

*Special Ed*

# TUNDRA BIOME



**ALSO INCLUDES GOOGLE SLIDES**

*Special Needs for Special Kids*



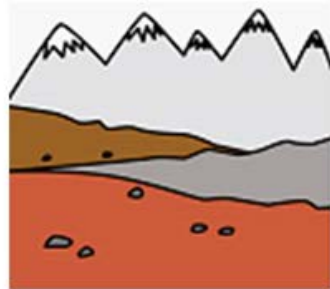


*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, has a very short attention span, and struggles to sit still. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*



# Biomes: Tundra

By  
Christa Joy  
Special Needs for Special Kids



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Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoint (this is the book in the lesson plan)
- Voice recorded PowerPoint
- Activities in black and white

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This unit contains over **200 pages** of material plus **36 google slides**. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

It comes in 2 separate files. One in color and one in black and white.



# Tundra Overview

## Lesson Plan

### Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and also one for the teacher to use in I Spy games
- Book
  - Print out, laminate, and bind
  - Also available as a recorded PowerPoint and video in the directions for digital activities pdf
- Who am I activity cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and one for the teacher to use
- Bingo cards
  - This unit comes with a set of Bingo cards.
  - They are in color and BW
  - Print on cardstock and laminate.
  - Suggestions for use included in unit.

### Preassessment (do day 1 before starting lesson)

- Use the fact sheet to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

### Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:

The lesson plans contain:  
Overall tips for teaching  
students with significant  
needs



## Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Circle map</li></ul>	8	<ul style="list-style-type: none"><li>• Book</li><li>• Bingo</li><li>• Writing Prompt</li></ul>
2	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Circle map</li></ul>	9	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cut and paste</li><li>• Sudoku puzzle</li></ul>
3	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Circle map</li></ul>	10	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cut and paste</li><li>• Word search</li></ul>
4	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Collage</li></ul>	11	<ul style="list-style-type: none"><li>• Book</li><li>• Bingo</li><li>• Close worksheet</li></ul>
5	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Collage</li></ul>	12	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Close worksheet</li></ul>
6	<ul style="list-style-type: none"><li>• Book</li><li>• Who am I?</li><li>• Collage</li></ul>	13	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Close worksheet</li></ul>
7	<ul style="list-style-type: none"><li>• Book</li><li>• Who am I?</li><li>• Map activity</li></ul>	14	<ul style="list-style-type: none"><li>• Assessment</li></ul>

