



Activity Guide

800-788-1121

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.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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.

blubber tundra carnivore guard hairs

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.