CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON # A-8 (2 of 2)

UNIT TITLE: The Arctic and Antarctic

Created By: Kelly Colwell - Summer 2003

GRADE: 2nd
Day 5

Clinical Teaching Lesson Plan

Grade 2  Subject: Social Studies  Standards LA 1, SCI 4, Music 4

Lesson Title: Snowy Owl

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Objective: The students will identify distinguishing characteristics of Snowy owls, such as habitat, color, and body structure from information given from literature.

Set: Today boys and girls we are going to learn about the Snowy owl. These are special owls that live in the Arctic. They live in the snow, not trees. The Snowy owl is one of the biggest birds on Earth.

Background/Input: This lesson is to familiarize the students with Snowy owls and build an interest with fiction and non-fiction stories.

Procedure/Application:

*Teacher teaches (visual/auditory): Teacher displays pictures of Snowy owls and reads information about The Snowy owl. The teacher writes distinguishing characteristics and introduces vocabulary.

*Students teach the teacher (oral/psychomotor/kinesthetic): Students will develop a list of Snowy owl characteristics.

*Guided Practice: Teacher and students will recite the owl chant.

*Activities: Students will appropriately color the owl picture.

*Independent Practice: Students will write in journals about what it would be like if they were Snowy Owls and color owl picture.

*Assessment/Criterion: Students will be assessed on writing owl characteristics, colored picture and participation in the owl chant. Writing and picture will be added to portfolio.

Student Teacher: [Signature]  Date: 7/7/03

Master Teacher: [Signature]  Date: 7/7/03
Day 6  

**Clinical Teaching Lesson Plan**

*New or Reteach*

**Grade 2  
Subject: Social Studies  
Standards LA 1,2,7, SS 3,Art 2**

**Lesson Title:** Arctic People

**Teacher Materials**  
*Video, Eskimo People*  
*Eskimo Realia*  
*Peoples of the Arctic*

**Vocabulary**  
Eskimo  
Umiak  
Parka  
Inuit  
Igloo

**Student Materials**  
Arctic page handout  
Arctic People paper doll  
Did You Know? Worksheet

**Objective:** The students will identify distinguishing characteristics of people who live in the Arctic.

**Set:** Today boys and girls we are going to learn about the people who live around the Arctic. We are going to have a visitor who lived in the Arctic when she was little girl. We are going to watch videos and hold real Eskimo artifacts.

**Background/Input:** Arctic people have developed a specialized way of living that is well suited for their habitat. Today we are going to learn about them and how they live.

**Procedure/Application:**  
*Teacher teaches, (visual/auditory).* The teacher will read the book called Peoples of the Arctic, then give the students a show-and-tell of arctic realia such as Eskimo toys, an umiak and basket. The students will watch a ten-minute video clip highlighting the way that Arctic people live.

*Students teach the teacher, (oral/psychomotor/kinesthetic).* Students will communicate and brainstorm ideas of what it would be like if they were born in the Arctic, live in an igloo and go to school in the Arctic.

*Guided Practice:* The teacher will guide the students through “The Arctic Has The Arctic Is” worksheet. Then the teacher will give instructions for cutting out the paper doll and display a model of the expected outcome.

*Activities:* Students will cut out and color the Arctic people paper doll.

*Independent Practice:* Students will fill out “The Arctic Did You Know?” worksheet.

*Assessment/Criterion:* Students will be assessed on student participation, and two worksheets that will be added to their portfolio.

**Student Teacher**  
N. Colwell  
**Date** 7/10/03

**Master Teacher**  
S. Levy  
**Date** 7/10/03
©abcteach

The Arctic is...

Arctic

Make as many copies as you want. Fill in the Igloos with facts or words that describe the Arctic. For example: The Arctic is known for its Harp Seals. Or, The Arctic has igloos.

The Arctic is...

The Arctic has...
Write facts about the Arctic in the Did you know cards below. Post them on a bulletin board or make as many as you want and make a mini-book on the Arctic.
The Arctic Polar Region

The most interesting thing I have learned is ____________________________

I was surprised to learn that ____________________________
Clinical Teaching Lesson Plan

Grade 2  Subject: Social Studies  Standards LA 1,4, SS 3
Lesson Title: Antarctica

Teacher Materials
Antarctic Video
Antarctica Book

Vocabulary
Continent
Glacier

Student Materials
Antarctica Web page
pencil/crayons

Objective: The students will complete a web of Antarctic facts.

Set: Today boys and girls we are going to learn about Antarctica, the coldest continent on the planet. Nobody lives there but scientists visit to study the animals and ice.

