Overview:

The title of the unit I will be doing with my Kindergarteners is If You Could Go to Antarctica. The theme will be Antarctica and what you will find if you were to go there (the animals, the plants, the climate, etc.) The focus content area will be English Language Arts.

A common core standard the students are required to meet is to sort common objects into categories. For example, they will have to determine what kind of animals live in the cold weather of Antarctica. They will also have to classify and categorize what animals live in the water or live on land. They will be asked to look at animals and determine how they are the same or different.

Students will learn how to classify and categorize in order to put objects, animals, or people into groups because of their like characteristics.

Throughout the unit the students will also work on being actively engaged while reading the text, retelling the story, picking out the main idea of the story, and asking and answering questions throughout the story about key details or words they are unsure of. The students will also work towards expanding their vocabulary. We will be focusing on the words: Antarctica, continent, icebergs, penguins, seals, and whales.

Unit Objectives:

Common Core State Standards: **Insert Science GLCE

(LTO) CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
(1) CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
(2) CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
(3) CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
(4) CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
(5) CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
(6) CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCSS.Math.Content.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Atlas- Recognize that the Earth is made up of water and land and surrounded by air.

Objectives:

LTO: The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
STO 1: The learner will name the author with 100% accuracy.
STO 2: The learner will recall and retell five facts found in the book *If You Could go to Antarctica*.
STO 3: The learner will identify the main idea of the story *If You Could go to Antarctica* when prompted by the teacher 4 out of 5 times.
STO 4: The learner will ask and answer questions about key details when prompted by a teacher 100% of the time.
STO 5: The learner will ask and answer questions about unknown words (including the “Amazing words”) in a text 5 out of 6 times while reading the book *If You Could go to Antarctica*.
STO 6: The learner will identify 4 basic similarities and 2 differences between two texts on the same topic.
STO 7: The learner will use drawings and writing to compose informative texts in which they list and draw at least one animal they might find if they go to Antarctica.

Content Outline:

Lesson 1:

LTO: The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
STO 1: The learner will name the author with 100% accuracy.
STO 4: TLW ask and answer questions about key details when prompted by a teacher 100% of the time.
STO 5: TLW ask and answer questions about unknown words (including the “Amazing words”) in a text 5 out of 6 times while reading the book *If You Could go to Antarctica*.

(LTO) CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
(4)CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
(5)CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
(1) CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Lesson 2:

LTO: The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
STO 3: The learner will identify the main idea of the story *If You Could go to Antarctica* when prompted by the teacher 4 out of 5 times.
STO 4: TLW ask and answer questions about key details when prompted by a teacher 100% of the time.
STO 5: TLW ask and answer questions about unknown words (including the “Amazing words”) in a text 5 out of 6 times while reading the book *If You Could go to Antarctica*.

(LTO) **CCSS.ELA-Literacy.L.K.5a** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
(4)**CCSS.ELA-Literacy.RL.K.1** With prompting and support, ask and answer questions about key details in a text.
(3)**CCSS.ELA-Literacy.RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
(5)**CCSS.ELA-Literacy.RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

Lesson 3:

LTO: The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
STO 2: The learner will recall and retell five facts found in the book *If You Could go to Antarctica*.
STO 4: TLW ask and answer questions about key details when prompted by a teacher 100% of the time.
STO 5: TLW ask and answer questions about unknown words (including the “Amazing words”) in a text 5 out of 6 times while reading the book *If You Could go to Antarctica*.

(LTO) **CCSS.ELA-Literacy.L.K.5a** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
(4)**CCSS.ELA-Literacy.RL.K.1** With prompting and support, ask and answer questions about key details in a text.
(2)**CCSS.ELA-Literacy.RL.K.2** With prompting and support, retell familiar stories, including key details.
(5)**CCSS.ELA-Literacy.RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
Lesson 4:

LTO: The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
STO 4: TLW ask and answer questions about key details when prompted by a teacher 100% of the time.
STO 5: TLW ask and answer questions about unknown words (including the “Amazing words”) in a text 5 out of 6 times while reading the book *If You Could go to Antarctica.*
STO 6: TLW identify 4 basic similarities and 2 differences between two texts on the same topic.

