



North American Wildlife Lesson Plan

Introduction:

- Ask children to name the wildlife that they are familiar with.
- Tell them that in these lessons they are going to learn the names of wildlife and play a fun game called Top Trumps and compare characteristics about different wildlife.

Suggested lesson procedure:

Lesson 1

- Divide the class into pairs
- Give a pack of the TOP TRUMPS North American Wildlife 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 peregrine falcon”. Children find and hold up the corresponding cards as fast as they can. In the case of wildlife, 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 wildlife on the cards, ask individual children to take turns calling out the names of wildlife for their classmates to find.

Lesson 2

- Tell the children that they are going to use the North American Wildlife 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. 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. Average Size, value 25). The other players then read out the same category from their cards.
- 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.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.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, e.g., by using matching and counting strategies.

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CCSS.ELA-LITERACY.RI.1.6

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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.3.5

Use text features and search tools to locate information relevant to a given topic efficiently.

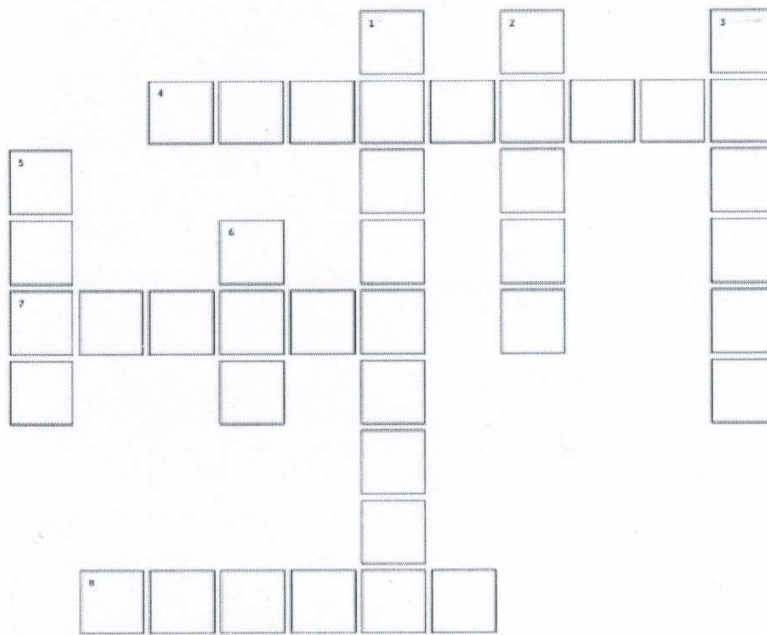
CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text

Lesson 4

- Tell the children that they are going to use the TOP TRUMPS North American Wildlife cards.
- Divide the class into groups of 3-5.
- Explain that each group needs only one pack of cards to play the game. In groups of 3, children have 5 cards; in groups of 5, children have 3 cards each.
- Explain and demonstrate that you are going to say a fact about North American wildlife on one of the cards. Read a clue from the crossword puzzle worksheet, e.g. "It is the symbol of the United States." Ask the children to individually read the descriptions on their cards in order to find the fact you say as fast as they can. They should then "discuss" their answer with the other members of their group before answering. "It's the bald eagle!" Repeat another clue from the crossword puzzle and then give the students a copy of the puzzle to complete together. Remind them that all of the clues will be answered within their TOP TRUMPS cards.

North American Wildlife



Across

4. natural "tanks" that suffer in the cold weather.
7. 19 subspecies and can be found in the u.s., africa and asia.
8. sleep for several weeks when the winter gets bad.

Down

1. symbol of the united states.
2. almost became extinct because of hunters but are recovering.
3. largest flying bird in the united states.
5. known as the "killer whale".
6. very smart with special whiskers on their legs.

WORD BANK

BALDEAGLE ORCA ARMADILLO COYOTE BISON BADGER CONDOR

Just for fun!

