

# 5 day LESSON PLAN

DAY	ANCHOR CHART + DISCUSSION	ACTIVITIES	WRAP-UP & EXTENSION IDEAS
1	Arctic like that animals there?	-Intro live in Write room acti (Page) -Pick to or boal the	*St for Arctic Anim for the n using use v
2	by eggs -vs- live babies have feathers -vs- I have fur.	-Using the Room cards, a to vote Arctic ani they learn more i Review voting results. The decipher the 4 top voted	Die Zoo for Kids: h
3	Where do these animals live? Land, Air,	Pick 2 of the 4 TOP a discuss today. Using th resources you have g show students inform about these two anim have them fill out a k char	National Geographic for Kids: <a href="http://kids.nationalgeographic.com/anim">http://kids.nationalgeographic.com/anim</a>
4	What helps use anim	You'l is the oth anim zy. Using reco you ha m show about two ani have fill out a k char each anim	Wild Kratts on PBS: <a href="http://pbskids.org/creaturespedia/">http://pbskids.org/creaturespedia/</a> (Video about the Walrus.)
5	Discussion: What things are important to include in your diorama?	Students build their DIORAMA	ESpecies Fact Sheets: <a href="http://www.kidsplanet.org/factsheets/map.html">http://www.kidsplanet.org/factsheets/map.html</a>

## Great Videos About the Arctic for Kids

\*Streamed through Safeshare. Click on the picture to head to the webpage OR copy and paste these links into your browser.



<https://safeshare.tv/x/ss5a528047e3ee1>



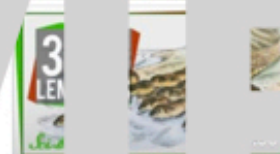
<https://safeshare.tv/x/ss5a528047e3ee1>



<https://safeshare.tv/x/ss5a5281300eae>



<https://safeshare.tv/x/ss5a52821a2f0f8>



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# DAY 1 INSTRUCTIONS

What is the Arctic like?

THE ARCTIC

\*student responses\*



at animals  
in the Arctic

\*student responses\*

## ANCHOR CHART SET-UP

Write the two questions shown on the example anchor chart. Copy the picture on page 6 to the anchor chart if you would like. Students will see what they see in the Arctic. The response to the anchor chart.

Next, ask students what animals they think live in the Arctic. List their responses on the board. \*Throughout the week, come back to this anchor chart with students to add new animals to the list. Students will visually see what they see in the Arctic.

How do we use the

Print off the cards on pages 7-9 and hang them in the room. Print off the recording sheet for each student. Students will walk around the room and find the cards. Once they have found a card, students will write the name of the animal on the card in any order. \*Before (or After) class, write the names of these Arctic animals to students.



## Build A HABITAT

Arctic Animal Project



Dear Family,  
We are studying Arctic animals and their habitats. After learning about these animals, each student will build a habitat for an arctic animal. In order to do this, we need your help.

We are looking for small box donations. This can be an old cereal box, a shoe box, or a small cardboard box. If you have a box, this is appreciated. Please donate a box (or more) to us by:

## HABITAT

Project  
animals and their habitats. After learning about these animals, each student will build a habitat for an arctic animal. In order to do this, we need your help.

ARCTIC ANIMALS

ARCTIC ANIMALS Write the Room

		Arctic wolf
		Arctic hare
		Arctic fox
		Arctic sheep
		Arctic seal
		Arctic walrus
		Arctic bear
		Arctic moose
		Arctic reindeer
		Arctic crabbeater seal
		Arctic polar bear
		Arctic walrus

\*Make copies of the parent letter (pages 13-14) you want to use and sent them home on the first day.

# DAY 2 INSTRUCTIONS

I lay eggs.	I have live babies.
*animal cards*	*animal cards*
I have feathers.	I have fur.
*animal cards*	*animal cards*

**ANCHOR CHART SET-UP**

Make TWO copies of the animal cards. Print page 18. Split the anchor chart in fours and write the first two columns (eggs vs babies, feathers vs fur) first. Give students half a page (6 & 7) and have students help sort the animal cards and paste in the correct column. Next, write the next two columns (feathers vs fur) and have the students sort the animal cards again.

