

Adapted for the Arctic



Pre Lesson Plan 1

Age: Grades 3 - 5

Setting: Classroom

Standards: Environment and Ecology: 4.6.4A, 4.7.4B

Objectives: Students will be able to:

- Identify adaptations that will help animals survive in a particular Arctic habitat

Overview: Surviving in the Arctic's varied and often extreme habitats requires some special adaptations. This activity challenges students to relate specific adaptations to the plants and animals that have them.

Materials: Pictures of animals
Access to research materials

Procedure:

1. Have a discussion about adaptations - physical characteristics that allow living things to survive in the particular conditions of their environment. Have students identify the conditions of specific Arctic habitats.
2. Distribute pictures of animals that live in the Arctic to individual students or pairs. Ask them to learn about this animal and identify the ways it is adapted for survival in its Arctic habitat.
3. Set aside one class period for students to present what they have learned about adaptations for survival in the Arctic.

Extension: Students can conduct research and create presentations on what humans do to improve their ability to survive in harsh, cold climates such as the Arctic. Presentations can cover clothing, housing, food, transportation, and other categories students identify.

Assessment: Observation/design a rubric

Suggested time: Several class periods for research and creating the murals.



Adapted for Alaska

Objective:

Students will identify adaptations that help animals survive in a particular Alaskan habitat.

Students will need:

- Pictures of animals that live in Alaska, collected by the teacher (examples: polar bear, grizzly bear, Arctic fox, musk ox, caribou, lemming, humpback whale, beluga whale, Dall sheep, moose)
- Classroom, library, and/or on-line resources about Alaska, adaptations, and wild animals

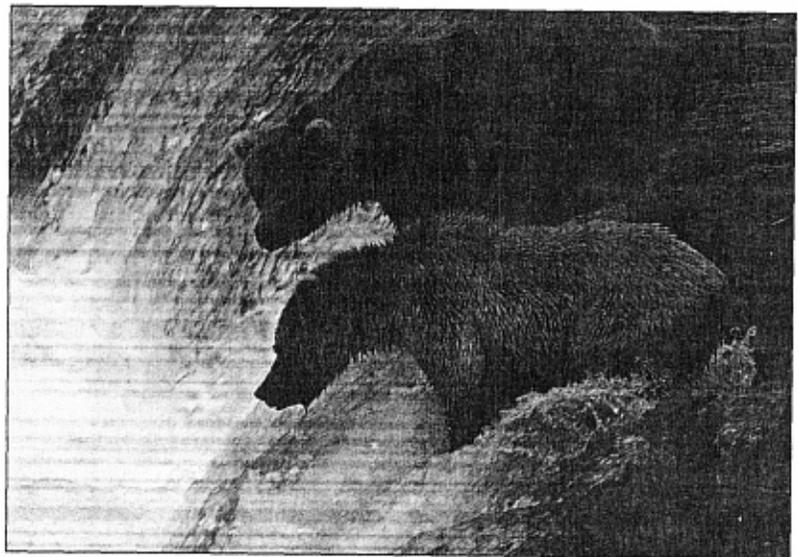
Surviving in Alaska's varied and often extreme habitats requires some special adaptations. This activity challenges students to relate specific adaptations to the plants and animals that have them.

What to do:

1 Have a discussion about adaptations—physical characteristics that allow living things to survive in the particular conditions of their environment. Have students identify the conditions of specific Alaskan habitats, such as the tundra, cold ocean, rainforest, mountainous interior.

2 Distribute pictures of animals that live in Alaska to individual students or pairs. Ask them to learn about this animal and identify the ways it is adapted for survival in its Alaskan habitat.

3 Set aside one class period for students to present what they've learned about adaptations for survival in Alaska.



Extensions:

- Students can conduct research and create presentations on what humans do to improve their ability to survive in harsh cold climates such as Alaska and in other extreme climates. Presentations can cover clothing, housing, food, transportation, and other categories students identify.
- Have students work in small groups to learn about the conditions of another kind of habitat (desert, mountain, tropical, wetland, grassland, forest, ocean, seashore, etc.) and create a presentation about it and what lives there.