(LTO) CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
(4)CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
(5)CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
(6) CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Read Aloud (The Little Penguin):

LTO: The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
STO 1: The learner will name the author with 100% accuracy.
STO 4: TLW ask and answer questions about key details when prompted by a teacher 100% of the time.
STO 6: TLW identify 4 basic similarities and 2 differences between two texts on the same topic.

(LTO) CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
(4)CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
(6) CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
(1) CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
**Theme:**

The theme of the unit is Antarctica and what you would find if you were to go there. For example, we will talk about the animals found in Antarctica, what the weather is like in Antarctica, if you can live in Antarctica, and how things that live in Antarctica survive. We will be classifying and categorizing animals based on their characteristics and where they live.

**Interdisciplinary:**

**Science:** In science the students have learned about land and water. They have also looked at the atlas. We will be talking about where Antarctica is located on the map in relation to the United States. We will also be talking about the land and water in Antarctica. Along with looking at a thermometer in math we will be talking about the temperatures in Antarctica and how it is so cold no one lives there.

**Math:** In order to incorporate math, the book talks about the size of whales and penguins. We will be comparing the size of Emperor Penguins to the size of the students. We will also be comparing the size of a whale to objects that the students are familiar with.

**Writing:** Students will be asked on first day to write about what they might see if they went to Antarctica. At the end of the unit the students will be completing the same assignment again in order to see what they have learned. I will be looking for capital letters at the beginning of their sentences, end marks (punctuations), and sound spelling, along with correct answers to the question.
**Lesson Title:** If You Could go to Antarctica

**Date:** March 4, 2013

**Instructional Objective(s):**
- **LTO:** The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
- **STO 1:** The learner will name the author with 100% accuracy.
- **STO 4:** TLW ask and answer questions about key details when prompted by a teacher 100% of the time.
- **STO 5:** TLW ask and answer questions about unknown words (including the “Amazing words”) in a text 5 out of 6 times while reading the book *If You Could go to Antarctica.*

**Common Core Standard(s):**
- **(LTO)** [CCSS.ELA-Literacy.L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- **(4)** [CCSS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- **(5)** [CCSS.ELA-Literacy.RI.K.4](#) With prompting and support, ask and answer questions about unknown words in a text.
- **(1)** [CCSS.ELA-Literacy.RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**Behavior Management Procedures:**
1. The students will work cooperatively within their group (small group/whole group).
2. The students will have listening ears when the teacher is talking.
3. If the students are misbehaving they will be warned once. If they continue to misbehave they will be asked to move their clip.
4. Bathroom-students will hold up hand signal if they need to go.
5. Students will sit with their bottoms on the carpet and hands will be in their lap.

**Materials:**
- Book- *If you could go to Antarctica*
- Dry erase board, markers, eraser

**Lead Questions:**
- What do you know about Antarctica? What is the land like? What is the climate like?
- Do you know where Antarctica is?
- What kind of animals live there? What animals can’t live there?
- Where do these animals live? In the land? Or in the water?
Sequence of Instruction:
1. Sing-The students will get warmed up by singing the song *It’s a Continent*. This song introduces the “Amazing Word” – Continent. They will also sing *Five Little Elephants* which incorporates phonics for the letter /e/.
2. Discuss Lead questions.
3. Go over Amazing words- Antarctica, continent, icebergs, penguins, seals, whales
4. Look at the book- Identify the Author and what the author does.
5. Make Predictions about book
6. Introduce classifying and categorizing - Show example of animals. Some live in water some live on land.
7. Read Story

Plans for Differentiation: We will be discussing a lot of this information over 5 days in different ways with different examples so the students will be able to grasp the concept.