**STUDENT VOTING CARDS**

Print the voting cards on page 18. Make sure you make enough so that each child has one. Using the voting cards, students will write the name of one Arctic animal and place it in a basket, bag, bin, or box for you to count with the class. After voting, count the votes with students. TIP: Making tallies on the board is a great way to keep track of which animals got the most votes. Narrow down the top 4 animals to study at a deeper level.

**ANCHOR CHART SET-UP**

**VOTING CARDS**

MY ARCTIC ANIMAL VOTE: MY ARCTIC ANIMAL VOTE:

MY ARCTIC ANIMAL VOTE: MY ARCTIC ANIMAL VOTE:

MY ARCTIC ANIMAL VOTE: MY ARCTIC ANIMAL VOTE:

MY ARCTIC ANIMAL VOTE: MY ARCTIC ANIMAL VOTE:

Labels on cards: Arctic fox, penguin, goose, husky.

# DAY 3 INSTRUCTIONS

## AIR & LAND

\*animal cards\*

## LAND & WATER

card

## LAND

\*animal cards\*

## WATER

\*animal cards\*

## ANCHOR CHART SET-UP

Make ONE copy of the animal cards for each group of 10 & 7. Sort the cards into four categories (air, land, water, and unknown) and write the animal's name on a card using a marker. Using the animal cards, have students help you sort the animals and paste them in the row.

## EXAMPLE

## FOUR ANIMALS TO FOCUS ON

Pick two of the 4 animals students voted for to focus on today. Print the bubble maps for those animals. Make a copy for each student. Using the websites I provided, other books, and videos, research these two animals with students. While learning about these animals, assist students in writing and drawing information on their bubble maps.

## REINDEER -BUBBLE MAP-

Name \_\_\_\_\_

## SNOWY GOOSE -BUBBLE MAP-

Name \_\_\_\_\_

## ERMINE

Name \_\_\_\_\_

## SNOWY OWL

Name \_\_\_\_\_

## WATER BUBBLE MAP

Name \_\_\_\_\_

# DAY 4 INSTRUCTIONS

What helps these animals survive in the Arctic's weather?

## ANCHOR CHART SET-UP

Write the question shown on your anchor chart. Discuss and answer the question throughout the week. Play the games about this subject on page 4. Write down student answers on the anchor chart. If students have more questions, write them down too. This would be a great activity to research as a group.

## ANCHOR CHART EXAMPLE

Today the class will focus on the other 2 of the 4 animals students voted for. Use the materials I provided, books, and videos to research these animals with students. Write down information on their bubble charts.

**Have students pick ONE animal out of the four for their diorama.**

An easy way to prep for the last day is to have the four animals on the board. Students will write their name under the animal they choose. This will help you know the number of copies of each diorama piece (pages 42-78) to print.

\*If time, you might have students prepare their diorama (cut, tape, and/or paint). See pictures on pages 40-41.

**PREP FOR THE FINAL DAY based on the size of boxes students are using:**  
**MEDIUM BOXES-** Print and copy the larger pieces on pages 42-60.  
**SMALL BOXES-** Print and copy the smaller pieces on pages 61-78.



# DAY 5 INSTRUCTIONS

What things are important to include in your diorama?

## ANCHOR CHART SET-UP

Write the question shown on your anchor chart. How do you know you have learned throughout the week? What are the specific habitats about the specific habitats? Do they live in the tundra? Perched? In the icy water? What do these animals eat? What do they have?

ANCHOR CHART EXAMPLE

## DESIGNING AN ANCHOR CHART

Using the pictures of the following design ideas, students can design their own anchor chart. CHALLENGE students to add things to the diorama as needed. Ideas: A pop-up or drawing of nature items, etc.

MEDIUM BOXES- Print and copy the  
SMALL BOXES- Print and copy the