*The lesson plans contain:*

*A quick look at what you will do each day*



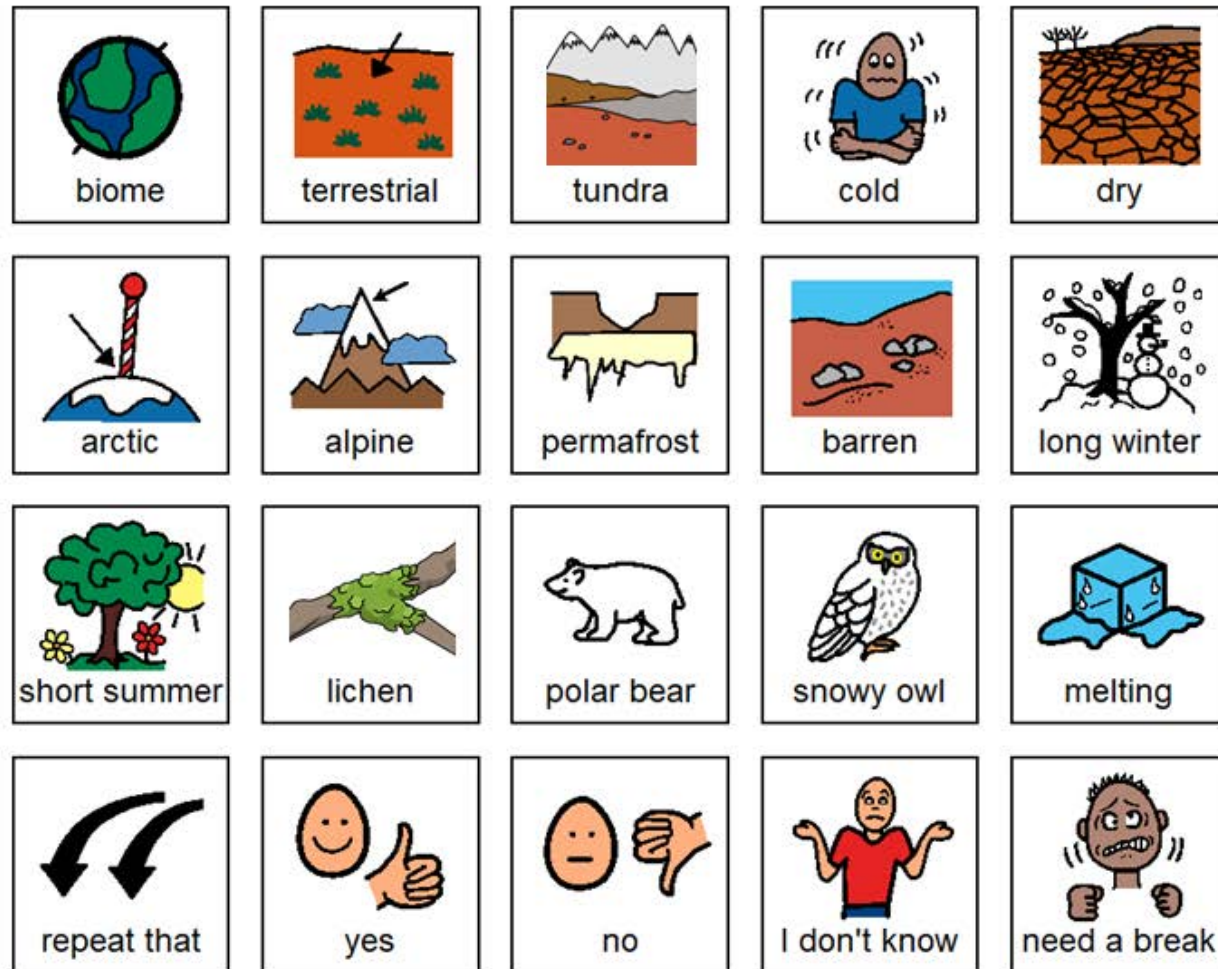
## Day 6

Activity	Notes	Materials
Read or listen to the book (10 minutes)	<ul style="list-style-type: none"> <li>Read through the story, asking lots of questions</li> <li>Continue to make connections between book and vocabulary board</li> </ul>	<ul style="list-style-type: none"> <li>Book</li> <li>Vocabulary board</li> </ul>
Who am I activity (10 minutes)  <i>***DIRECTIONS ON HOW TO PLAY***</i>	<ul style="list-style-type: none"> <li>Give each student a set of Who am I cards</li> <li>Various options/ways to play, but the goal is to have students hold up the card you are talking about. Sometimes there can be more than one correct answer</li> <li><b>Things you can do:</b> <ul style="list-style-type: none"> <li>Hold up a vocabulary card</li> <li>Show a page from the book</li> <li>Point to a symbol on the vocabulary board</li> <li>Verbally describe something about that card</li> </ul> </li> <li>Tell a story as though you were a plant or animal living in the tundra. What do you see? Where do you live? What are you eating?</li> </ul>	<ul style="list-style-type: none"> <li>Who am I cards (2 sets)</li> </ul>
Collage review (5 minutes)	<ul style="list-style-type: none"> <li>Review the collage completed yesterday</li> </ul>	<ul style="list-style-type: none"> <li>Collage completed yesterday</li> </ul>
Collage (15 minutes)	<ul style="list-style-type: none"> <li>Do the collage on <b>animals in the tundra</b> <ul style="list-style-type: none"> <li>First color the background</li> <li>Add images</li> <li>Errorless activity (makes a great study guide)</li> </ul> </li> <li>Make connections to the book as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Collage</li> <li>Crayons</li> <li>Scissors</li> <li>Glue</li> </ul>
Sharing (10 minutes)	<ul style="list-style-type: none"> <li>Each student shares their finished collage with the group using the communication method of their choice</li> </ul>	<ul style="list-style-type: none"> <li>Completed collage</li> <li>Communication devices</li> </ul>

The lesson plans contain:

Detailed instructions on how that day's lesson should run





This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



You will find a lot of **lichen** growing in this region. Lichen is an organism that is made up of a fungus plus an algae that grow together as one plant.



©Christa Joy, S

You will find lots of birds like the snowy owl, and insects that live in the tundra during the summer months.



©Christa Joy, SNSK

There is a 42-page book with simple text and engaging photos.

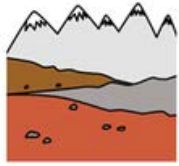
It comes in a PowerPoint version as well as a voice-recorded PowerPoint (so you don't have to print it out.)

There is also a movie version you can use in google slides.



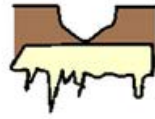
### tundra

Harshest and coldest of the region with very little vegetation or rainfall.



### permafrost

Layer of soil just under the surface that stay permanently frozen.



### arctic tundra

Tundra region around the North Pole.



### alpine tundra

Tundra region at the top of the tallest mountains.



### barren

Flat area of land with no trees and little plant or animal life.



### perennial

Plant that comes back each year from the same root.



### lichen

Plant composed of both fungus and algae; found in tundra.



### symbiotic

Cannot survive alone; depend on each other to survive.



There are 12 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.



### tundra

Harshest and coldest of the region with very little vegetation or rainfall.



### permafrost

Layer of soil just under the surface that stay permanently frozen.



### arctic tundra

Tundra region around the North Pole.

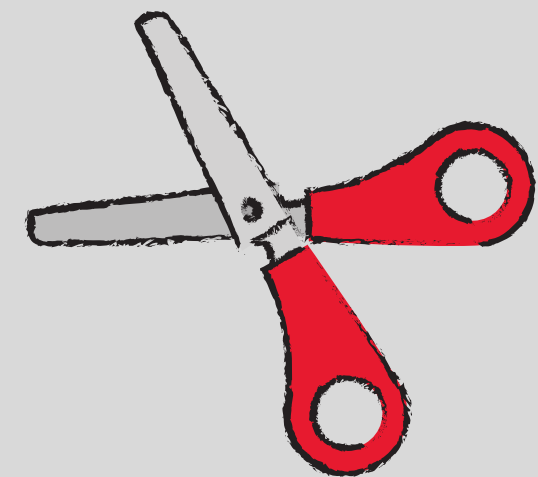


### alpine tundra

Tundra region at the top of the tallest mountains.



On days 9&10 there is an activity where students will match either the picture to the definition or the definition to the picture (harder).