Evaluation procedures/ activities: Take note of the students’ responses about Antarctica and what they already know regarding the animals that live there and what it is like there. Also take note of how the students are participating. Have students give thumbs up and thumbs down when necessary. Have class respond orally to questions asked by teacher.
Instructional Objective(s):
LTO: The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
STO 3: The learner will identify the main idea of the story *If You Could go to Antarctica* when prompted by the teacher 4 out of 5 times.
STO 4: TLW ask and answer questions about key details when prompted by a teacher 100% of the time.
STO 5: TLW ask and answer questions about unknown words (including the “Amazing words”) in a text 5 out of 6 times while reading the book *If You Could go to Antarctica*.

Common Core Standard(s):
(LTO) CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
(4)CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
(3)CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
(5)CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

Behavior Management Procedures:
1. The students will work cooperatively within their group (small group/whole group)
2. The students will have listening ears when the teacher is talking
3. If the students are misbehaving they will be warned once. If they continue to misbehave they will be asked to move their clip.
4. Bathroom-students will hold up hand signal if they need to go
5. Students will sit with their bottoms on the carpet and hands will be in their lap.

Materials:
Book - *If you could go to Antarctica*
Dry erase board, markers, eraser

Lead Questions:
How would you get to Antarctica?

Sequence of Instruction:
1. Question of the day
2. Amazing words
3. Practice categorizing what animals would be found in Antarctica and which ones wouldn’t be
4. Practice categorizing which animals would go on land and which ones would go in water.
5. Identify the main idea of the story.
**Plans for Differentiation:** We will be discussing a lot of this information over 5 days in different ways with different examples so the students will be able to grasp the concept.

**Evaluation procedures/activities:** Take note of the students' responses about Antarctica and what they already know regarding the animals that live there and what it is like there. Also take note of how the students are participating. Have students give thumbs up and thumbs down when necessary. Have class respond orally to questions asked by teacher.
Instructional Objective(s):

LTO: The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
STO 2: The learner will recall and retell five facts found in the book *If You Could go to Antarctica.*
STO 4: TLW ask and answer questions about key details when prompted by a teacher 100% of the time.
STO 5: TLW ask and answer questions about unknown words (including the “Amazing words”) in a text 5 out of 6 times while reading the book *If You Could go to Antarctica.*

Common Core Standard(s):

(LTO) CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
(4)CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
(2)CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
(5)CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

Behavior Management Procedures:
1. The students will work cooperatively within their group (small group/whole group)
2. The students will have listening ears when the teacher is talking
3. If the students are misbehaving they will be warned once. If they continue to misbehave they will be asked to move their clip.
4. Bathroom-students will hold up hand signal if they need to go
5. Students will sit with their bottoms on the carpet and hands will be in their lap.

Materials:
Book- *If you could go to Antarctica*
Dry erase board, markers, eraser

Lead Questions:
What would it be like to take an adventure to the Antarctic?

Sequence of Instruction:
1. Question of the day
2. Amazing words
3. Show on map where Antarctica is.
4. Practice Classifying students
5. What did we learn? – Retell story (main points)
6. Read story
7. See if we can add to the list (question of the day)

**Plans for Differentiation:** We will be discussing a lot of this information over 5 days in different ways with different examples so the students will be able to grasp the concept.

**Evaluation procedures/ activities:** Take note of the students’ responses about Antarctica and what they already know regarding the animals that live there and what it is like there. Also take note of how the students are participating. Have students give thumbs up and thumbs down when necessary. Have class respond orally to questions asked by teacher.
Antarctica Unit - Read Aloud

Instructional Objective(s):
LTO: The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
STO 1: The learner will name the author with 100% accuracy.
STO 4: TLW ask and answer questions about key details when prompted by a teacher 100% of the time.
STO 6: TLW identify 4 basic similarities and 2 differences between two texts on the same topic.

