

General Information

Lesson Parts & Duration

Total Duration: 1 to 1 ½ hours

- Polar Bears: Text Features and Summarizing
- Polar Bears: Bingo Review Game

Subject(s)

- ELA; Informational Text: A Polar Bear's Body
- Features & Summarizing (RI.4.1, 4.2, 4.3, 4.8)

Objective

- Students will create and use three headings to write a summary of the informational text.
- Students will show understanding of the informational text on a polar bear's body through a Bingo review game.

Materials

- **Required:** copies of Informational Text: "A Polar Bear's Body" by Jennifer Kaul (page 8) (1 copy per student)
- **Required:** printable blank Bingo grid (copy on half sheets) (page 9)
- pencil & crayons/colored pencils
- document camera or whiteboard
- lined pieces of paper
- **Optional:** printable "Break Up Your Day" brain/movement break ideas (page 11)

Protocols (page 10)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a "T" followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in **orange**
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 60-90 minutes

Subject

- Polar Bears: Text Features & Summarizing
- Polar Bears: Bingo Review Game

Objective

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- Students will show understanding of the informational text on a polar bear's body through a Bingo review game.

Materials

- **Required:** copies of Informational Text: "A Polar Bear's Body" by Jennifer Kaul (1 copy per student) (page 8)
- **Required:** blank Bingo grid (copy on half sheets) (page 9)
- lined pieces of paper
- pencil & crayons/colored pencils
- document camera or whiteboard

Introduction

- T* Today we are going to learn about polar bears, specifically a polar bear's body.
- T* By a show of hands, how many of you have seen a polar bear at the zoo? **Pause while students raise their hands.**
- T* Has anyone seen a polar bear somewhere other than the zoo? **Again, pause to see if anyone raises their hand.**
- T* What comes to mind when you think specifically about a polar bear's body? **Call on a few volunteers to share. Possible Answers: fur, paws**
- T* Polar bears are quite different from other bear species.
- T* In today's reading, you will learn about these differences and about the body of a polar bear.

Distribute 1 copy of the Informational Text, "A Polar Bear's Body".

- T* As soon as you have your copy of the text on polar bears, please write your name on the top right corner.
- T* First, I would like you to please read the text independently.
- T* While you are reading I want you to try to circle at least one unfamiliar word in each paragraph.
- T* Then you also need to underline what you believe are the most important details in the text.

Students can complete this task with a pencil or colored pencils, if available. Remember to walk around, amongst students, to make sure they are on task and reading.

Read the text aloud to students. Then stop for discussion.

- T* Today you will be writing a one paragraph summary about a polar bear's body.
- T* Before we begin, let's take a few minutes to discuss headings and why they are used.
- T* Please take a look at your text.
- T* You will notice that the article is broken up into paragraphs.
- T* Each paragraph has its own main idea or heading.
- T* Does anyone know why headings are used? **To give us an idea of what each paragraph will be about**
- T* I would like you to take about five minutes to identify the different headings in the article.
- T* You will complete this task independently.
- T* Please skip the introduction and conclusion and just write one heading for each of the remaining paragraphs.
- T* Therefore, you will have a total of 3 headings.
- T* You should reread each paragraph and then come up with a heading for that paragraph.

- T** This will assist you in your summary writing.
- T** Remember, a heading is the main idea of each paragraph, telling you what the paragraph will be about.
- T** For example, if I was reading an article about summer and one of the paragraphs discussed children going to the park, playing in the backyard, and swimming, I would write “Activities” as my heading since that is the main topic of the paragraph.
- T** Notice that I capitalized the word “Activities,” since it is serving as a title of a paragraph.
- T** Please use a different color for each heading and you may write directly on your paper.
- T** Go ahead and write each heading above its paragraph. **Model this for students.**
- T** Remember to capitalize your headings.
- T** Raise your hand if you need help.

Allow about five minutes for this activity. Adjust time as needed. Walk around and monitor students to be sure they stay on task, assisting as necessary. Differentiation ideas in box on the right.

Differentiation:

Use a word bank of choices for Special Ed. Students, ELL students, or struggling students to help them complete the heading activity.

Word Bank:

Blubber	Species	Paddles	A Polar Bear's Paws	Skin
Arctic	A Polar Bear's Body	Light	Heat	Ice
	A Polar Bear's Fur	Mammals	Environment	Cold Waters

Partner Discussion:

- T** Now we will use the Ask, Answer, and Justify protocol to review your headings with a partner.
- T** With your partner one of you will be a 1 and the other will be a 2.
- T** 1's will ask the question first and 2's will respond.
- T** Then 2's will ask the question and 1's will respond.
- T** Please ask your partner what he/she wrote down as headings for each of the paragraphs. Remember, you are taking turns asking and responding to each other. There should be a total of three headings to review.



Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond

Call students back together as a whole class and go over the headings. Call on different students to share their answers, and write them on the whiteboard or project using a document camera. **Answers: A Polar Bear's Body, A Polar Bear's Fur, A Polar Bear's Paws**

Writing a Summary

- T** Now you are going to use these three headings to assist you in writing your summary.
- T** Remember, a summary is a shortened version of a text, not a recount or retelling of it.
- T** Therefore, you will only include the main ideas and most important details when writing your summary.
- T** You should begin your paragraph with a topic sentence and end with a concluding sentence that expresses the overall message of the article.
- T** Pay attention to key words the author uses at the beginning and end of the article to help you with these sentences. **Example: “A polar bear's body, fur, and paws help it live in its environment.” Assist as necessary.**
- T** Your summary paragraph should be approximately 5–7 sentences.

- T** You will use lined paper to write your summary. **Pass out 1 piece of lined paper per student.**
- T** Write your name and date in the top right hand corner of your paper. Please title your paper "A Polar Bear's Body – Summary" **Model this step so students can follow along with your example.**
- T** You may use your informational text and remember to use your headings to help you organize your paragraph.
- T** Be sure to use your own words, except for quotations. In that case, you will need to place the exact words from the text within quotes.
- T** Make sure that you proofread your work.
- T** Check your spelling, punctuation, and content to be sure your ideas make sense and flow smoothly.
- T** There are many things you need to make sure you do when writing your summary.
- T** Indent the first line only.
- T** Start with a topic sentence.
- T** Use complete sentences.
- T** Use transition words.
- T** Use details from the text and place the exact words from the text within quotes.
- T** And lastly, be sure you end with a concluding sentence.
- T** Remember to reread your paragraph a few times once you have finished and make any necessary changes.
- T** Once you have finished writing your summary, you will have the chance to share it with a partner.
- T** Raise your hand if you need any help and I will come to you.

Remember to walk around, amongst students, to make sure they are on task. Provide assistance as necessary. Differentiation ideas in box on the right.

Differentiation:

Struggling students:
Have them circle or highlight details in the article and get them checked by another student before writing their summary.

Challenge: See if students can include more details

Partner Discussion:

- T** Now we will use the **Ask, Answer, and Justify** protocol to share your summary with a partner.
- T** With your partner one of you will be a 1 and the other will be a 2.
- T** 1's will share their summary first and 2's will listen.
- T** Then 2's will share their summary while 1's listen.

Checklist for TEACHERS

- I indented the first line only
- I started with a topic sentence (example: The informational text demonstrates how polar bears use their body, fur, and paws to help them survive in their environment.)
- I used complete sentences
- I used transition words (first, next, then, last)
- I used details from the text and placed the exact words from the text within quotes (example: One example of how polar bears use their paws is shown when "they act as paddles to help them swim in the cold waters of the Arctic.")
- I finished with a concluding sentence (example: The informational text demonstrates how a polar bear's body, fur, and paws help it survive in its Arctic home.)

Checklist for Students

- I indented the first line only
- I started with a topic sentence
- I used complete sentences
- I used transition words
- I used details from the text and placed the exact words from the text within quotes
- I finished with a concluding sentence



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 11)

GAME

Introduction

- T* Now that you have read the article several times and have completed many activities related to the article, we are going to play a game.
- T* We will be playing Bingo.
- T* This game will serve as a review of our unit on a polar bear’s body.
- T* I will give each of you a blank Bingo grid.

Pass out a Bingo paper to each student (half sheet).

- T* Please write your name and date in the top right hand corner of your paper. **Model this step for students to copy.**
- T* Now I will provide you with the words to write into the spaces on your paper. There should be 24 blank spaces, not counting the free space.
- T* You will write one word in each space.
- T* Please do not copy the words in the order that I give them to you.
- T* It is important that you mix them up on your Bingo grid; otherwise, everyone will have the same order and will get Bingo at the same time. **Be sure students understand this step. Monitor them carefully to ensure that they are NOT following your same order.**

Project the following list of words using a document camera, or write them on the whiteboard for students to place into their Bingo grid. Be sure to pause and monitor students as they copy the words.

paddles	falling
sea ice	protects
grip	blubber
succeed	fur
light	camouflage
pads	big and flat
soak up	cold
allow	body
paws	hunting
extreme	body, fur, paws
mammals	black skin
Arctic	heat

Provide time for students to complete this task and again, monitor them as they work.

Playing Bingo

- T** The words that you just copied down are answers to several questions I am going to ask you about the article.
- T** I will be asking one question at a time.
- T** It is important that you listen carefully to each question I ask.
- T** Once you find the answer on your Bingo grid, put an X on that box. **Suggest that students use a colored pencil to complete this task. If colored pencils are not available, then a pencil will be fine.**
- T** I will pause after asking each question to give you a minute to find the answer.
- T** Please do not shout out the answer. Rather, I will call on someone to provide the answer. This will ensure that you marked the correct box on your Bingo paper.
- T** Just like standard Bingo, you “win” by completing a row vertically, horizontally, or diagonally. Shout “BINGO!” once you have a completed row. Then, I will have you verify your answers.
- T** Since there are 24 questions, we will play more than one round.
- T** You may use your text to assist you, if necessary, but do know that you will take more time to find the answer that way.
- T** Remember, this is a review; therefore, the answers should come fairly quickly. **Differentiation ideas in box on the right.**
- T** Let’s begin! Remember to shout “BINGO!” when you have an entire row marked.

