



Deadliest Predator Lesson Plan

Introduction:

- Explain what a predator is. (A predator is an animal that eats other animals. The word *predator* started out referring to insects that ate other insects, but has grown to include any animal that eats another animal.)
- Ask children to name the wildlife predators that they are already familiar with.
- Tell them that in these lessons they are going to learn the names of additional predators and play an exciting game called Top Trumps and compare characteristics about different predators.

Suggested lesson procedure:

Lesson 1

- Divide the class into pairs
- Give a pack of the TOP TRUMPS Predator cards to each pair.
- Ask the children to lay the cards out face up either on their desks or on the floor.
- Give instructions such as “Find the great white shark”. Children find and hold up the corresponding card as fast as they can. In the case of predators, there may be words that are new or difficult to pronounce, have the children repeat the names after you, sounding them out as they go.
- Once the children are familiar with the names of the predators on the cards, ask individual children to take turns calling out the names of predators for their classmates to find.

Lesson 2

- Tell the children that they are going to use the TOP TRUMPS Predator cards to play TOP TRUMPS.
- Divide the class into groups of 3-6.
- Explain that each group needs only one pack of cards to play the game. Ask the children to put any extra packs to one side or turn them into you.
- To start the game, shuffle and deal all the cards face down giving each child an equal number of cards. Each player holds their cards so that they can see the **top** card only. The player to the dealer's left starts by reading out a category from the **top** card (e.g. Weight, value 5,000 lbs.).
- The other players then read out the same category from their cards. The one with the best or highest value wins, and that player collects all of the top cards, including their own, and moves

them to the bottom of their pile. It is then their turn again to choose a category from the next card.

- If two or more cards share the top value or data is not available for that particular subject, then all the cards are placed in the middle and the same player chooses again from the next card.
- Using a different category, the game is repeated until all of the cards are used.
- The person with all of the cards at the end is the winner!

CCSS.MATH.CONTENT.K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.MATH.CONTENT.K.CC.C.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

CCSS.ELA-LITERACY.RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CCSS.ELA-LITERACY.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided.

CCSS.ELA-LITERACY.L.1.5.A

Sort words into categories to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-LITERACY.RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Lesson 3

This lesson is for students to recognize the importance of adaptations to both predators and prey.

Essential question: How do animals use adaptations to enable them to survive as part of the predator/prey relationship?

Background: Animals display a variety of behaviors in predator/prey relationships. These are “adaptations” for survival.

Some of these behaviors are flight, posturing in a fighting position, signaling to others, finding cover and “freezing” on the spot to escape detection by prey. The type of behavior depends on the proximity to the predator when first noticed. If the predator is a long distance away, the prey may just signal others of the presence of a threat. If the predator comes closer, the prey may attempt to run away. However, if the predator is too close to fleeing to safety, the prey may scurry to a hiding place. If none of these alternatives are an option, the prey may “freeze” to protect themselves.

- Review basic food chains. Partner the students and ask each pair to draw a basic food chain consisting of animals with which they are familiar. After approximately 10 minutes, ask partners to share and explain their drawings. Ask: “Do the food chains contain any predators or prey?”
- On the board, write two columns: Prey and Predator. Ask the students to help create the lists. Example: rabbits/coyotes, deer/man etc.
- Have the students use their TOP TRUMPS cards to continue this part of the lesson on their own. They will choose various predators listed on their cards, and read the information listed below the picture of the animal and the text features to determine what predators prey. This will help students gain a visual understanding of the predator/prey interdependence.
- Add a third column and ask the students to determine how they adapt in order to survive.

Lesson 4

Public Relations for Predators!

This lesson will help students recall predator traits, predict and acquire public opinion of predators, analyze and compile survey data and explain the results of a survey.

- Determine if you want students to work independently. If so, the survey can be completed at home. If you want them to work in small groups, you can plan a timeframe for students to conduct the survey in school.
- Ask the students to write a list of adjectives to describe animal predators. Write the list on chart paper to use in the next part of this lesson. Ask students to give reasons for their opinions.