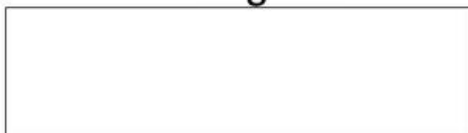
### biodiversity



### hibernate



### migrate



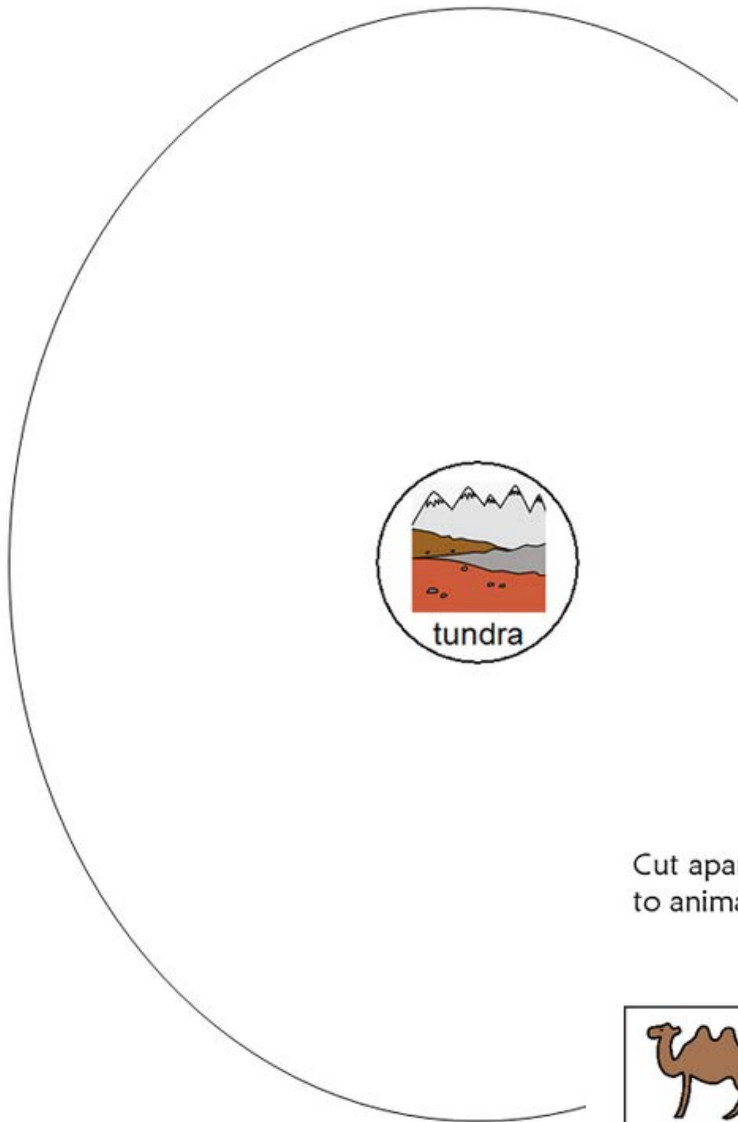
### Inuit



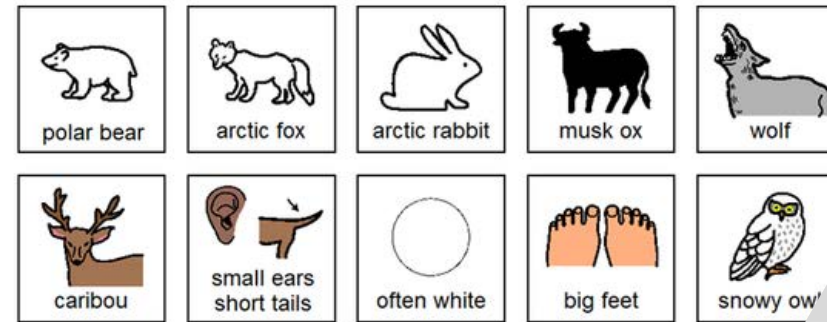
Variety of different plant and animals species living in an area.	
Tundra region around the North Pole.	N par
When animals (not just birds) move from one location to another to find more favorable weather and living conditions.	Harshest and little
Plant composed of both fungus and algae; found in tundra.	Animals that go in phase during ha



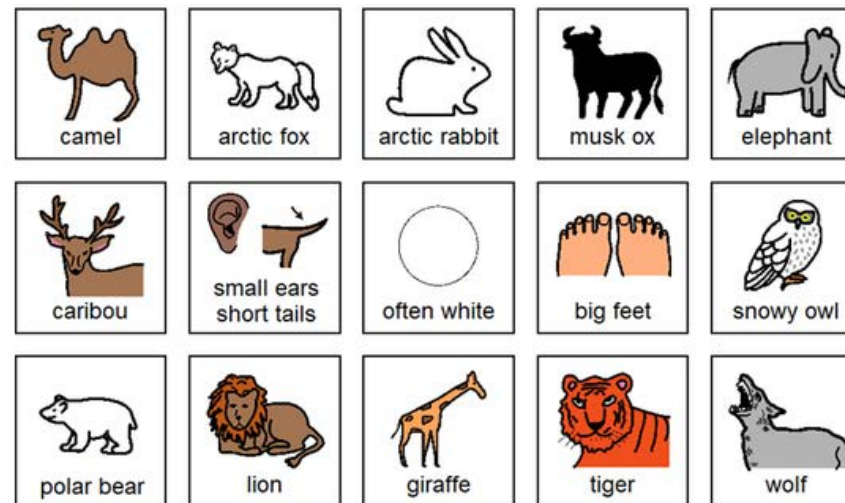
What are some animals that live in the tundra?



Cut apart pictures and place in circle map showing facts about the animals in the tundra.



Cut apart pictures and place in circle map **ONLY IF** they relate to animals in the tundra.



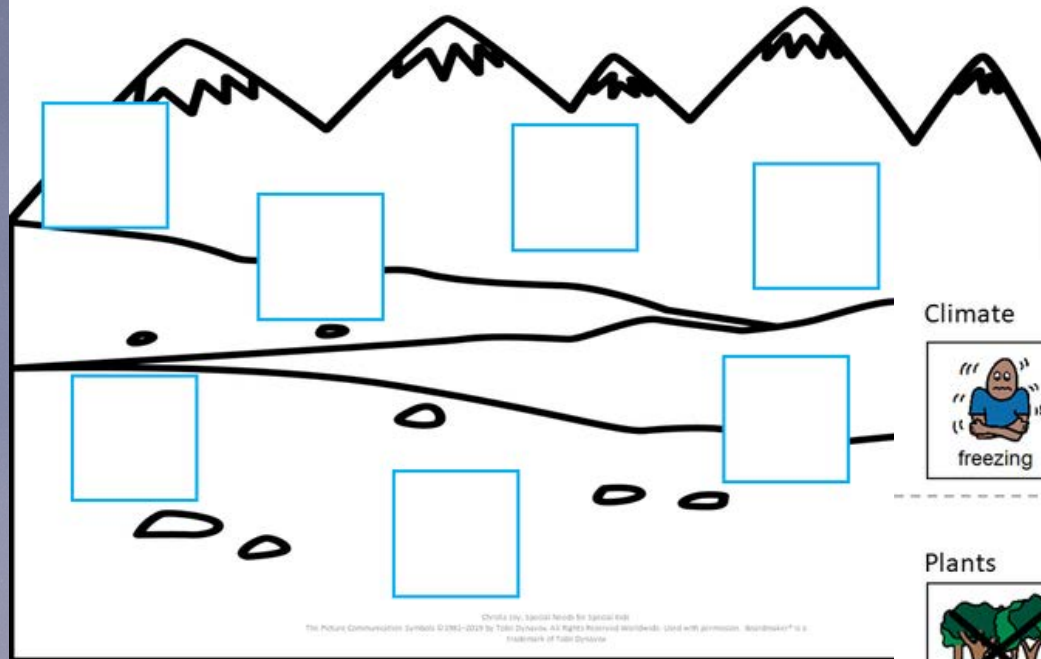
There are 3 circle maps, one for general facts, one for plants, and one for animals.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

