

Lesson Plan for *Animals (including Insects!) of Antarctica*

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Grade Level: 2-4

Objective: Students will locate information on the various animals of Antarctica, including insects.

*Please keep in mind that some students may view insects as “bugs” and not truly “animals” (furry, four-legged animals).

Ohio Science Content Standards

Life Sciences:

2. Identify that there are many distinct environments that support different kinds of organisms.
3. Explain why organisms can survive only in environments that meet their needs.
4. Explain that food is a basic need of plants and animals.
6. Investigate the different structures of plants and animals that help them live in different environments.

Scientific Inquiry:

2. Ask “how do you know” questions in appropriate situations and attempt to give reasonable answers when others ask questions.
10. Share explanations with others to provide opportunities to ask questions, examine evidence and suggest alternatives.

Scientific Ways of Knowing Standard:

3. Demonstrate that in science it is helpful to work with a team and share findings with others.

Ohio Social Studies Standards

Geography Standard:

4. Describe and locate landforms and bodies of water in photographs, maps and 3-D models.

Social Study Skills & Methods Standard:

1. Obtain information from oral, and visual and print sources.
5. Communicate information in writing.

Ohio Language Arts Standards

Research Standard:

1. Create questions for investigations, assigned topic or personal area of interest.
2. Utilize appropriate searching techniques to gather information from a variety of locations.
3. Acquire information, with teacher assistance, from multiple sources and collect data about

- the topic.
4. Identify important information and write brief notes about the information.
 5. Sort relevant information about the topic into categories with teacher assistance.
 6. Report information to others.

Communication (oral & visual) Standard:

7. Adjust volume to stress important ideas.
8. Deliver brief informational presentations.

Materials:

- *My Animal of Antarctica* Directions
- *My Animal of Antarctica* Report Form
- Internet access
- Books and magazines (see Resource List for suggestions)

Procedures:

1. Review how a scientist finds information about things he or she may not know. Locate Antarctica on a map and discuss what the students know (could use a KWL Chart here).
2. Explain directions and expectations for completing the form.
3. Allow students time to do research about the various animals of Antarctica at school (during science, centers, or media). They can print the information to attach to their forms and to share information with peers/parents. The research form covers habitat, predators, prey, and one unique fact each student has learned.
4. Ask students to complete their research forms at home. If they wish, they may also bring in an additional project such as a poster.
5. Have each student present their research and/or project to their classmates.
6. Allow for a class later to discuss and wrap up similarities/differences in their research.

Evaluation: Each student will share his or her information with the rest of the class. The students will be graded on their report form and presentation with the attached rubric.

Resource List:

Books

- *Nanu, Penguin Chick*, by John Butler
- *Tacky the Penguin*, by Helen Lester
- *Penguin Chick*, by Betty Tatham
- *Penguins*, by Gail Gibbons
- *A Penguin Pup for Pinkerton*, by Steven Kellogg
- *Antarctic Antics: A Book of Penguin Poems*, by Judy Sierra
- *Arctic & Antarctic*, by Barbara Taylor
- *The Complete Guide to Antarctic Wildlife: Birds and Marine Mammals of the Antarctic Continent and Southern Ocean*, by Hadoram Shirihai
- *Antarctic Journal: Four Months at the Bottom of the World*, by Jennifer Owings Dewey

Movies

- *March of the Penguins*

RUBRIC FOR *ANIMALS OF ANTARCTICA*

NAME OF TEACHER: _____

NAME OF SCIENTIST: _____

CATEGORY	4	3	2	1
Research Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
Time	Student turned in report early or on time with the report form completed & pictures.	Student turned report form 1 day late with report form completed & pictures.	Student turned report form in 2 days late with report form completed & pictures.	Student turned report form in 3 days late with report form completed & pictures.
Oral Presentation	Student presented verbal information to classmates with little to no assistance and provided pictures.	Student presented verbal information with more assistance and provided a picture.	Student presented verbal information with complete assistance and provided a picture.	Student did not present verbal information but included a picture.

Rubric made using **RubiStar** (<http://rubistar.4teachers>).



Directions for the Animal of Antarctica Report



Scientist's Name: _____ **Due Date:** _____

Dear Family:

We are working like scientists to study the animal life (including insects) of Antarctica. Your child will have the opportunity to start this project during class, but will need to finish the attached Report Sheet at home. At the minimum, I expect each student to present their reports in class. If they want to do more, students are welcome to create an additional project (such as a poster).

Thank you for your support with this project. Your help contributes greatly to your child's learning process.

PROJECT DIRECTIONS:

1. Pick one animal to find information on. The animal must live in or near Antarctica (which means NO POLAR BEARS!)
2. Do research (look in books, magazines, or on websites such as www.yahooligans.com or www.units.muohio.edu/cryolab/education/antarctic.htm). We will do some research during our learning center times to help out, but the students will still need to look for information at home.
3. Complete the report form attached to this letter.
4. Present report to the class.



My Animal of Antarctica Report



Scientist's Name: _____ **Due Date:** _____

Name of animal : _____

Height & Length:

Weight:

Habitat Name:

What predators does your animal have?

What prey does your animal eat?

Describe the habitat where your animal lives.

Describe the special features of your animal.

What are some interesting facts that you learned about your animal?