Background/Input: There are seven continents on the Earth. Antarctica is the coldest one and is home to the biggest glacier in the world, (320 miles long). Antarctica is at the bottom of the world, only a few, very special animals live there.

Procedure/Application:

*Teacher teaches, (visual/auditory): The teacher will read the book called Antarctica and show the video. Teacher will refer to Antarctic area on a map.

*Students teach the teacher, (oral/psychomotor/kinesesthetic): Students will brainstorm newly learned facts about Antarctica and help the teacher fill out a fact web on the board.

*Guided Practice: The teacher will hand out Antarctica webs and guide the students in filling out their webs.

*Activities: The students will color and add pictures to their webs.

*Independent Practice: The students will write in their journals on the topic, “If I were a scientist in Antarctica I would study...”

*Assessment/Criterion: Students will be assessed on student participation, journal writing and Antarctica web which will be added to their portfolio.

Student Teacher:       Date: 7/6/03

Master Teacher:       Date: 7/10/03
Day 8  Clinical Teaching Lesson Plan

Grade 2  Subject: Social Studies  Standards LA 1,5, Sci 4, Tech
Lesson Title: Penguins

Teacher Materials
Animals of the Antarctic
Video Emperor Penguins

Vocabulary
penguin  Emperor
Adelie  krill

Student Materials
penguin coloring page
book report

Objective: The students will complete a book report and color a penguin page.

Set: Today boys and girls we are going to learn about a funny little bird that doesn't fly but swims in the icy waters of Antarctica.

Background/Input: We don't have native penguins in Fresno, but Antarctica does. Has anyone gone to a zoo or aquarium and seen a penguin? With the help of the Internet we will be able to watch live penguins at the Monterey Bay Aquarium.

Procedure/Application:

*Teacher teaches. (visual/auditory): The teacher will read the book called Animals of the Antarctic and show the video. Teacher will write penguin characteristics on the board and display penguin pictures.

*Students teach the teacher. (oral/psychomotor/kinesthetic) Students will share with each other what they think it would be like to be a penguin in Antarctica, how they would walk, and what they would eat.

*Guided Practice: Students color and write about penguins using ideas from video and books.

*Activities: The students will access the Monterey Bay Aquarium penguin camera and watch penguins.

*Independent Practice: The students will read Tacky the Penguin and fill out a book report form.

*Assessment/Criterion: Students will be assessed on student participation, penguin color page and book report will be added to portfolio.

Student Teacher

Master Teacher

Date 7/18/03
Date 7/19/03
NAME

BOOK REPORT

Title of the
Book__________________________________Author__________________________

The book was about

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

I liked the book because

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Day 10  
Clinical Teaching Lesson Plan  
New or Reteach

Grade 2  Subject: Social Studies  Standards LA 1, Sci 4,  
Lesson Title: Seals

Teacher Materials  
Big Book on Weddell Seals  
Harp Seals

Vocabulary  
seal  
pup

Student Materials  
seal coloring page

Objective: The students will write about seal characteristics and their habitats.

Set: Today boys and girls we are going to learn about seals. Has any one seen a seal before?

Background/Input: Seals that live in Antarctica can weigh as much as a polar bear. They can be as tall as a polar bear too. Females are the biggest. One of the differences between seals and sea lions is that seals have no visible external ears.

Procedure/Application:

*Teacher teaches (visual/auditory): The teacher will read the books on seals and have pictures of seals that live in the Antarctic.
*Students teach the teacher, (oral/psychomotor/kinaesthetic): Students will share with each other what they think it would be like to be a seal in Antarctica.
*Guided Practice: The teacher will write seal characteristics on the board as the students give them.
*Activities: The students will write about seals from Antarctica.
*Independent Practice: The students will color an Antarctic seal page.
*Assessment/Criterion: Students will be assessed on student participation and a seal color page will be added to portfolio.

Student Teacher  
Date 7/6/03

Master Teacher  
Date 7/10/03
Day 10  
Clinical Teaching Lesson Plan
New or Reteach

Grade 2  Subject: Social Studies  Standards LA 1, Sci 4, Math 2, Art 2
Lesson Title: Whales

Teacher Materials  Vocabulary  Student Materials
Big Book on Whales  Whale  Whale Origami page/paper
Origami Whale Model  baleen  Whale body worksheet
plankton

Objective: The students will identify whale body parts and other whale characteristics.

Set: Today boys and girls we are going to learn about the biggest animal in the ocean. Whales are mammals just like us. They live in oceans all over the world.

