

Parkview Village Elementary School
 EcoLab Residency 2019
 1:40pm-2:15pm
 Teacher: Lakayla Allamby
 Teaching Artists: Simone Becker, Heather Havel

Day 2: The Arctic

| Theatre | ELA | Science |
|---|---|---|
| 1.C.1 Use movement, voice, and writing to communicate ideas and feelings. | STD SI1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly | 1.L.1 Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive. |

Objectives:

- Identify the characteristics of the Arctic Tundra habitat.
- Identify the characteristics of the Arctic Ocean habitat.
- Explain how Arctic animals have adapted to the Arctic Tundra and the Arctic Ocean habitats.

5 min: Review from Yesterday

3 min: Travel Time

5 min: Guided Imagery: The Arctic Tundra

5 min: Think/Pair/Share

5 min: Introduce Arctic Tundra vs Arctic Ocean

10 min: Animal Movement Exploration

1 min: Travel back

4 min: Recap: Adaptations.

Materials:

Open space

Costume pieces for Musk Ox and Seal

Musk ox and seal photos

5 min: Recap

- What do you remember about the actor's toolbox?
- Where did we travel yesterday?
- What's one thing you remember about rainforests?
- What do we know about cold places in the world? What animals might live there?

3 minutes: Travel Time

To get to the arctic tundra, we are going to use our imaginations to get in our travel ship.

Have students put on their protective travel suits using the following steps:

- Put on travel coat and pants (mime this while sitting).
 - Add additional layers, since it's really cold in the tundra.
- Put on travel boots.
- Put on travel helmet.
- Add a winter hat and earmuffs.
- Have them mime buckling their seat belts.

Students will close their eyes and make ship sounds while the teaching artist counts down from five. When the teaching artist gets to zero, we will have arrived!

Give students a moment to climb out of the ship. Encourage them to look around. **What do they see? What do they hear?**

5 minutes: Guided Imagery

Invite students to close their eyes and listen as the teaching artist describes the arctic tundra.

Alternative: Students walk around and narratively pantomime the following:

Some possible narration to include:

You walk outside and are surrounded by a blanket of snow and ice. You see a polar bear lounging on the ice, penguins waddling and arctic foxes searching for food and an arctic hare hopping along. If you continue walking, you see a deep blue body of water. This is the arctic ocean. If you listen closely, you might hear penguins diving into the water as they search for fish. You might also see seals flopping on the ice and whales spouts poking out from the waves. You take a deep breath and shiver and head for home.

5 minutes: Think-Pair-Share

Students will think-pair-share with a partner about the following questions:

- What did you see or hear in the tundra and the arctic ocean?

5 minutes: Meet Mandy the Musk Ox and Sandy the Seal

Mandy:

Hey y'all! Welcome to the Arctic! I'm Mandy the Muskox.

Sandy:

And I'm Sandy the Seal.

Mandy:

And we both live here in the Arctic tundra.

Sandy:

I live in the ocean.

Mandy:

I live on land.

Sandy:

We both have to survive in the freezing cold.

Mandy:

I have SO much hair that keeps me warm!

Sandy:

And I have blubber (which is a lot of thick fat) that keeps me warm in the freezing water.

Mandy:

It's cool that we both keep warm even though we have different bodies and we hang out in different places.

Sandy:

Yeah. Let's explore that together. Will you go on an adventure with me? I need some friends to help me fish.

Mandy:

And I need some friends to help me search for leaves that are buried under the snow.

Sandy:

Let's go!

Mandy:

Let's go!

10 minutes: Animal Movement Exploration

Mandy the Musk Ox will lead ½ students to the arctic tundra and invite students to use their bodies and imagination to become a muskox herd. The teaching artist will model moving like a muskox and invite students to follow their lead. Some possible tasks for the musk oxen:

- Dig for food in the snow using their hooves.
- Shake the snow off their thick fur.
- Use their arms to make an image of a muskox that has large horns.

- Protect themselves from predators by forming a circle with horns facing out.

Sandy the Seal will lead ½ students to the arctic ocean and invite students to use their bodies and imagination to become a herd of seals. The teaching artist will model moving like a seal and invite students to follow their lead. Some possible tasks for the seals:

- Use your flippers to waddle on the ice.
- Dive into the ocean to find some fish.
- Swim through the freezing water with your flippers.

Teaching artists in both groups will have students make a frozen image of the animal they explored. One group will observe the other group's images and say things they notice or appreciate, then the groups will switch.

1 minute: Travel back

Have students put on their protective travel suits using the following steps:

- Put on travel coat and pants (mime this while sitting).
- Put on travel boots.
- Put on travel helmet.
- Take off earmuffs and winter hat
- Have them mime buckling their seat belts.

Students will close their eyes and make ship sounds while the teaching artist counts down from five. When the teaching artist gets to zero, we will have arrived!

Give students a moment to climb out of the ship.

4 minutes: Recap/Wrap Up/ Reflection Questions

- What animals did you see in the tundra?
- How big were those animals?
- How would you describe the bodies of the animals?
- What about the musk ox's body makes it easier for it to live in the tundra? What about the seal?

These are called adaptations: An adaptation is a specific change that an animal makes over time to live in that habitat. Mandy the Muskox has long, shaggy hair that keeps her warm and Sandy the Seal has flippers that help her fish for food.

Day 2 Extension: Shared Writing

As a class, students help the teacher write a letter to another first grade class about their trip to the tundra, including details about the animals they met and what the tundra/ocean was like.