Model:

- Discuss the idea of perception by using the list of adjectives generated at the beginning of this lesson.
- Pass out a copy of the opinion poll to each student.
- Assign a predator to each student (or small group) from the TOP TRUMPS cards.
- Explain how to complete the Public Perception Survey.

Practice:

- Using the Public Perception Survey, students survey eight people either at school or home and record and collect data.

Public Perception Survey

Name _____

Predator _____

Directions: Ask eight people for their opinions about the predator you are representing. Record their gender, age and comments on this form.

1. Gender M F Age: _____

Pick three adjectives to describe this animal.

2. Gender M F Age: _____

Pick three adjectives to describe this animal.

3. Gender M F Age: _____

Pick three adjectives to describe this animal.

4. Gender M F Age: _____

Pick three adjectives to describe this animal.

5. Gender M F Age: _____

Pick three adjectives to describe this animal.

6. Gender M F Age: _____

Pick three adjectives to describe this animal.

7. Gender M F Age: _____

Pick three adjectives to describe this animal.

8. Gender M F Age: _____

Pick three adjectives to describe this animal.

In Other Words

Directions: Review your survey data. Write the five most popular negative adjectives. For each of these adjectives, plan how to change them from a negative idea to a positive idea.

1. Negative _____
Positive _____

2. Negative _____
Positive _____

3. Negative _____
Positive _____

4. Negative _____
Positive _____

5. Negative _____
Positive _____

CCSS.ELA-LITERACY.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.MATH.CONTENT.6.SP.B.5.B

Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

CCSS.MATH.CONTENT.6.SP.B.5.D

Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Lesson 5

Guided Research

Three main focus points for early learners of the Common Core State Standards are:

Going deeper and making connections to learning

Building vocabulary that is rich and varied

Exposing children to research and creative thinking

Establish a desired understanding (This is where you explain what they will learn about and understand the “essential question”. They base their research on this question. With the younger learners it is best to develop a clear outline to help them maintain focus and look for important facts.)

This lesson introduces the essential question: How does wildlife find the resources they need for survival in our neighborhood or in other places around the world?

- Divide the students into groups of two or three.
- Using their TOP TRUMPS cards for reference, have students choose a predator that lives in their neighborhood. (These will be limited!)
- If possible, take the students on a short walking trip around their school or neighborhood to look for wildlife or evidence of them. (Prior to going outside, create a “code of conduct” for viewing animals on their walk. The “code of conduct” should outline a few simple rules for observing wildlife safely and respectfully.)
- Many students do not come to school with background knowledge, so you will want to add to the information on the TOP TRUMPS cards by bringing in books, magazines, or other resources.

Images from other books or online resources can be helpful as well. (Occasionally there might even be a webcam of a predator in a particular zoo.)

- Have students divide a piece of paper into quarters and write the predators needs in each box (food, shelter, water, space).
- You will demonstrate how you take notes on a research sheet on chart paper that is a larger version of what they have just created.

FOOD/PREY	WATER
SHELTER	SPACE

- As students research the predator, have them write ideas of how the predator is getting his needs met in their neighborhood, around the world or in zoos.
- As the students find the information on the predator they have chosen, discuss what physical characteristics the animal has that help him live in his habitat.
- As a final activity for this lesson, tell the children that you want them to create an informational poster about their predator.
- Pass out poster board and have them write the predator's name as a heading followed by drawing the animal on the chart. (Use their TOP TRUMPS cards as a reference.)
- Have them label the body parts that help them survive in their habitat.
- They can draw pictures or get them from other sources to cut and paste to show how the animal gets things he needs from his habitat to survive. (Refer students to their paper that lists food/prey, water, shelter and space.
- For example, students could label a grey wolf as the world's largest canine, living in packs of up to 30 other wolves and eating mostly mammals.
- After the students have had a chance to research, create and orally **present** their posters, discuss the essential question and determine if they have successfully answered it.
- Make certain that students ask questions of their peers and validate information.

