



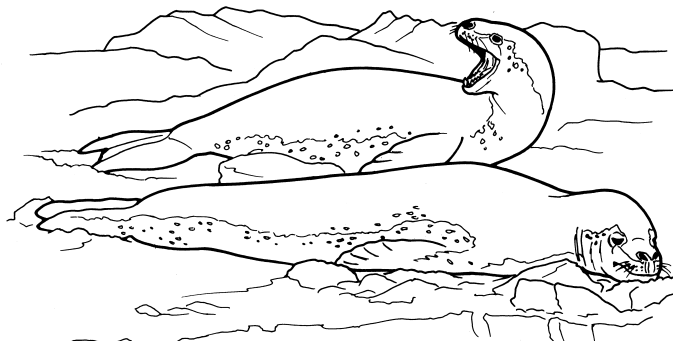
ARTIC AND ANTARCTIC LIFE TEACHER'S MANUAL

The *Arctic and Antarctic Life* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help students use, apply, and master the skills to be successful.

On pages 2–3, the *Arctic and Antarctic Life* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help students practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage students in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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ARTIC AND ANTARCTIC LIFE TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10, RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 (grades 4–5) text complexity band independently and proficiently.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>Foundational Skills</p>	<p>RF.3.3, RF.4.3, RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4, RF.4.4, RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>Writing</p>	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2, W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3, W.4.3, W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

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<p>Writing, continued</p>	<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.4.1, W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Speaking and Listening</p>	<p>SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 (grades 4 and 5) topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>Language</p>	<p>L.3.1, L.4.1, L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2, L.4.2, L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3, L.4.3, L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 (grades 4 and 5) reading and content</i>, choosing flexibly from a range of strategies.</p>

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Summary

The book uses pictures and text to introduce plants and animals of the Arctic and Antarctic polar regions to students.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Have students preview the book by reading the title and the name of the author on the cover and examining the book's illustrations. Have them use their preview to make inferences about the book's content.• Invite volunteers to read aloud the Publisher's Note that tells general facts about Arctic and Antarctic life and then summarize the information. (RF.3.4.a, SL.3.2, RF.4.4.a, SL.4.2, RF.5.4.a, SL.5.2)
	Present a Reading Routine <ul style="list-style-type: none">• Encourage students to study the illustrations and then read the text silently. Ask them to tell how the illustrations help them understand the written text. Have them select illustrations to color. (RI.3.7, RI.3.10, RI.4.7, RI.4.10, RI.5.10)• Provide guided reading support by asking questions for students to answer using text evidence and direct quotes to support their answers. (RI.3.1, RI.4.1, RI.5.1)
	Provide Activities for Reading <ul style="list-style-type: none">• Have students identify the main idea and key details about specific Arctic and Antarctic life. (RI.3.2, RI.4.2, RI.5.2)• Have small groups of students write questions about specific Arctic and Antarctic life. Have students exchange their questions and answer them using text evidence and direct quotations to support their answers. (RI.3.1, SL.3.1.c, RI.4.1, SL.4.1.c, SL.4.1.d, RI.5.1, SL.5.1.c)• Direct students to focus on the birds on pages 14 and 15. Help students compare the birds by reading the text and comparing the pictures of the sets of birds. Repeat with the other pairs of animals such as seals, whales, and penguins. (RI.3.7, RI.4.7)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: After they read the book, have students choose two animals or plants to compare, including information about their physical appearance, what they eat, and where they live. (SL.3.4, SL.4.4, SL.5.4)• Language Skills: Read a sentence from the book containing an adjective and have students identify the adjective. Then ask them to write a sentence using the same adjective. Ask students to use a comparative adjective, to add another adjective, or to write a sentence containing the adjective and a correlative conjunction (both/and, either/or, neither/nor). (L.3.1.g, L.3.3, L.4.1.d, L.4.3, L.5.1.e, L.5.3)

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Vocabulary	
<p>Summary Have students use the following strategy to identify the meanings of unfamiliar words in the book.</p>	
<p>Vocabulary Activities</p>	<p>Context Clues Explain to students that informational text often provides context clues to help readers identify the meanings of words. These clues may be explanations of the words, descriptions, stated definitions, synonyms, or antonyms. Have students look for context clues for unknown words. Provide an example by reading the sentences about the caribou/reindeer on page 20. Point out that an explanation that a caribou is a member of the deer family tells how it is very similar to a deer. This can also be seen in the illustration. Encourage students to reread as they encounter unknown, academic, or domain-specific words to look for clues to meaning. (RF.3.3, L.3.4.a, RF.4.3, L.4.4.a, RF.5.3, L.5.4.a)</p>
Writing	
<p>Summary Have children develop their writing skills by completing the following activities.</p>	
<p>Writing Activities</p>	<p>Narrative Writing Tell students that <i>Artic and Antarctic Life</i> is an informational text that provides factual information. Remind students that narrative fiction tells a made-up story. Have students choose one type of animal and write a fictional story about it. Encourage students to use dialogue, descriptive words, and clear sequence in their stories. (W.3.3.a, W.3.3.b, W.3.3.c, L.3.2, W.4.3.a, W.4.3.b, W.4.3.c, W.4.3.d, L.4.2, W.5.3.a, W.5.3.b, W.5.3.c, W.5.3.d, L.5.2)</p> <p>Informative/Explanatory Writing Have students choose one of the featured penquins and conduct research on it. Have them write a brief summary of the penquin’s habitat, behaviors, and distinguishing features. They should introduce and develop the topic, use words and phrases to link ideas, use precise language, and provide a conclusion. Ask students to use at least two print and approved online sources and to list the references at the end of their report. (W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d, W.3.7, W.3.8, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.7, W.4.8, W.5.2.a, W.5.2.b, W.5.2.c, W.5.2.d, W.5.2.e, W.5.7, W.5.8)</p> <p>Opinion Writing Write the following sentence: <i>Whales are fascinating animals.</i> Then have students write a brief opinion piece telling why they agree or disagree with that statement. Remind students to introduce the topic, create an organized structure, support their opinions with reasons, link ideas, and provide a conclusion. (W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, W.4.1.a, W.4.1.b, W.4.1.c, W.4.1.d, W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.d)</p>

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