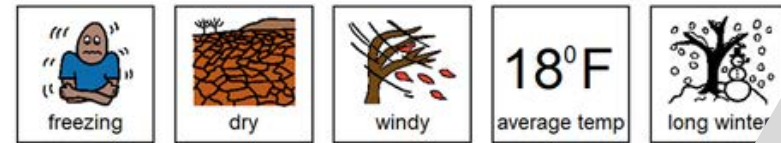
- One is errorless
- One has wrong answers mixed in students will have to set aside



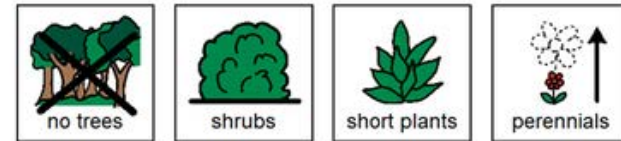
# Climate



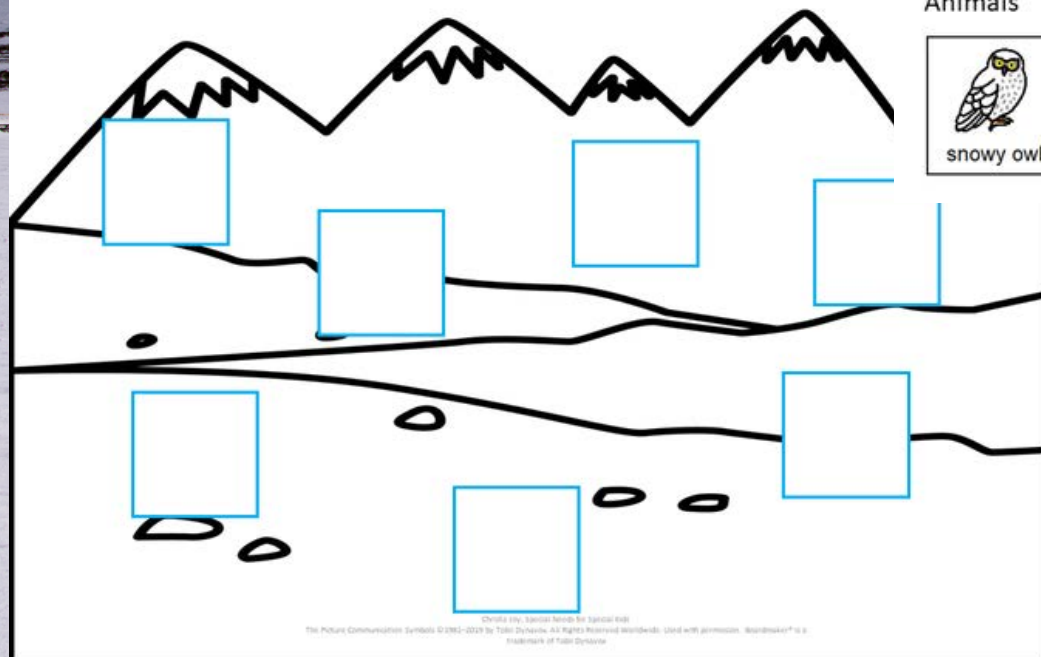
## Climate



## Plants



# Animals



## Animals



There are 3 collages about the tundra. One covers the climate, one the plants, and one the animals. These are all errorless activities.





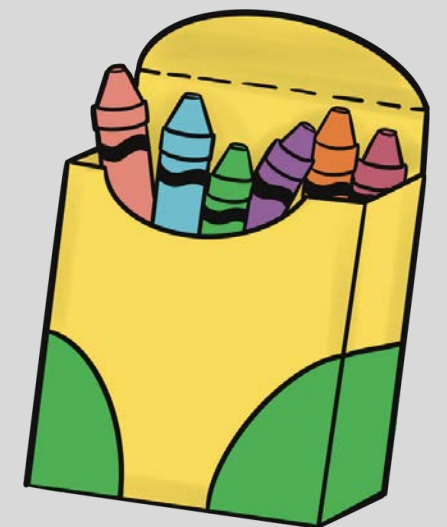
Color in the area of the arctic tundra.



Color in the area of the alpine tundra.



There is a map for students to color in the areas of the arctic and alpine tundra regions. It is differentiated with the area already outlined.





# My trip to the tundra

I wanted to visit the tundra, so I went to

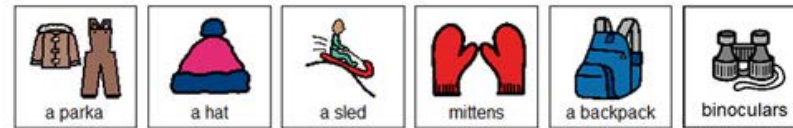
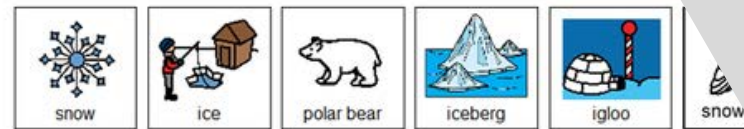
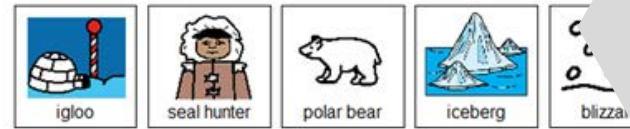
When I opened my eyes, I saw a

I went down the ladder to check out the

I took with me.