Background/Input: We are going to learn about some special whales that live in the icy waters of the Antarctic. The blue whale is the biggest animal on the planet.

Procedure/Application:

*Teacher teaches, (visual/auditory): The teacher will read the Big Book on Whales, and have other whale pictures for the students to see.
*Students teach the teacher, (oral/psychomotor/kinesthetic) Students will share with each other what they think it would be like to be a whale in Antarctica.
*Guided Practice: The teacher will guide students through the steps of making an origami whale and have a model for students to look at.
*Activities: The students will make an origami whale and complete a “Whales Body Worksheet”
*Independent Practice: The students will color a whale page.
*Assessment/Criterion: Students will be assessed on student participation and a whale color page and body worksheet will be added to portfolio.

Student Teacher  Holly Calwell  Date  7/9/03
Master Teacher  Ross Obama  Date  7/9/03
Something Magical!

Grandmother told Lilly that people used to say that whales were magical. It would be magical if you could make a whale out of a piece of paper. Follow the directions below to make a magical whale.

1. Cut out diamond. Fold along dotted lines.
2. Fold in half.
3. Fold tail. Cut the tail a little.
4. Draw a whale face on the whale.
The blue whale is the biggest animal on earth. He is even bigger than the biggest dinosaur! Even a baby blue whale is huge. He is 23 feet (7 m) long when he is born! He eats 300 pounds (136 kg) of his mother’s milk a day! The blue whale is huge but harmless. This biggest animal on earth eats tiny creatures in the sea!
A Whale’s Body

Color the picture of a whale’s body. Fill in the missing words. Use the words from the word box.

- blow hole
- stomach
- head
- eye
- tail
- flipper
Grade 2   Subject: Social Studies   Standards LA 1,
Lesson Title: What We've Learned

Teacher Materials: Finished Bulletin Board
Vocabulary: Review
Student Materials: Venn Diagram, Similes Page

Objective: The students will compare and contrast Arctic/Antarctic regions and complete an Arctic/Antarctic portfolio.

Set: Today boys and girls we are going to learn about the similarities and differences of the Arctic and Antarctic regions.

Background/Input: Through this unit we have learned about the Arctic, Arctic animals, Arctic people, Antarctica, Antarctic animals, and scientists that study this continent. We have developed a bulletin board and put together our own portfolios.

Procedure/Application:
*Teacher teaches (visual/auditory): The teacher will review materials, realia, pictures, and books about the Arctic and Antarctica.
*Students teach the teacher (oral/psychomotor/kinesthetic): Students will share their favorite parts of the unit using their portfolios and art projects.
*Guided Practice: The teacher will guide students through the steps of filling out a Venn diagram by doing an example of one similarity and one difference on the board.
*Activities: The students will complete their own Venn diagram comparing the two regions.
*Independent Practice: The students will have a Arctic/Antarctic simile page for homework.
*Assessment/Criterion: Students will be assessed on student participation and add the Venn diagram to complete a portfolio.

Student Teacher: [Signature]
Date: 7/10/03

Master Teacher: [Signature]
Date: 7/10/03
* land covered with ice
* Polar bears
* Eskimos
* thick snow

* ocean covered with ice
* Blue whales
* wolves
* penguins

* freezing cold
* Snowy owls
* harsh winds
* seals

Arctic

Both

Antarctica
Similes

A simile is a phrase used in writing that compares two things using words like or as. Write some similes that relate to penguins or Antarctica.

For Example: The snow was as white as a ball of cotton. The ice was like a slippery slide.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

On the back of this page, draw a picture of one of your similes.
ACTIVITIES

Arctic/Antarctic Mapping
This activity will familiarize the students with the locations of the Arctic and Antarctic. The hands-on fun geography activities will encourage learning. They will demonstrate this knowledge by labeling the Arctic Circle and Antarctica on their maps.

Arctic Web
Students will be given information about the Arctic through pictures and nonfiction reading materials. They will summarize this information by using this activity to demonstrate knowledge of Arctic facts. They will label their webs as a way of documenting and organizing information.

Iceberg Experiment
Students will cool off and have fun learning about icebergs and the different stages of matter with this experiment. They will discover that an iceberg will float on top of the water and connect this to the Arctic and Antarctic.

Polar Animals Book
Students will be learning about six animals from the Arctic and Antarctica. They will be coloring pictures and writing about the distinguishing characteristics of these cold weather climate animals. When the six lessons are over the students will put their work together to have a mini book about polar animals.

