SUMMARY Luca and Serena Cullen are a brother-and-sister adventure team who decide to do something no other brother and sister have done before: They want to trek across the Arctic to the North Pole in the deadly dark of winter. A sequence of events leads them to take their dangerous expedition to a remote part of the world.

LESSON VOCABULARY
- efficient
- lumbered
- obstacle
- renowned
- rigorous
- unstable

INTRODUCE THE BOOK

INTRODUCE THE TITLE AND AUTHOR Discuss with students the title and author of Journey Across the Arctic. Ask if students have traveled or taken part in sports in very cold weather. Ask what they remember about the weather. Explain that in this story, Luca and Serena have to contend with extreme weather.

BUILD BACKGROUND Display a map of Earth that shows the Arctic region. Ask students what they know about the North Pole. Explain that Luca and Serena’s home was in Northern Europe, and locate Europe on the map. Point out Siberia, the Arctic Ocean, and frozen land between it and the North Pole.

PREVIEW/USE ILLUSTRATIONS Tell students that the genre of this book is fiction. Have students look through the illustrations. Discuss with students what they can tell about the boy and girl in the pictures and what they might be doing.

READ THE BOOK

SET PURPOSE Based on the genre and title of the book, have students tell why they would like to read Journey Across the Arctic. Remind them that they may have more than one reason for wanting to read a book.

STRATEGY SUPPORT: VISUALIZE Tell students that visualizing is forming pictures in your mind about what is happening in the story. Explain to students that good readers visualize to make sense of the story or to enjoy it by placing themselves in the story. Tell students that as they read they will need to modify their original picture as they learn more information.

VISUALIZE Have students use a story sequence chart (see page 138) for Journey Across the Arctic. To check their understanding, have pairs of students exchange charts when they have finished reading.

COMPREHENSION QUESTIONS

PAGE 6 What are three things Luca would be responsible for in planning their future missions? (raising money, determining supplies, arranging rescue squads, understanding a GPS)

PAGE 9 What does it mean when Luca smiles and thinks that “his fate was sealed”? (that he would indeed be taking a new adventure with Serena)

PAGE 12 Why was it impossible for Luca and Serena to hike or ski straight up to the North Pole? (The Arctic Ocean sometimes freezes all the way to shore, but other times it is unstable ice and open water.)

PAGE 14 Why were two things Luca was worried about when a severe storm hit? (that their food supplies wouldn’t last, and that spring would dawn before they reached the North Pole)

PAGE 16 Why hadn’t Serena told Luca that her ankle might be sprained? (She was afraid that Luca would cancel the trip because she was in so much pain.)
REVISIT THE BOOK

READER RESPONSE
1. Possible responses: chased away polar bear, had to cross icy water, storm hit, Serena sprained her ankle.
2. Responses will vary but should include details of page 12.
3. Stable must mean safe, solid, or secure; unstable means dangerous.
4. Possible response: I think there was just a little bit of light coming up in the sky, and it let them see all of the Arctic ice and snow they had crossed.

EXTEND UNDERSTANDING Point out to students that sometimes readers need to do a little research to make sense of what they will be reading. In Journey Across the Arctic, Luca and Serena must reach the North Pole before spring dawns. In other words, they must reach it before the months of total darkness end. This concept is challenging. Before students begin to read the book, direct them to the diagram on page 20 and its explanation of “Polar Night.”

RESPONSE OPTIONS

WRITING Have students work in pairs to write about the next adventure Serena and Luca might take. Tell students to write the events they might encounter in sequence, so that there is a time order to what could happen.

Skill Work

TEACH/REVIEW VOCABULARY
Write a matching activity on the board with the vocabulary words in one column and definitions in another column. Direct students to the locations of the words in the book—efficient, page 4; lumbered, page 10; obstacle, page 5; renowned, page 3; rigorous, page 6; unstable, page 12. Then have them try to match each word to its correct definition using context clues.

TARGET SKILL AND STRATEGY

SEQUENCE OF EVENTS Review with students that sequence is the order in which events occur. Remind them that, in a story, events are sometimes told out of their proper sequence. Sometimes the sequence of events may be interrupted to tell about events that happened earlier. Tell students to stop and reread parts of the story if they are not sure they are following the sequence of events correctly.

VISUALIZE After reading, encourage students to use their own experiences and knowledge to visualize the Arctic. Ask: Which details from the story helped you picture the Arctic? What knowledge or personal experiences helped you form your picture?

ADDITIONAL SKILL INSTRUCTION

SETTING Review with students that setting is the time and place in which events occur in a story. Have students point out the two main settings for this book—Serena and Luca’s home and the Arctic itself. Invite students to guess when this story might have taken place. Tell them to look for clues to the time and place of the action in the story as they read.
Sequence of Events

- **Sequence** is the order in which things happen in a story.

**Directions** Read the following passage. Then list the sequence of events that will lead to Serena and Luca’s adventure across the Arctic in winter.

Ever since they were children, Serena and Luca dreamed of adventures. Together they hiked on snowshoes through the Alps; they skied along trails and to and from school.

When they were older, the siblings’ first real expedition was a trek across the frozen ice fields of Patagonia in South America. For several years after that, the two traveled around the world to places few people had ever seen before.

One day, back at home, Serena was reading the newspaper when a headline caught her attention. The story told about two brothers who were planning to be the first sibling team to travel across the Arctic in winter. “But they are just planning,” Serena said. “That means we could get there first!”

Luca knew his sister would pester him until he gave in to her dream. When she pointed out that she and Luca would be the first siblings to have a *woman* involved, he knew his fate was sealed. That night they began planning their most dangerous adventure yet.

**First,**

**Next,**

**After that,**

**Then,**

**Finally,**
Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line.

Check the Words You Know

<table>
<thead>
<tr>
<th>efficient</th>
<th>renowned</th>
<th>obstacle</th>
</tr>
</thead>
<tbody>
<tr>
<td>lumbered</td>
<td>rigorous</td>
<td>unstable</td>
</tr>
</tbody>
</table>

1. ____________ it prevents or stops something
2. ____________ shaky; unsteady
3. ____________ capable; competent
4. ____________ famous; well-known
5. ____________ moved along heavily and noisily
6. ____________ severe; harsh

Directions Write a news article about Serena and Luca’s trek across the Arctic in winter. Use as many of the vocabulary words as you can.