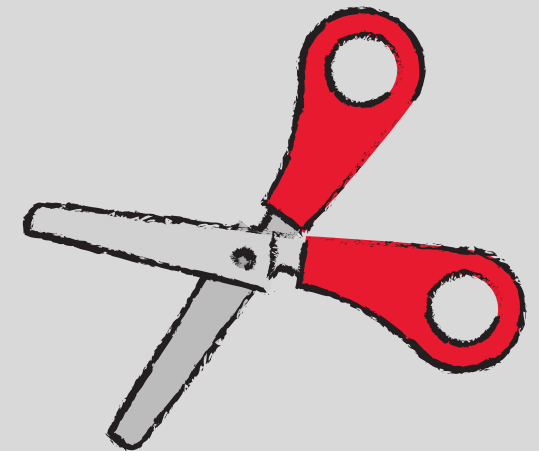
When it was time to go back home, I felt

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There is a writing prompt about going on an adventure to the tundra. This is an errorless activity and gives students a chance to write their own stories with support.





## Who am I cards

- Give each student a set of Who am I cards
- Various options/ways to play, but the goal is to have students hold up the card you are talking about. Sometimes there can be more than one correct answer
- Things you can do:
  - Hold up a vocabulary card
  - Show a page from the book
  - Point to a symbol on the vocabulary board
  - Verbally describe something about the tundra.
- Tell a story as though you were visiting the tundra.
  - What do you see?
  - What is the weather like?
  - What plants or animals do you see?
  - Where do you live?
  - What are you eating?

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shrub



moss

There are large cards and directions for playing a "Who am I?" group activity.



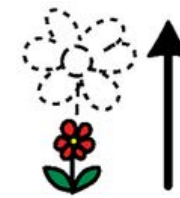
snowy owl



caribou



lichen



perennial



polar bear



arctic hare

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## Bingo cards



- Included are 10 Bingo cards in color and 10 Bingo cards in BW.
- Place the cards in page protectors or laminate for long term use.
- **Cut one board apart to use as calling cards.**
- This is a great way to practice the new vocabulary included in this unit.
- Cut apart a set of the vocabulary cards to use as the calling cards.
- Options:
  - Show students the picture for them to match
  - Read the definition and see if students can find the matching picture
  - Work as teams
  - Vary the "winning" patterns.
    - Cover all
    - Cover corners
    - Row across or down
    - Cover the edges
  - Vary the ways to mark the card
    - Place in page protector or laminate and use dry erase markers
    - Stickers
    - Post-it notes
    - Dot markers




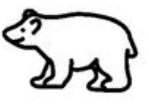
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## Tundra

 polar bear	 arctic	 alpine	 migrate
 Intuit	 shrub	 tundra	 hibernat
 moss	 symbiotic	 lichen	
 biome	 snowy owl	 permafrost	

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There are 10 color and 10 black and white Bingo cards included plus 10 different ways to use them and play Bingo. There are calling cards included. This is a great way to review vocabulary.

 lichen	 arctic
 alpine	 polar bear

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Calling cards included



# Tundra

lichen			alpine		tundra
alpine		polar bear	lichen	permafrost	arctic
polar bear	arctic				lichen
tundra		alpine	polar bear		permafrost
	alpine	lichen			
	polar bear	tundra	permafrost		alpine

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Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

tundra	tundra	tundra	arctic	arctic
arctic	arctic	alpine	permafrost	permafrost
permafrost	lichen	lichen	polar bear	polar bear

# Tundra

alpine	permafrost	tundra	
	arctic	alpine	permafrost
	tundra		alpine
	alpine		tundra

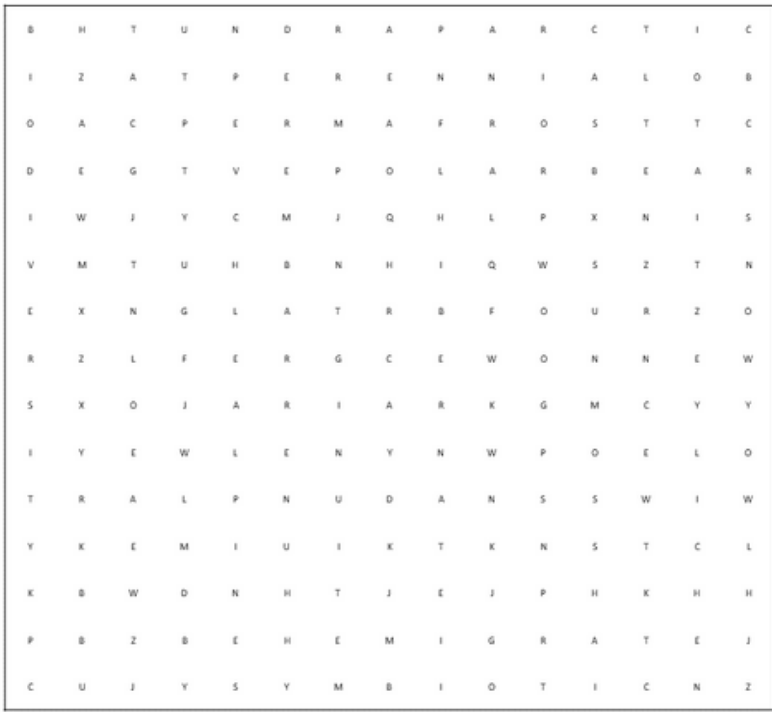
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There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.

