

Lesson Plan: Read the book, kids!

- Overview

In *Read the Book, Lemmings*, written by Ame Dyckman and illustrated by Zachariah Ohora, an arctic fox on a fishing boat is baffled by a trio of lemmings who insist on jumping off... well, everything! When the intrepid fox teaches his charges to read, they learn an important fact: Lemmings don't jump off cliffs! In this lesson, students will learn about the parts of a nonfiction book, from the table of contents to the index, and use their skimming skills to quickly search for interesting facts on arctic animals.

- Resources & Preparation

- Gather books on arctic animals and their habitat from the school or public library. (A list of potential titles is provided, including several ebook titles for distance learners.)
- Alternatively, you can collaborate with your school librarian to turn this into an information literacy lesson by having students learn to search the library catalog for their own books.

- Instructional Plan

- State Objectives:
 - 2.3.R.5 Students will locate facts that are clearly stated in a text.
 - 2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.
- Student Objectives:
 - Use a table of contents and an index to quickly search for information.
 - Restate facts in their own words
 - Understand the importance of citing sources.

1. As a class, read *Read the Book, Lemmings* by Ame Dyckman.
2. Ask students if they remember the difference between fiction and nonfiction. “*Read the Book, Lemmings* is fiction. It is a made-up story. But here are some books about animal facts. These are nonfiction.”
3. Point out the parts of a book. “When we read fiction, we usually read the whole story. With nonfiction, we might be looking for specific information. We don't need to read the whole book!” Show students examples of a Table of Contents, an Index, and a Glossary.
4. Choose an arctic animal book from the school or public library. Together as a class, practice using the table of contents and the index in your book to find information about your animal. Use this information to fill out the My Arctic Animal worksheet.
5. Take a moment to explain the concept of citing sources (without getting into the details of MLA and APA, of course!). “When we cite our sources, we are explaining where we found our information. If someone didn't believe us, or if they were curious to learn more, they could go to the same book or website that we used and find the same facts that we found. It proves that we did not make up the information.” As a simple introduction to

citations, the My Arctic Animal worksheet has space for students to write the title and author of their book and the page numbers of the facts they find.

6. When you have finished your example worksheet, have students complete the worksheet on their own or in small groups (depending on your classroom situation) using books from the school or public library.
 7. Optional: Consider asking students to draw a picture of their animal to accompany their worksheet.
- Additional Resources
 - A list of Tulsa City County Library books that may be of use in this lesson, with notations of those available as ebooks.
https://tcl.bibliocommons.com/list/share/1308574617_red_bee_2019/1737546099_arctic_animals
 - Attached: A portion of the Funk & Wagnalls New World Encyclopedia article on the arctic regions, with a list of animals native to the arctic.
 - Attached: “My Arctic Animal” worksheet

Vegetation and Animal Life

The Arctic is not a frozen desert devoid of life on land or sea, even during the cold, dark winter months. Spring brings a phenomenal resurgence of plant and animal life. Low temperatures are not always the critical element—moisture, the type of soil, and available solar energy are also extremely important. Some animals adapt well to Arctic conditions; for instance, a number of species of mammals and birds carry additional insulation, such as fat, in cold months.

The Arctic has more than 400 species of flowering plants. The vast stretches of tundra that cover the plains and coastal regions consist of low creeping shrubs, grasses, thick growths of lichens and mosses, and herbs and sedges.

Abundant animal life inhabits the Arctic, both on land and in the sea. Arctic mammals include polar bear, Arctic fox, ermine, marten, Arctic wolf, wolverine, walrus, seal, caribou, reindeer (domesticated caribou), musk-ox, lemming, Arctic hare, and many species of whale.

Birds are plentiful throughout the Arctic Regions. The guillemot and little auk nest by the thousands along cliffs. Ravens, snow buntings, and sandpipers have been seen in the remotest N land regions, as have the snowy owl and the gyrfalcon. Various species of gull, including the jaeger, also range far to the N. Among other characteristic Arctic birds are the eider duck, teal, loon, petrel, puffin, and ptarmigan. Insects, found in the Arctic wherever vegetation exists, include bees and wasps, flies, butterflies and moths, beetles, and grasshoppers. Coastal waters are relatively rich in such fish as cod, flatfish, halibut, salmon, and trout. A large variety of invertebrates have been observed in the Arctic seas.

Works Cited

“Arctic, the or Arctic Regions.” Funk & Wagnalls New World Encyclopedia, Jan. 2018, p. 1; EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=funk&AN=ar134600&site=ehost-live.

Persistent link to this record (Permalink):

<http://search.ebscohost.com/login.aspx?direct=true&db=funk&AN=ar134600&site=ehost-live>

My Arctic Animal

My arctic animal is the _____.

Three interesting facts about my animal:

1. _____

I found this fact on page _____.

2. _____

I found this fact on page _____.

3. _____

I found this fact on page _____.

The book I used was called _____.

It was written by _____.