Polar Bears

Live Oak Readalongs are protected by copyright. The components in Live Oak Readalongs may not be reproduced in any form by any means without prior written permission from Live Oak Media.

This Live Oak Readalong can be correlated to the following Common Core Anchor Standards (CCSS):
- R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R.10: Read and comprehend complex literary and informational texts independently and proficiently.
- SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core Anchor Standards:
- R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

BEFORE LISTENING

About the Book
The polar bear lives on the Arctic tundra. It is the largest and most powerful animal in the Arctic. It has adapted to survive in some of the harshest conditions in the world. However, even the polar bear has its threats – from hunting, pollution and climate change.

Activate Prior Knowledge/Build Background
Ask children what they know about polar bears. Write the information they offer on the board. Explain that the book they will be reading and listening to is about this enormous bear and its habits. If possible, show children a map and point out the areas where the polar bear is found.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking
CCSS: R.1, R.2, R.7; SL.1, SL.2
Ask children the following questions about the book. Call on volunteers to respond orally.
a. What do polar bears eat?
b. How does the female bear survive while she is waiting for her babies to be born??
c. What happened in 1970 to help the polar bears?
d. How does the polar bear compare to the other members of the Ursidae family of bears?
e. What do you think is the greatest threat to the polar bear? Explain.

Vocabulary
CCSS: R.4; L.4, L.6
Write these specialized words from the text and sentences on the chalkboard. Have children copy the sentences and write the correct word from the board in each blank.

1. The polar bear’s __________ are waterproof and help keep it dry.
2. The __________ is a frozen, treeless place.
3. __________ under its skin helps to keep the polar bear warm.
4. The polar bear, a __________, eats meat.

Science: Bear Characteristics
CCSS: R.5, R.7; W.2, W.4; SL.5
Have children look at the section of the book subtitled “Polar Bear Characteristics” and listen again to the audio version of this section. Have them take notes on one polar bear characteristic as they listen and read. Then ask them to write a paragraph describing the characteristic they have chosen. Children can illustrate their paragraphs with a drawing of the characteristic.

Social Studies: Bear Countries
CCSS: R.7; W.7; SL.2, SL.4
At the end of the book, the author mentions that polar bears are found only in Alaska, Canada, Greenland, Norway, and Russia. Divide the class into five groups and have each group focus on learning about the bears of one of the countries. Encourage groups to look in books or in the Internet to find out how many bears there are in the country and what their special challenges are. Have each group report orally on its findings to the rest of the class.

Language Arts: Polar Bear Legends
CCSS: W.3; SL.1, SL.4, SL.6
The author notes that there are many legends about the polar bear. Have children work in pairs to write a polar bear legend of their own. The legend can address an aspect of life in the Arctic, such as:

- What happens to the polar bear during the long Arctic night, when the sun doesn’t shine for weeks
- How the polar bear can survive in the deadly cold of the Arctic
- How the polar bear moves so quickly
- How the polar bear can run so far

Encourage children to use their imaginations while writing. When they have finished writing their legends, pairs can give dramatic readings to the class.

Science: Other Animals of the Arctic
CCSS: W.2, W.4, W.7, W.8; SL.1, SL.2, SL.4
Have children work in pairs to choose one of the other Arctic animals mentioned in the book to research:

- Arctic fox
- Arctic tern
- Ringed seal
- Walrus
- Musk oxen
- Caribou

Children can find information on two or more websites, take notes, and organize their notes into a brief report on the animal they have chosen. Encourage them to listen to the noises of the Arctic fox, walrus, or Arctic tern at around 2:30 on the recording, if they have chosen one of those animals. Ask them to focus on the animal’s habitat, or where it lives, and its habits, or what it does. Pairs can share their findings orally with the rest of the class.

On the Internet: Words in the Inuit Language
CCSS: W.8; L.6
Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

The author points out several words used by the people of the Arctic, including:

- Eskimo
- Inuit
- Inupiat

Have children work in pairs to find other words of the Eskimo or Inuit people. Children can find information using the keywords Inuit vocabulary. Ask each pair to write down two words and their meanings. You can gather children’s vocabulary words and definitions and use them to create an Inuit dictionary.
4-H Healthy Living. Activity Guide. Try one or all 30 of these fun, skill-building activities to help your kid live a healthy life. TIP: You can print this or save a digital version for new ideas anytime. Many of the activities are shown as an abbreviated version—simply visit the web page listed for the activity to find out how you can get the full version with additional instructions! Inspire Kids to Do. 4-H Healthy Living. Activity Guide. INDEX Family First Aid Kit. With Activity Guide you can get clear examples on how to reach your daily activity goal and also guidance to break up prolonged sitting. It allows you to also learn more of your habits and see your activity patterns on daily, weekly and monthly basis. Get a complete picture of your activity. How Activity Guide works. When you wear your Polar sport watch or fitness tracker 24/7 your activity is automatically tracked. Activity guide for miniroos. Register at miniroos.com.au. 1. Plan practice sessions in advance. Use the session guides and activities provided in this manual and add in any other games you think will be relevant to your playing group. It is always better to have more planned than less. Arrive early and set up your area. A player’s time and effort are priceless resources, don’t waste them! Guided practice is an example of a learning scaffold. It involves the ‘I do, We do, You do’ steps which slowly release control over the task to students. Guided Practice (I do We do You do): Examples & Definition. By Chris Drew, PhD / May 26, 2019 April 29, 2021. Quick Definition of Guided Practice. Definition: Guided practice is a teaching practice pioneered by Barbara Rogoff. It involves three steps for practicing new skills in the classroom. First, the teacher models how to do a task to the student.