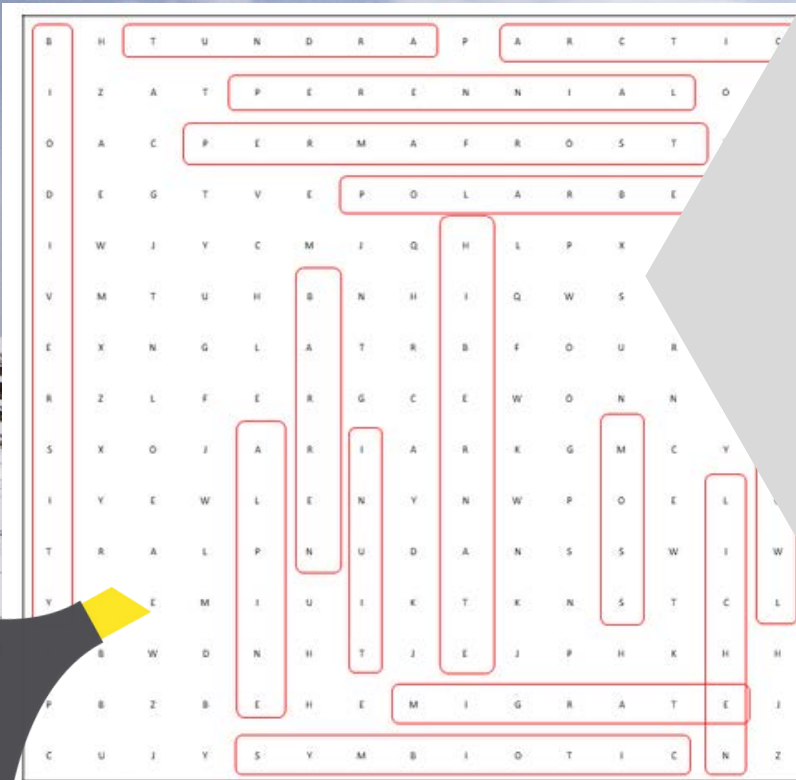






barren	alpine	biodiversity
hibernate	tundra	snowy owl
perennial	arctic	migrate
lichen	polar bear	symbiotic
permafrost	Inuit	moss

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barren	alpine	biodiversity
hibernate	tundra	snowy owl
perennial	arctic	migrate
lichen	polar bear	symbiotic
permafrost	Inuit	moss

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There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the words on the answer key.





## Tundra

1. The tundra gets very little  or .

2. The  is a layer just under the surface that stays frozen.

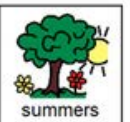
3. The arctic tundra is located near the .

4. The alpine tundra is located on .

5.  are very short in the tundra.



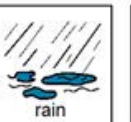
tall mountains



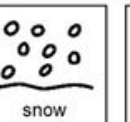
summers



permafrost



rain



snow



North Pole

## Plants in the Tundra

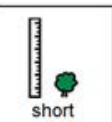
1. The tundra is very  with no .

2. Plants that do grow here are .

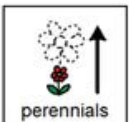
3.  are plants that come back each year from the same root.

4. You will find a lot of  here which is a combination of fungus and algae.

5. There is very little  in the tundra.



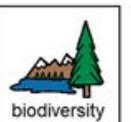
short



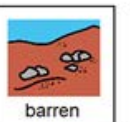
perennials



trees



biodiversity

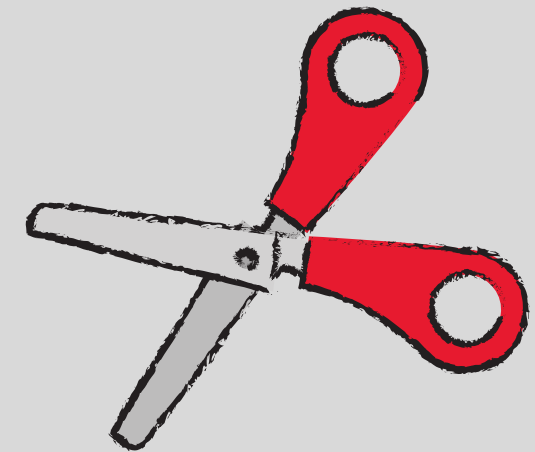


barren



lichen

There are 3 fill-in-the-blank worksheets. These allow you to review and focus on one biome at a time.





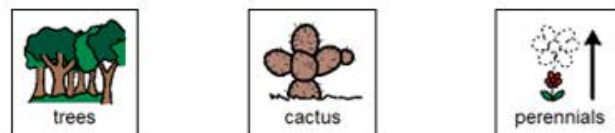
1. Circle the adjectives that describe the climate in the tundra:



2. What is very short in the tundra?



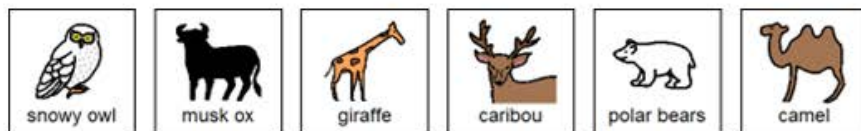
3. What is the main type of plants you see in forests?



4. Where do you find the alpine tundra?



5. Circle the animals you might see in the tundra:



There is a 10 question assessment.

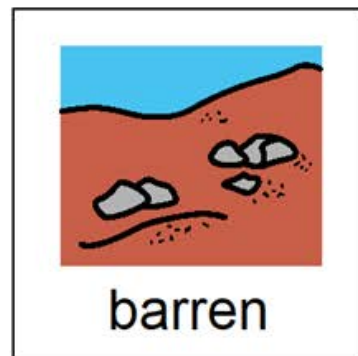
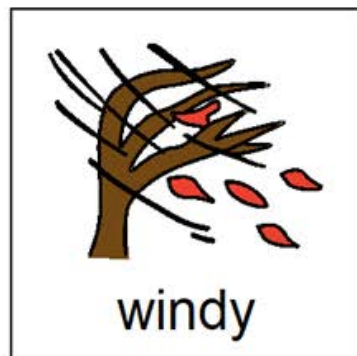
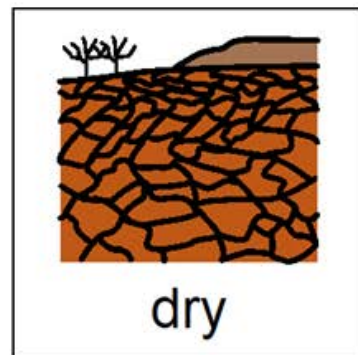
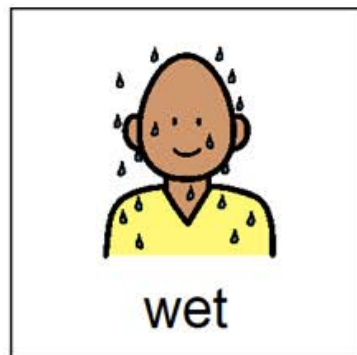
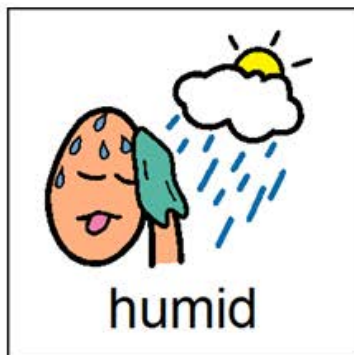
There are 3 versions. This version has 10 questions with 3 picture choices for each question.