Wolf Origami
This will be an art project where students will learn about angles and have fun creating their own wolves from paper. The students will connect string and hang wolves around the classroom.

Eskimo Parka Doll
After a presentation on Arctic People and how they have adjusted to living in a very cold climate and a visit from an Inupiat lady who now lives in Fresno, the students will cut, construct, and color a doll demonstrating the layers of clothes that protects them from very harsh weather.

Marshmallow Igloo
This will be an art project that will explore a different media as well as a tradition and style that Arctic People experience. The students will be given information about igloos through pictures, books and real life experience.

Antarctica Web
Students will be given information about Antarctica through pictures and nonfiction reading materials. They will summarize this information by using this
activity to demonstrate knowledge of Antarctica facts. They will label their webs as a way of documenting and organizing information.

Internet Exploration
The students will be exposed to technology by using computers and the World Wide Web. Students will be connecting information about penguins learned from books and pictures to a live camera feed from the Monterey Bay Aquarium penguin exhibit.

Whale Origami
This will be an art project where students will learn about angles and have fun creating their own whales from paper. The students will connect string and hang whales around the classroom.

Guest Speaker
Students will attend a presentation from a native Alaskan, Inupiat guest speaker.

508.989 MCM

551.468 P416 p
Penny, Malcolm. The polar seas. Austin, Tex.: Raintree Steck-Vaughn, c1997. Examines the geography, plants, animals, trade, and resources of the polar seas.

577.09 S878 a
Stone, Lynn M. The Antarctic. Vero Beach, Fla.: Rourke Corporation, c1996. Explores the frozen region which is located at the bottom of the earth and which consists of the Antarctic continent, ocean, and sea islands.

598.42 D519 b

575.47 P867 s
Potter, Keith R. Seven weeks on an iceberg: starring Doodlezoo naturebuffs, King and Queen Penguin. San Francisco: Chronicle Books, c1999. Over the course of seven weeks, examines the activities of a group of penguins in Antarctica.

598.47 WEB

919.89 MAT
Mattern, Joanne. Antarctica: world's biggest glacier. New York: Rosen/PowerKids, c2002. An introduction to Antarctica, the largest glacier in the world, discussing its climate, life, and scientific value.

998.9 S849 a

Bow Wild Animals/Zoo
Press, c1990. Identifies the characteristics of birds and provides specific examples including the penguin, ostrich, peacock, and pelican.


598.441 V539 h Vernon, Adele. The hoiho, New Zealand's yellow-eyed penguin. New York : Putnam, c1991. Discusses New Zealand's forest-dwelling penguin, rarest of the world's penguins and edging closest to extinction every year.


598.47 P867 s Potter, Keith R. Seven weeks on an iceberg: starring Doodlezoo naturebuffs, King and Queen Penguin. San Francisco : Chronicle Books, c1999. Over the course of seven weeks, examines the activities of a group of penguins in Antarctica.


598.47 S341 w Schlein, Miriam. What's a penguin doing in a place like this? Brookfield, Conn. : Millbrook Press, c1997. Outlines the varied worldwide habitats, differences, and common traits of all kinds of penguins.
Arts and crafts: January / grades 1-3. Greensboro, NC: Education Center, 2000. Whale pattern, dinosaur pattern, Martin Luther King pattern, walrus pattern, penguin pattern. Snow crafts, snowmen, penguin ideas, polar bear activities, bell pattern.

372.2 MAI grades 1-3

372.5 P935 a

513.211 C525 s

590 Z65 p
Ziefert, Harriet. A polar bear can swim: what animals can and cannot do. New York: Viking, 1998. Discusses the abilities and habits of a variety of animals, including the polar bear, bat, and honeybee.

591.57 S731 ad
Sowler, Sandie. Amazing animal disguises. 1st American ed. New York: Knopf, 1992. Introduces animal disguises involving camouflage and mimicry, in such animals as the zebra, polar bear, and caterpillar.

598 C338 b
Casey, Denise. Big birds. 1st ed. New York: Cobblehill Books/Dutton, c1993. Introduces, in simple text and photographs, the characteristics, habits, and natural environment of such large birds as the brown pelican, ostrich, emperor penguin, and bald eagle.

598 F785 1
Fowler, Allan. It could still be a bird. Chicago: Childrens

Bonner, W. Nigel (William Nigel). *Whales of the world.* New York: Facts on File, c1989. Covers the basic organization of cetaceans, describes their evolution and behavioral patterns, and discusses topical issues such as the bowhead hunts in Alaska.