Differentiation:

Struggling students:
Suggest that they use the article to help them find the answers. If necessary, provide hints as to where they can find the answers.

Challenge: See if students can find the answers on their own, without using

Use the following questions for students to answer in the Bingo game. Be sure to ask one question at a time and pause for a longer time for the more challenging questions.

1. How would you describe a polar bear's paws?
2. What is another word for insulates?
3. What does it mean when polar bears blend in with their environment?
4. What absorbs light from the sun?
5. Which physical features help keep a polar bear warm and safe?
6. A polar bear's paws help distribute its weight. What does this decrease its chances of?
7. What is designed in the polar bear to help it stay warm?
8. What type of climate does the Arctic have?
9. What do polar bears have on the bottom of their paws to prevent them from slipping?
10. What does the blubber of a polar bear help trap?
11. What holds heat in and is water repellant?
12. What does traction mean?
13. When do polar bears blend in with their environment?
14. What do polar bears' paws act as to help them swim in the cold waters?
15. What type of weather are polar bears suited for?
16. What does the word enable mean?
17. What do polar bears live near?
18. What type of animals are polar bears?
19. What is the thick layer of fat called?
20. What does absorb mean?

21. What is another word for thrive?
22. Where do polar bears live?
23. What does the polar bear's fur reflect from the sun?
24. What part of a polar bear helps it thrive in its environment?

After the first person gets Bingo, verify their answers aloud and then give the following directions.

- T** Even though we have our first winner, you will still write an X to mark your answers until more people get Bingo.*
- T** Since there are 24 questions, we will have several winners.*
- T** We will continue playing until I have asked all 24 questions.*
- T** Continue to shout "Bingo!" when you complete a row vertically, horizontally, or diagonally.*

Continue through the entire list of questions, verifying answers each time a student calls "Bingo." Collect Bingo papers at the end to hold students accountable and leave them for the teacher.



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 11)

A Polar Bear's Body

by Jennifer Kaul

Polar bears are large mammals that live near sea ice in the Arctic. Since the Arctic has such an extreme climate, polar bears are uniquely suited for the cold. Their body, fur, and paws help them survive in their environment.

A polar bear's body is designed to help it stay warm. Its black skin absorbs light from the sun, and a thick layer of fat called blubber traps the heat from this light. The blubber also insulates the polar bear and keeps its heat from escaping when it is in the water and on the ice.

The fur of a polar bear serves a similar purpose. Thicker than the fur of other bear species, it holds heat in and is water repellant. A polar bear's fur covers most of its body, including its feet. In addition to keeping polar bears safe from the cold, it reflects light from the sun. This makes polar bears appear as white as snow, allowing them to camouflage, or blend in, with their environment when they hunt.

Like its body and fur, a polar bear's paws are made to help it thrive in its environment. Big and flat, they help evenly distribute a polar bear's weight, decreasing its chances of falling through the ice. A polar bear's paws are also webbed. They act as paddles to help polar bears swim in the cold waters of the Arctic. Pads on the bottom of their paws give them traction so they don't slip.

A polar bear's body, fur, and paws enable it to live in its Arctic home. These physical features keep it warm and help it stay safe on and around the ice.

References

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Polar Bears – Bingo Review Game

B	I	N	G	O
		Free Space 😊		

Polar Bears – Bingo Review Game

B	I	N	G	O
		Free Space 😊		

Protocols:

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: Be a Scientist!



- A scientist separates fact from fiction or fact from opinion.
- Listen to these 3 statements: #1 Today is a school day. #2 It is a good day to be a scientist. #3 We live on the planet Earth.
- Students show teacher which statement is an opinion (answer: #2).
- Now, turn to your buddy and create 3 facts or opinions. See if your buddy can be a scientist!
- Monitor student statements.
- Round 2 of “Be a Scientist” can include facts or opinions from the texts.



Break Up Your Day: Buzz Word!



- Choose two students to be the “contestants.” Use equity/name sticks, if available. Those two students go to the front of the room and face their classmates. Reveal a secret word -- write it on the chalkboard or a chart or hold up a card -- **to everyone but the two contestants.** The rest of the students raise their hands to volunteer one-word clues that might help the contestants guess the word. Teacher may want to demonstrate/model the first clue. Contestants take turns calling on clue volunteers until one of the contestants correctly guesses the secret password. The contestant who guesses the password remains at the front of the class; the student who gave the final clue replaces the other contestant.
- Tip: Choose words appropriate for your students’ abilities. Words for which they might know multiple synonyms or meanings are best! You might use a thesaurus to create a list of possible words before playing the game. Write those words in large letters on cards so students can use them as the game is played. Save the cards from year to year.
- Sample synonym password: *ferocious*
- Possible clues: *fierce, vicious, wild, fiendish, savage, cruel, brutal*
- Sample multiple meaning password: *hatch*
- Possible clues: *door that opens on a ship, rear door of a car, break out of an egg*
- More possible passwords: *Use vocabulary from recent or current units*