Answer key included.

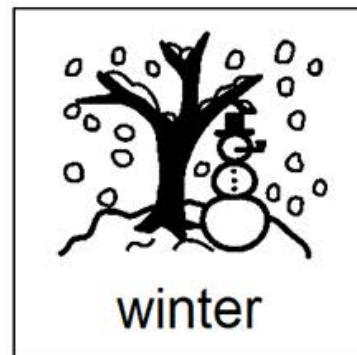
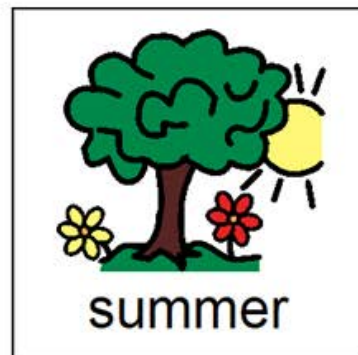


Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 1



Q 2



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.



1. Circle the adjectives that describe the climate in the tundra:  
A. Humid                      D. freezing  
B. Wet                          E. windy  
C. Dry                          F. barren
2. What is very short in the tundra?  
A. Fall  
B. Summer  
C. Winter
3. What is the main type of plants you see in forests?  
A. Trees  
B. Cactus  
C. Perennials
4. Where do you find the alpine tundra?  
A. Mountains  
B. Antarctica  
C. North pole
5. Circle the animals you might see in the tundra:  
A. Snowy owl              D. caribou  
B. Musk ox                  E. polar bear  
C. Giraffe                    F. camel
6. Where do you find the arctic tundra?  
A. North pole  
B. Germany  
C. Mountains

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*



Watch the movie about the tundra



## Terrestrial Biomes: *Tundra*

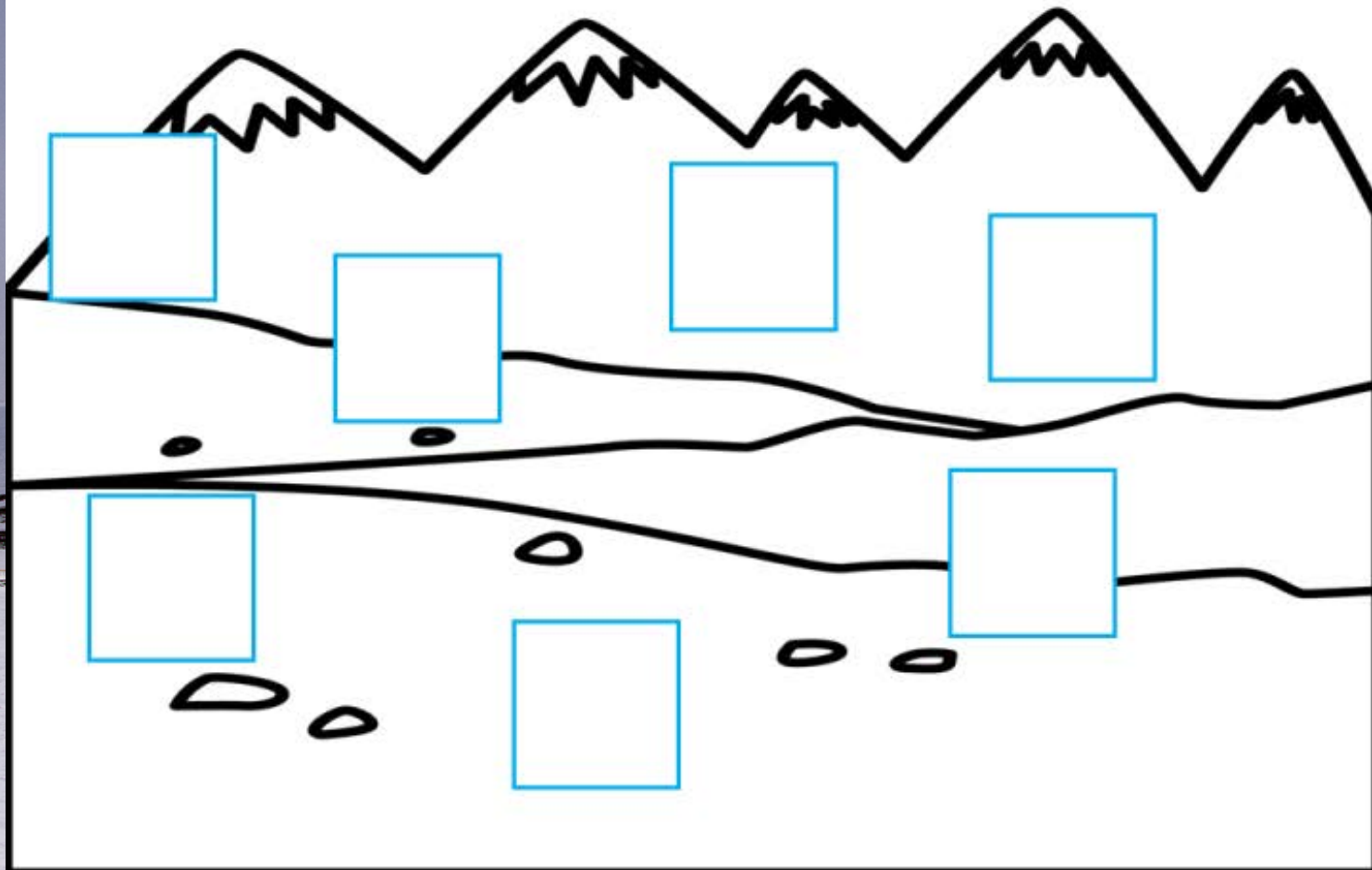
By  
Christa Joy

This unit also includes digital versions of the activities.

