**Presentation:**

1. Teacher will ask students what are the first things that we do when we have an article to read? (number the paragraphs and box the title)
2. Teacher will ask students what do you think this article is about? How do you now? How do you know that The Arctic Tundra is the title?
3. Teacher will ask students to read the article independently, circling the words that they cannot read, or that they do not know what they mean.
4. Teacher will front load the vocabulary for **adaptation, permafrost, Eurasia, Biome, whiteout**
5. Teacher will ask students to follow along while she reads the entire article and to again circle the words that they might not know.
6. Teacher will then call on a student to read paragraph 1 out loud
7. Teacher will ask students to discuss with their elbow partner what they think is the main idea and if so what details support their decision.
8. Students will complete 2 column notes on the board with student directed answers. Teacher will help direct students to the main idea and the supporting details.
9. Teacher will model how to use context clues to identify the word soggy.

**Practice and Application:**

1. The process will continue throughout the entirety of the paragraphs. Each time the teacher will help direct students to the main ideas and supporting details.
2. Teacher will monitor and walk the room and ask leading questions to help lead students to the main ideas.
3. Before moving on to another paragraph teacher will write the main idea and supporting details on the board.

Review and Assessment:

1. Teacher will ask students to decide what Thinking Map would best be used to organize the information (circle map (definition) or a bubble map (description by attributes)
2. Students will be asked to identify 2 details or main ideas that they learned about the Arctic Tundra

Extension:

1. Students will create a Thinking Map and a Four Square to help them create their paragraph summaries for the Arctic Tundra
2. Students will also be asked to justify which biome they would like to live in and why.

**Motivation:**

Activating Prior Knowledge: ( Think Pair Share, Elbow Partner discussions)

Brainstorm the word Biome, Arctic, and adaptations. What do they already know about these words?

Lead students to identify that a biome is land that is different and only certain animals and plants can survive there.

Lead students to identify that Arctic means cold, see if students can identify which animals can live in the cold. Why can they live in the cold? Can they live in the cold?

Lead students from the cold and different types of animals that can survive to what makes is possible, what do these animals have that humans do not? (Fur, blubber)