Common Core Standard(s):
(LTO) CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
(4) CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
(6) CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
(1) CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Behavior Management Procedures:
1. The students will work cooperatively within their group (small group/whole group)
2. The students will have listening ears when the teacher is talking
3. If the students are misbehaving they will be warned once. If they continue to misbehave they will be asked to move their clip.
4. Bathroom-students will hold up hand signal if they need to go
5. Students will sit with their bottoms on the carpet and hands will be in their lap.

Materials:
Book - The Little Penguin

Lead Questions:
What do you know about penguins?

Sequence of Instruction:
1. Lead Question
2. Read book
3. Make connections to If You Could go to Antarctica (find differences and similarities)
4. Classify animals in book

Plans for Differentiation:
By reading this book the students will be provided with visual and auditory learning styles. They will be using different learning styles throughout the week covering the information discussed in the books The Little Penguin and If You Could go to Antarctica.
Evaluation procedures/activities: Ask questions throughout the story and have them give a thumbs up or thumbs down. Also ask questions following book reading and record responses. List animals in the book and categorize them based on if they would live in the water or on land.
Antarctica Unit Lesson 4 (Reading Street)

Instructional Objective(s):
LTO: The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
STO 4: TLW ask and answer questions about key details when prompted by a teacher 100% of the time.
STO 5: TLW ask and answer questions about unknown words (including the “Amazing words”) in a text 5 out of 6 times while reading the book If You Could go to Antarctica.
STO 6: TLW identify 4 basic similarities and 2 differences between two texts on the same topic.

Common Core Standard(s):
(LTO) CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
(4) CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
(5) CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
(6) CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Behavior Management Procedures:
1. The students will work cooperatively within their group (small group/whole group)
2. The students will have listening ears when the teacher is talking
3. If the students are misbehaving they will be warned once. If they continue to misbehave they will be asked to move their clip.
4. Bathroom-students will hold up hand signal if they need to go
5. Students will sit with their bottoms on the carpet and hands will be in their lap.

Materials: Book-Penguins Swim But Don’t Get Wet

Lead Questions: What kinds of animals live in Antarctica?

Sequence of Instruction:
1. Watch National Geographic movie
2. Lead question
3. Read book
4. Talk about what we learned about penguins, polar bears, walruses, seals, whales, etc.
5. Categorize animals based on where they live and how some of them are similar or different.
6. Discuss how these books are similar or different to If You Could go to Antarctica.
Plans for Differentiation: By reading this book the students will be provided with visual and auditory learning styles. They will be using different learning styles throughout the week covering the information discussed in the books *Cool Penguins* and *If You Could go to Antarctica*

Evaluation procedures/ activities: Ask questions throughout the story and have them give a thumbs up or thumbs down. Also ask questions following book reading and record responses. List animals in the book and categorize them based on if they would live in the water or on land.
Writing Workshop

Instructional Objective(s):
LTO: The learner will classify and categorize animals found in Antarctica 4 out of 5 times.
STO 7: The learner will use drawings and writing to compose informative texts in which they list and draw at least one animal they might find if they go to Antarctica.

Common Core Standard(s):
(LTO) CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Behavior Management Procedures:
1. The students will work cooperatively within their group (small group/whole group)
2. The students will have listening ears when the teacher is talking
3. If the students are misbehaving they will be warned once. If they continue to misbehave they will be asked to move their clip.
4. Bathroom-students will hold up hand signal if they need to go
5. Students will sit with their bottoms on the carpet and hands will be in their lap.

Materials: writing paper, pencils, crayons

Lead Questions: What would you find in Antarctica?

Sequence of Instruction: (complete this once on Monday and then do it again on Friday)
1. Lead question
2. Give students writing paper
3. Have students write and draw animals they would find in Antarctica

Plans for Differentiation: Some students may need extra time, if this is needed then they can finish it at snack time. They can also be prompted by a teacher if confused.