Students can watch a movie book version of the book rather than printing it out.



# Animals



Place in the pictures in the empty boxes to show animals that live in the tundra.



Each activity is set up so students can click and drag answers. No typing is required.



## Plants in the Tundra

1. The tundra is very  with no

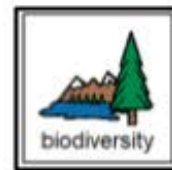
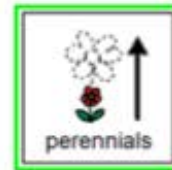
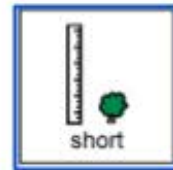
2. Plants that do grow here are

3.  are plants that come back each year from the same root.

4. You will find a lot of  here which is a combination of fungus and algae.

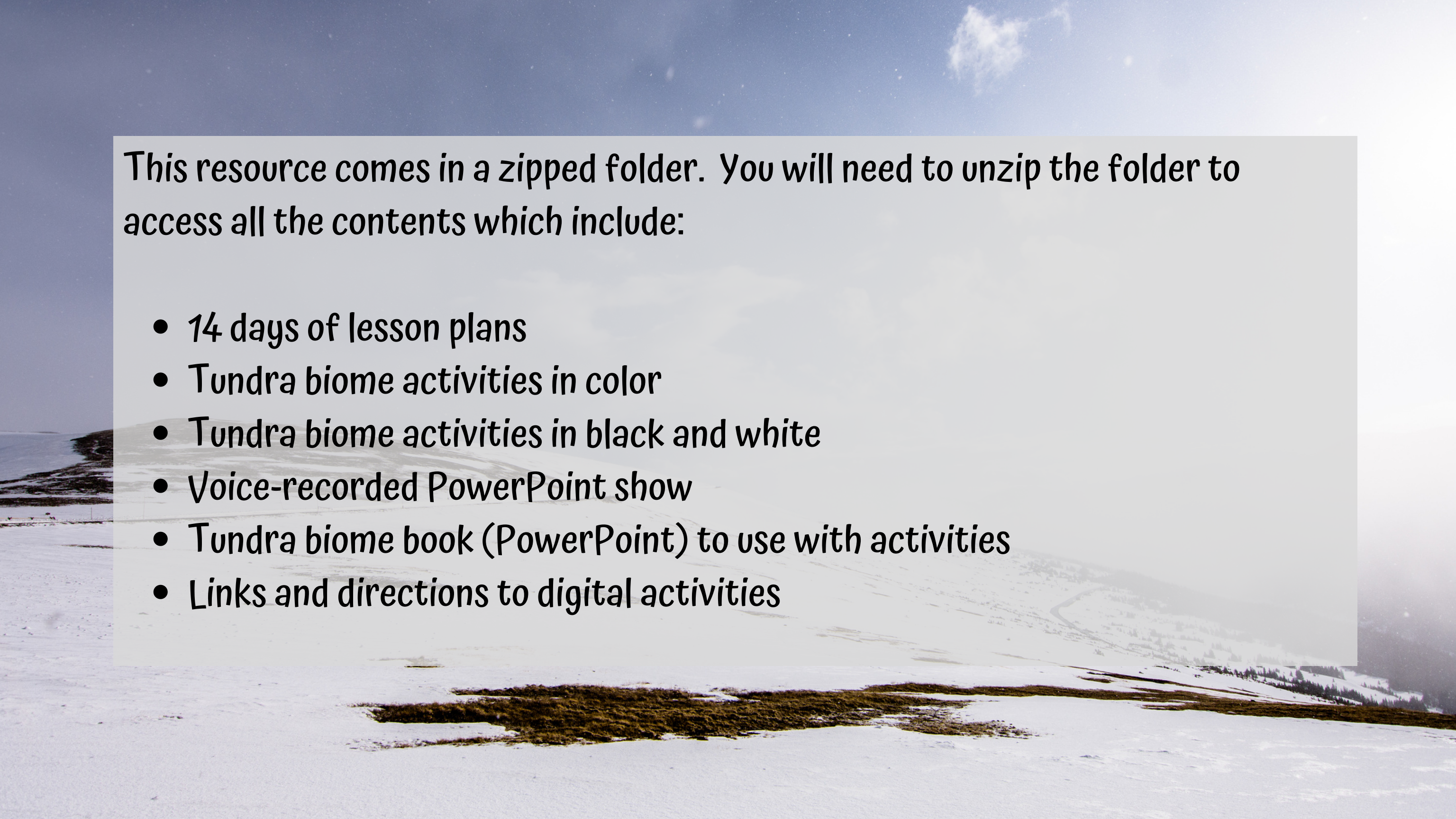
5. There is very little  in the tundra.

Choose the best picture to finish each sentence.



The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.



A wide-angle photograph of a snowy tundra landscape. The foreground is covered in a thick layer of snow, with patches of low-lying, brownish vegetation visible. In the background, rolling hills and mountains are partially covered in snow, extending towards a clear blue sky with a few wispy clouds. A semi-transparent white rectangular box is overlaid on the left side of the image, containing text and a bulleted list.

*This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:*

- *14 days of lesson plans*
- *Tundra biome activities in color*
- *Tundra biome activities in black and white*
- *Voice-recorded PowerPoint show*
- *Tundra biome book (PowerPoint) to use with activities*
- *Links and directions to digital activities*



I also have a resource that is an overview of the 4 terrestrial biomes

- Forests
- Grasslands
- Desert
- Tundra

**CLICK HERE**



I also have a unit on Saltwater and Freshwater Ecosystems

**CLICK HERE**

