talking about this picture.



### **Observe and support**

*Can the children read the text fluently?*

*Can you read this smoothly?*

Assist the children by modelling fluent reading for them if necessary.

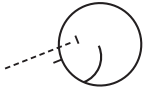
In the cold,  
cold place,  
I saw penguins –  
lots and lots  
of penguins.





### **Talkthrough**

*Next the girl saw a whale. Tell me some words you could use to describe a whale.*



### **Observe and support**

Observe the children as they read. Are the children able to infer meaning from the book?  
*What are all the people in the boats doing?*

In the cold,  
cold place,  
I saw a whale –  
a big, big whale.



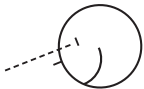


## Talkthrough

*What do you see in the picture?*

*How cold do you think it would be in the water?*

*How would the seal keep warm?*



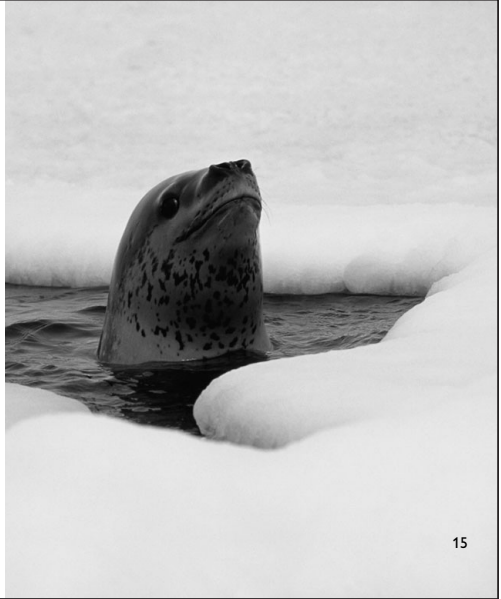
## Observe and support

Can the children identify high-frequency words in the text?

*Can you show me the word 'big'? How can you check if you are right?*



In the cold,  
cold place,  
I saw a seal –  
a cold, wet seal.





## Talkthrough

*How do you think the girl felt about the cold, cold place?*

*Would you like to go there?*

*What would you like to see most? Why?*



I liked the cold,  
cold place.

16



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*How did the girl get to the cold, cold place?*

*What did the girl see in the cold, cold place?*

*Why did the girl like the cold, cold place?*

*Would you like to go to this cold, cold place? Why or why not?*

## Being a code breaker

Explore the following language features:

- Words that rhyme with ‘cold’: bold, fold, hold, sold, told.
- Words that rhyme with ‘place’: face, mace, pace, space, trace.

## Being a text user

Refer to the text when discussing these questions:

*What did this book teach you about animals that live in cold places?*

*Is this book true?*

*How could we check this?*

## Being a text critic

*What did the author need to know to write this book?*

*How would she have learned this?*

## Responding to text



Ask the children to retell the story to a friend, making sure they include each of the things they saw in the cold, cold place. The children can work individually or in pairs to create a story map of *In a Cold, Cold Place*. They will need a large sheet of paper, felt tip pens, pencils and a copy of the book.



Provide the children with a range of pictures. Model how you could describe one of the pictures; for example, I saw a dog – a big, hairy dog. Ask the children to select a picture and write a description. These pictures and their descriptions could be collated to make a class book.



Working in pairs, ask the children to write a list of words that rhyme with words used in the book: cold, place, snow.

## Writing

Adjectives are describing words. Select a page from the book and highlight the adjectives. Make a list of more words to describe cold.

## Assessment

---

Can the children:

- explain what a dash in the text means?
- use describing words to describe what things are like?



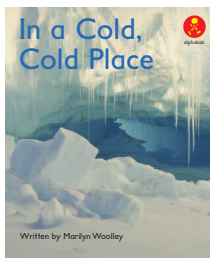
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Antarctica

**Curriculum link:** Science

**Text type:** Recount

**Reading level:** 4

**Word count:** 90

**High-frequency words:** a, an, and, big, I, in, liked, of, on, saw, the, to, went

**Vocabulary:** cold, iceberg, icicles, penguins, place, seal, snow, whale, white

### Possible literacy focus

Using punctuation: capital letters, full stops, commas and dashes.

Using adjectives to describe things: big, cold, long, lots and lots, thin, wet, white.

### Summary

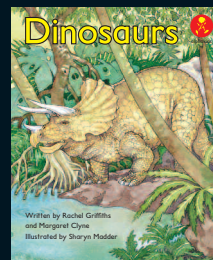
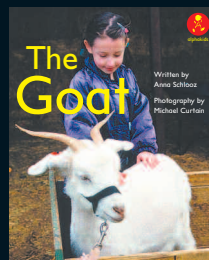
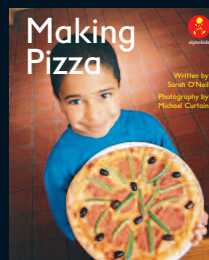
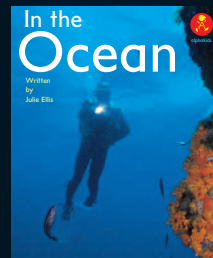
This book recounts a girl's trip to Antarctica. It shows many features of this cold environment, such as icebergs and icicles. It also shows animals that live in this cold, cold place!

ISBN 0-7253-3371-5



9 780725 333713

Other books at this level



alphakids