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.4.1.A

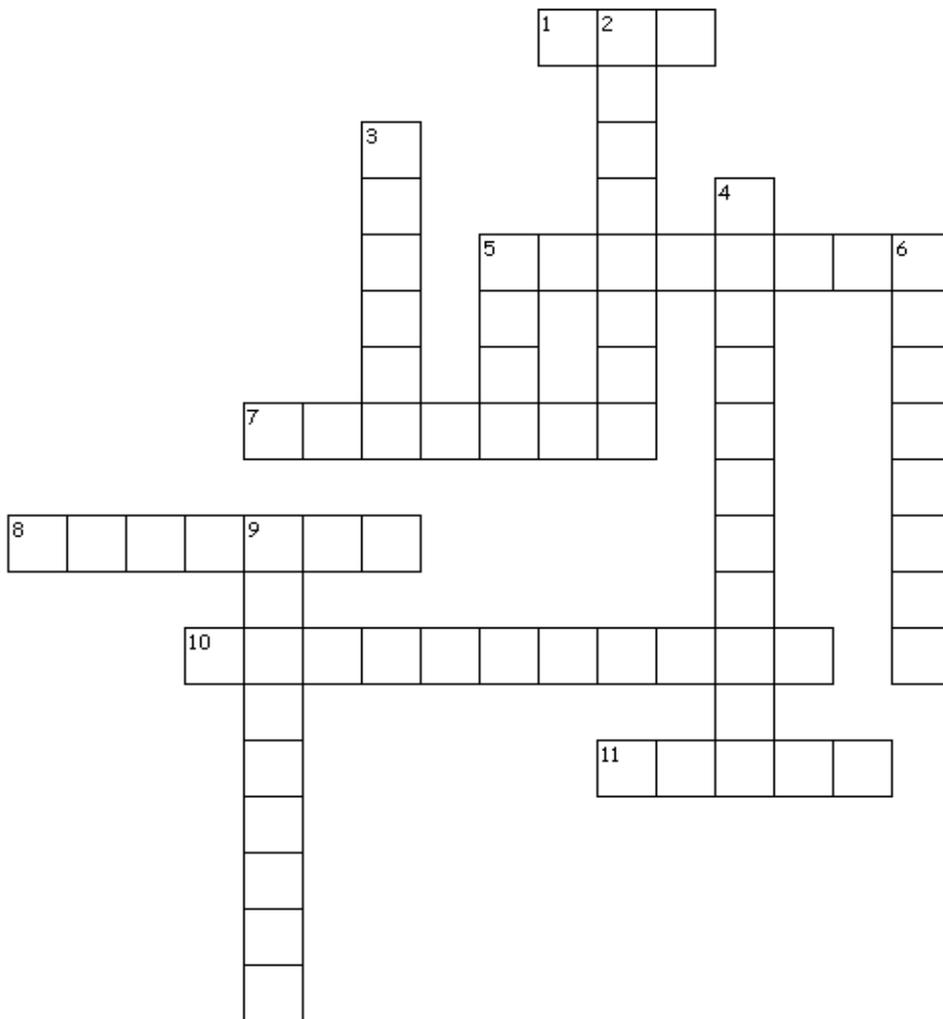
Come to discussions and presentations prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.



Deadliest Predators Crossword



Across

- 1. At the top of the food chain and has the ability to problem solve and think creatively
- 5. Built for hunting which they mainly do at night

7. Hunts in groups of 20-30 fish and can eat their prey while it's still alive.
8. Hunts mostly in the daytime and uses its great speed to chase its prey
10. Eats constantly in the fall so it can live off its body fat during hibernation in the winter
11. Hunts alone or in packs and after a kill often carry a large chunk of meat or bone away from the kill site

Down

2. The largest of the constrictor family and swallows its victim whole
3. Largest cat in the Western Hemisphere. Its roar is like a series of hoarse coughs and eats only meat.
4. A member of the viper family and has a distinctive diamond shaped head and has a tail that rattles to warn off enemies.
5. Prey includes mammals such as antelope, zebra and warthogs
6. Lives under rocks during the day and preys on insects and spiders
9. Kills its prey by injecting venom through two hollow fangs

WORD BANK

JAGUAR ANACONDA TARANTULA HYENA LION SCORPION

GRIZZLYBEAR MAN CHEETAH LEOPARD PIRANHA RATTLESNAKE