Evaluation procedures/activities: At the end of the week look at both writing pieces to see what they have learned.
Meeting Diverse Needs:

**Visual Spatial**- The students will have multiple picture books read to them about Antarctica and animals that live in Antarctica.

**Verbal Linguistic**- The students will be having multiple discussions based on the book *If You Could go to Antarctica*.

**Logical Mathematical**- The class will be talking about the temperature in Antarctica and looking at a thermometer for a math lesson.

**Musical**- The first day we will be singing songs to get the students engaged in the learning. They will be singing *It’s a Continent* which is about the continent Antarctica, which is really cold.

**Bodily Kinesthetic/ Naturalist**- The students will be going outside to mimic how penguins and other animals get around in Antarctica with the climate. We will discuss how they must have warm clothes on like animals in Antarctica have blubber or fur to keep them warm in the cold climate. We will be talking about the temperature and the climate. The students will also be practicing walking with eggs on their feet like father penguins do.

**Intrapersonal**- The students will be asked how they would feel living in Antarctica and whether they would like it or would dislike it.

**Interpersonal**- The students will be discussing with a group how they would feel if they would like living in Antarctica. They will be interacting during whole group discussion.

Materials:

**Lesson 1:** Reading Street book- *If You Could go to Antarctica*, White board, dry erase markers, eraser, CD player, Reading Street CD and Visual book

**Lesson 2:** Reading Street book- *If You Could go to Antarctica*, White board, dry erase markers, eraser

**Lesson 3:** Reading Street book- *If You Could go to Antarctica*, White board, dry erase markers, eraser, yard sticks

**Lesson 4:** Books- *Penguins Swim But Don’t Get Wet*, White board, dry erase markers, eraser

**Read Aloud:** book- *The Little Penguin*, White board, dry erase markers, eraser
Craft: paper plates, string/yarn, crayons, pencils, glitter, hot glue, clear paper/wrap

Assessments: Reading Street book - *If You Could go to Antarctica*, White board, dry erase markers, eraser

Writing: Drafting worksheets, pencils, crayons

Kinesthetic Activity: Sponge balls for penguin eggs

Behavior Management:

I will make sure the lessons are engaging and that I ask questions focused towards all students in order to keep their focus. The students will sit with their pockets/bottoms on the carpet and will keep their hands in their lap. The students will be expected to work cooperatively within the whole group setting. The students will have listening ears when the teacher or other students are talking and the students will contribute answers or ideas when asked. If a student is misbehaving they will be warned once. If they continue to misbehave they will be asked to move their clip (stop light system). If the student needs to use the bathroom they will hold up their hand signal until the teacher tells them they may go. These are all procedures the students are aware of and follow daily.
Assessments:

Formative Assessments:

Each day students would have a focus questions that would start discussion. We would begin by answering the question and writing down all the answers. Then we would talk about the book and read the book. Students asked and answered questions as we went through the book. We talked about details throughout the book. The students could tell me who the author was. For this book there was no illustrator because they were real pictures. While reading each page the students would make connections, raise their hands, and then share their connections or questions.

When asking questions I would have a student answer and then everyone give a thumbs up or a thumbs down depending on if they agreed or not. By often questioning the students based on each of the objectives and providing wait time, and then following the question up with thumbs up or thumbs down I could gather which students were meeting my objectives and which were not.

By having some students vocalize the answer and having students put their thumbs up or thumbs down I was meeting the needs of a variety of students.

Written formative assessment results:
How would you get to Antarctica?
Prior to lesson:

- Submarine
- Plane
- Carboats
- Boat
- Helicopter
- Airboat
- Speed boat
- Jet
- Jetpack
- Car

Following Lesson:

- Plane
- Boat
- Helicopter
- Jet

Retell five pieces of the story:

1. Penguins slide on their stomachs and it is called tobogganing

2. Whales jump all the way out of the water

3. Icebergs are big chunks of ice and snow that float in the water
4. Seals have blubber to keep warm

5. It is very cold in Antarctica

What would it be like to take an adventure to Antarctica?

