Wild Animals

Saskatchewan School Library Association

THE MEDIUM – WINTER 2009

Charlene Leaderhouse and Michelle Thomas



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Saskatchewan School Library Association

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Wild Animal Research - Lesson One

Objective

Develop basic research skills, observe and describe many types of animals, explain how animals adapt to their environments.

Type of Activity: (<u>individual,</u> partner, group, <u>class)</u>	Time Frame: 2 periods
MATERIALS:	Indicate roles with:
Books with vivid illustrations of animals, if possible at appropriate reading levels. Graphic organizer – 2 options, depending on time of year and ability of students.	T- Teacher TL – Teacher-Librarian
DEVELOPMENT	
Motivational Set (Intro) Students are given time to browse their assigned book. This browsing time is guided by asking them to do a picture walk, look for words they know, etc.	T, TL
 Procedure Guide students through the sentence starters. Ask a volunteer to read the starter and discuss what to look for. Assist students as necessary. Ask a few students to read their sentence and discuss as a class. Repeat process for each sentence. Discuss picture and citing of source. 	TL, T
Reflection (Could be a question)	
Discuss habitats, food sources, movement, body coverings, and unique qualities of each animal.	
Practice	
Engage in the research process as a class.	TL, T
Summary (Could be a question)	
Same as reflection.	

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EVALUATION	Т
Attention is given to completion of the activity, sentence structure, and accuracy of facts.	
RESOURCES	TL, T
Picture books, graphic organizers (Advanced Organizers for the Social Studies Curriculum)	

Wild Animal Research - Lesson Two

Objective

Develop basic research skills, observe and describe many types of animals, explain how animals adapt to their environments.

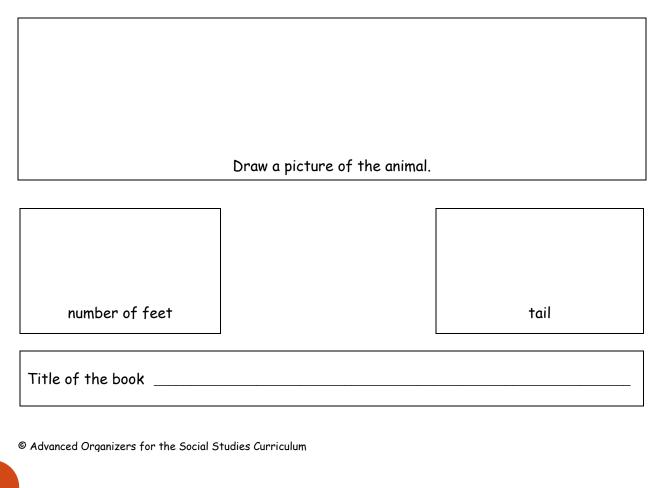
Type of Activity: (<u>individual</u> , partner, group, <u>class)</u>	Time Frame: 2 periods
MATERIALS	Indicate roles with:
Clay, paper/Styrofoam plates, popsicle sticks, plastic knives	T- Teacher
Picture from last day	TL – Teacher-Librarian
DEVELOPMENT	
Motivational Set (Intro)	Т
Paint plates green, brown, or blue to simulate habitat.	
Procedure Using the same picture book, ask students to examine what their animal looks like.	T, TL
Reflection (Could be a question) Discuss body covering, movement, colour, size, etc.	T, TL
Practice Use clay to create animal.	
Summary (Could be a question) Take digital photos and create a Photo Story.	TL
Give students the opportunity to practice reading their reports before they are recorded. This can be done with peers or care partners.	

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Evaluation	
Likeness of animal to actual animal.	T, TL
Speaking and reading evaluation of mini-research.	
Resources	TL
Picture books.	
Evaluation rubric (ELA Elementary Curriculum Guide)	

W	ILD	AN	IMAI	LS

Wild Animal Research My name is		
My animal is a/an		
It lives in the		
It eats		
It moves by		
It is special because it _		



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Wild Animal Oral Report and Presentation Assessment

Name: _____

Scoring Criteria 1 - not demonstrated, 5 - fully demonstrated

Key ideas were presented 1 2 3 4

Ideas were clearly and logically organized 1 2 3 4 5

Spoke loudly enough to be heard by audience

1 2 3 4 5

Spoke distinctly and enunciated words clearly 1 2 3 4 5

Voice and mannerisms indicated interest in topic and in sharing knowledge

5

5

1 2 3 4

Comments:

Adapted from: The English Language Arts Curriculum Guide for the Elementary Level 2002, page 130

Letter To Parents

Dear Grade One Parents,

The Grade One students have been working on a research project about wild animals. Their work has been turned into a Photo Story (digital storytelling). If you would like to view the class project, please send your email address to school and you will be sent a copy as an attachment.

Thank you,

Mrs. Thomas Mrs. Leaderhouse

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Mrs. Thomas Mrs. Leaderhouse

Viewing Activity Overview

Curriculum Connections

ENGLISH LANGUAGE ARTS OBJECTIVES:

- Participate in shared and guided viewing experience
- Interpret illustrations and photographs
- Set purpose for learning
- Demonstrate active viewing behaviours
- Use visual cues to predict and to draw inferences
- Retell interesting and important aspects of visual texts
- Make connections between visuals, prior knowledge, and personal experiences

SCIENCE OBJECTIVES:

- Recognize characteristics which can be used to identify and describe animals.
- Identify, by sight or by sound, a wide variety of animals.
- Describe the habitats of some animals.
- Observe, describe, or imitate how animals behave in their natural environments.

Time Allotment

One - Two Periods

Materials

Laminated pictures of animals (magazines, calendars, old books or encyclopedias) Viewing guide

Instructional Plan

- 1. Post a large picture on the chalkboard. Discuss various points of the picture, using the viewing guide as a discussion guide.
- 2. Assign each student a picture to fill in their own viewing guide.
- 3. Adaptations:
 - a. Mixed ability pairings.
 - b. Teacher and teacher-librarian work with groups of weaker students.
- 4. Assessment Rubric
 - a. Refer to attached rubric

WILD ANIMAL RESEARCH

Viewing Activity - Assessment Rubric

	4	3	2	1
Answers questions	-Answers all questions - Includes many details from the picture	- Answers most questions - Includes many details from the picture	- Answers some questions - Includes some details from the picture	- Answers few questions - Includes few or no details from the picture

Viewing Guide - Photo Analysis		
Look at your picture for two minutes.		
1. What animal is in your picture?		
2. Which colours do you see?		
3. What season is shown in your picture?		
4. Why did you pick that season?		
5. What is the habitat of the animal in your picture?		
6. Write down anything you see that is interesting.		
 5. What is the habitat of the animal in your picture?		

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Viewing Guide - Animal Research

My name is _____

Name of the animal _____

fur feathers		water air
skin scales	colour	grass trees
(body covering)		(habitat)

