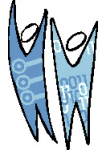


Name: Secondary Example

Chapter or Book title: Exploring Antarctic Ice



Reciprocal Teaching Worksheet



<http://www.itrc.ucf.edu/forpd/>

Prediction: Before you begin to read the selection, look at the title or cover, scan the pages to read the major headings, and look at any illustrations. Write down your prediction(s).	
Prediction: I think the article will be about the author's experience with an Antarctic expedition.	Support: Looking at the pictures in the text. Knowing that the author is talking about her own experience.
Main Ideas: As you finish reading each paragraph or key section of text, identify the main idea of that paragraph or section.	Questions: For each main idea listed, write down at least one question for each main idea.
Main Idea 1: There have been very few expeditions to study Antarctic because of the danger.	Question 1: Do you think the benefits of expeditions like this one outweigh the risks? Explain your answer. Question 2: Would you like to participate in an expedition like this one? Why or why not?
Main Idea 2: Research has shown that the ice is vital for life throughout the southern oceans.	Question 3: What have previous expeditions learned about the Antarctic ecosystem? Question 4: Describe the relationship among the whales, penguins, krill, algae, and winter sea ice.
Summarize: Write a brief summary. Exploring the Antarctic is very dangerous. The ice can lock a ship in place for months at a time. Researchers can freeze to death in a matter of minutes if they fall through the ice. The author describes one of her expeditions aboard the Nathaniel B. Palmer. She and the scientists onboard are collecting ice samples to study questions that still remain unanswered. How thick is the ice? What kinds of crystals are present? How does life survive in the ice?	
Clarify: Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding.	
Word or Phrase: 1. ephemeral 2. I didn't understand the reference to the Julian day 220. 3. glaciologist	Clarify: 1. I used the pronunciation guide at the bottom of the page. 2. There was a footnote at the bottom of the page where I found out that the Julian calendar numbers the days of the year. 3. I used the context of the sentence and my understanding of word parts. A glaciologist is a scientist who studies glaciers. I know that -ologist means a person. I understand from the context that the text is about glaciers