North American Wildlife Wordsearch

O N T F A S Q N M S Q E G O V V W H H P B S N B Y W U G V H
H P M O O S E O R B D H G S Y O F L E A K I V A T S R O A G
E X O V S D D I X I F J A W C K E S T U A C M Y B N H H P U
K V Q S I D P L L K O T H K G W N G N T Y B F Q I O L D Q N
X C S K S P Z U N H A N E R E U G K N E E W E X I O Y N J K
P J R Y W U I W G S N A P P I N G U L G K H P A R A X U N W
M O R L H X M J D W H C T S U V O K R X R V Y O R Z C O P G
T Z Q F V C H S E L N P O R Z M E I L K U F A T K R Y R Q S
T I B B A R X E D L O O E D L A B R E E T W R T K S L G S F
R E N N U R D A O R T V S W T E G Q T U Z B S E E X F Z R Y
S W F D C Z Y T C R A R O I C X Y L C G E B S R D M P X P D
T L E D R A N E T E R L U K B K R G A V Y H N M L D U N M G
I S Q Q R B L Z B G F X A T E L G A E V J I F D X M N E F N
C S B Q Y A V T Q R T K V E D F D T H O K D T Q W X H T Q L
I V Z U I W C E E A K F U L Y R W S U N N J D X L V G R L S
T S L M G S G Y U Y J Y I C B G D Y N I X B G Z M Y Z A A C
G T B K M R A K Z Y D W A R S S T I G O X S W W Z V Q C H S
D R R G I O J X V C B Y K M A E R A M X M Y B I C V L C L F
F F O Z W R B S P X B Q F I M S H O N I I R N P C D I O Y X
I Z Z J Q K O T N Z I H Q O C O F X Z J O R S E G Z P O C W
D L I V C J F U W R V M N R Y U P U X H J W O T X X E N U G
Y U O S Q N Y C Y J L M I C Z Y W S N K O S S T S O J J S F
V L F M R D X L T A X O J S R H O F Z Y Z C K S A F Q J V W
J D F G Z Y R E I Z A I V Y Z O R C A A A P J V W G L Y F N
J W Q D C D U G J N B E R S K P C L I S N H A H W G I D D Z
C H X I N F Y C S A N W J Q G X M S Z I Y M K B Z D P L H Y
G H F N R P T A L Z S U B M K I A E Y D P U K D V T V F L U
J Q C E F J L Y X K A K D F M M Q T C G V A V P M C Q K R A
C D P Y R K Z U S Y P I C F C I W Z V H R I J C M S H M F D
F C E Y C V F M Q Z O G E F P F O L Y K P Y A R J X O Y D D

ALLIGATOR

BEAR

BEAVER

BISON

EAGLE

ELK

FOX

GROUNDHOG

LION

MOOSE

OPOSSUMS

ORCA

OTTER

RABBIT

RACCOON

ROADRUNNER

SKUNK

TURKEY

TURTLE

WOLF

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?

- Divide the students into groups of two or three.
- Using their TOP TRUMPS cards for reference, have students choose a wild animal that lives in their neighborhood.
- 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 picture 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 an animal in a particular zoo or in your neighborhood.)
- Have students divide a piece of paper into quarters and write the wild animal’s 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	WATER
SHELTER	SPACE

- As students research the animal, have them write ideas of how the animal is getting his needs met in their neighborhood. With young children, you may need to direct the research, reading sections from the text and asking them to paraphrase what you read.

- As the students find the information on the animal 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 wildlife animal.
- Pass out poster board and have them write the animal'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, water, shelter and space.
- For example, students could label a tree squirrel's tail, which helps the squirrel keep his balance when climbing trees, sharp claws that help the squirrel grip the tree, big ears to hear predators nearby, sharp teeth to crack the nuts the squirrel eats. The habitat could also show trees that provide the nuts and seeds for food, places for building nests, leaves that provide the squirrel with some of the water he needs and so on.
- After the students have had a chance to research, create and **present** their posters, discuss the essential question and determine if they have successfully answered it.

CCSS.ELA-LITERACY.W.1.7

Participate in shared research and writing projects.

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.

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