Palmer, Sarah, 1955-. *Polar bears.* Vero Beach, Fla.: Rourke Enterprises, c1989. Introduces the biggest, most powerful Arctic animal—the white polar bear.


Johnson, Sylvia A. *Elephant seals.* Minneapolis: Lerner Publications Co., c1989. Describes the physical characteristics, habits, and natural environment of the
elephant seals, so named because of their size and the proboscis that the males have on their noses.

599.77 PER

599.773

599.773 B274 w

599.773 D847 w
Dudley, Karen. Wolves. Austin, Tex.: Raintree Steck-Vaughn, c1997. Examines the lives of wolves as pack animals, describes their physical characteristics and habitat, and discusses the folklore surrounding them.

599.773 HAR

599.773 P524 a
Pfeffer, Wendy, 1929-. Arctic wolves. Parsippany, N.J.: Silver Press, c1997. Describes the life cycle of these hardy wolves that live in the high Arctic, where temperatures can be as low as seventy degrees below zero.

599.786 H492 p

599.786 M647 p

599.786 P295 g
Patent, Dorothy Hinshaw. Great ice bear: the polar bear and the Eskimo. New York: Morrow Junior Books, c1999. Gives information about polar bears which inhabit the Arctic regions of Russia, Norway, Canada, the United States,
Denmark, and Greenland and discusses their relationships with humans.

599.786 P295 P

599.786 PAT

599.79 STE

BGB (Science)

F756 Science

E F711 F

E F711 m

E G857 s

F698 s 2000
Hoff, Syd, 1912-. Sammy the seal. Newly ill. ed. [New York] : HarperCollins, c2000. Anxious to see what life is like outside the zoo, Sammy the seal explores the city, goes to school, and plays with the children but decides that there
really is no place like home.

E H4715 n
Heinz, Brian J., 1946-. Nanuk, lord of the ice. 1st ed. New York : Dial Books for Young Readers, c1998. As a huge polar bear hunts seals and a walrus for food to keep itself alive, it is in turn hunted by a young human.

E KEL
Kellogg, Steven. A penguin pup for Pinkerton. New York : Dial Books for Young Readers, c2001. After dreaming that he is the father of a penguin egg, Pinkerton mistakes both a soccer ball and a football for real eggs, resulting in chaos all over town.

E L8472 ic
London, Jonathan, 1947-. Ice Bear and Little Fox. 1st ed. New York : Dutton Children's Books, c1998. Describes how a polar bear and the little fox that follows it survive over the course of a year in the Arctic. Includes afterword with facts about Arctic animals and Inuit peoples.

E LES t

E P6555 b
Pinkwater, Daniel Manus, 1941-. Bongo Larry. 1st ed. Terrytown, N.Y. : Marshall Cavendish, c1998. Larry the polar bear's new interest in playing the bongos leads to an impromptu performance with Big Bear at the Cafe Mama Bear.

E P6555 ic
Pinkwater, Daniel Manus, 1941-. Ice cream Larry. 1st ed. New York : Marshall Cavendish, c1999. After he eats an eighth of a ton of ice cream at Cohen's Cones, Larry the polar bear happily becomes the spokesbears for the Iceberg Ice-Cream Company under the slogan, "I do not feel sick."

E P6555 y
Pinkwater, Daniel Manus, 1941-. At the Hotel Larry. 1st ed. New York : Marshall Cavendish, c1997. A young girl and Larry, the polar bear who lives in her father's hotel, enjoy each other's company and, on an outing to the zoo, they discover Larry's brother Roy.

E P6555 y
Pinkwater, Daniel Manus, 1941-. Young Larry. 1st ed. New York : Marshall Cavendish, c1997. After being hit on the head by his mother and told to fend for himself, Larry the polar bear floats from Baffin Bay to New Jersey where he gets a
job as a lifeguard.


Osborne, Mary Pope. *Polar bears past bedtime.* New York: Random House, c1998. Their magic tree house takes Jack and Annie to the Arctic, where a polar bear leads them onto very thin ice.


ASSESSMENT

The Arctic and Antarctica
Rubric

Students will keep their work in an Arctic/Antarctica portfolio. The following will be in a portfolio or completed artwork:

1. Colored and labeled map of the world
2. Arctic and Antarctica Webs
3. Polar Animals Book
4. Eskimo Parka Doll
5. Marshmallow Igloo
6. Wolf and Whale Origami
7. Completed Venn Diagram

>6 items = A
5 items = B
4 items = C
3 items = D
<2 items = F