- Cold
- You would see seals
- You would see icebergs
- It would be a long ride
- There are mountains
- You would see whales
- You would see polar bears
- You would see ice chunks
- You would see penguins

**Summative Assessments:**

Questions administered at the beginning of the unit and the end of the unit:

- What do you know about Antarctica?
- What is the land like?
- What is the climate like?
- Do you know where Antarctica is?
- What kind of animals live there?
- What animals can’t live there?
- Where do these animals live? In the land? Or in the water?

**Pre-Assessment:**

**Writing:** Had students write about what they would see if they went to Antarctica.

Students wrote about penguins, whales, walruses, polar bears, volcanoes, and orcas.

**Question (prior to looking at the book *If You Could go to Antarctica*):** What do you know about Antarctica? (Teacher prompted with additional questions)

**Answers:**

- Really far away

**What is the land like?:**
- There are mountains there
- There are icebergs there
- Ice pieces break off from land
- You can get there by boat, plan, or car

**Do you know where Antarctica is?**

- Eskimos

**What is the temperature like there?:**
- It is cold!
- There is ice

**What animals will you find there?:**
- Polar Bears - they live on the land
- Whales - they live in the water
- Seals - they live in the water
- Penguins - they live on ice, they live both in water and on land
- Walrus - lives in the water

Post-Assessment:

Writing: Had students write about what they would see if they went to Antarctica.

Students wrote about penguins, whales, seals, leopard seals, and elephant seals.

Question: What do you know about Antarctica? (Teacher prompted with additional questions)

Answers:

Who lives there?
- Scientists are the only humans that live there

What is the temperature like there?:
- Very cold - our cold temperatures are their warm temperatures

Do you know where Antarctica is?
- Antarctica is at the bottom of the world

What is the land like?:
- Icebergs are there – they are made up of snow, ice and dirt

How would you get to Antarctica?:
- By jet, plane, helicopter, or boat (a strong boat)

What animals will you find there?:
- Leopard seals - they live both in water and on land
- Whales jump out of the water - they only live in the water
- Penguins - they live on land and in the water, they eat krill, they waddle when they walk, and they toboggan which means they slide on their bellies
Reflection on Assessment:

I thought the students were very engaged throughout the lesson. They were very interested in what they might find in Antarctica. They asked many more questions that I and planned on them asking. This made it so I didn’t have to prompt as much or ask them as many questions because their hands were constantly in the air. The students passed each of my objectives. They could classify what types of animals live in Antarctica, and where they lived (water or land) by the end of the unit. They were also able to tell me what each one of the amazing words was which showed me they had increased their knowledge on these given words. They actually knew more than I planned on them knowing about Antarctica so some of the questions that I thought would be harder were much easier for them. Because of this I had to adjust my level of questioning a bit. However, I realized there were some facts that the students didn’t know when asking them the pretest questions. Because they were off on some of their answers I decided to find a book to help them answer these questions properly. I found a book called Penguins Swim but Don’t Get Wet. This book talked about what animals live in Antarctica and what animals live in the Arctic. This helped them because it showed the kids that polar bears and walruses don’t live in Antarctica. They live in the Arctic. It also talked to them about penguins, the kind of whales in Antarctica, and the kinds of seals in Antarctica. The students were really engaged in this book. I also decided to go along with this book I would show a National Geographic clip in order to help them visualize these animals better in real life. The kids loved watching the penguins swimming, jumping out of the water, and chasing after their food. They also enjoyed watching the whales and seals in the water. It was a great visual for them!

By differentiating instruction, asking a lot of questions, and showing different pieces on the same information the students were very active and engaged with the lessons. As a result of the students being so engaged I think they learned quite a bit! Overall, I feel as though the unit went really well and I had a blast teaching it!