CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON #  C-36

UNIT TITLE: The Sonoran and Painted Deserts

Created By: Sharon Hale - Summer 2002

GRADE: 2nd
BINKO / Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the "Five Themes"

Objective: (only one)
The students will __________________ by __________________________ (Bloom's Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper's Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
   The teacher will......
   The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
Desert Contrasts:
The Sonoran and Painted Deserts
And Surrounding Areas

Second Grade
July 2002

Sharon Hale
EHD 160C
Identifiable Standards

Language Arts
Literary Response and Analysis:
3.3 Compare and contrast different versions of the same stories that reflect different cultures.

Listening and Speaking:
(Organization and Delivery of Oral Communication)
1.8 Retell stories, including characters, setting, and plot

(Comprehension)
1.1 Determine the purpose or purposes for listening

Writing:
Penmanship
1.2 Create readable documents with legible handwriting

Science
Earth Science
3b Students know smaller rocks come from the breakage and weathering of larger rocks.

3c Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.

3e Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

Life Science:
2c Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.

2e Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.

Mathematics
Statistics, Data Analysis, and Probability:
1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies)

History-Social Science
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
Rationale

Our world is a wondrous place, filled with many different kinds of people, plants, and animals. There are many contrasts and ranges to explore: places of spectacular beauty to empty wastelands, lush rainforests to deserts, freezing cold to blazing heat, and rugged mountains to grassy plains. Each plant, animal, and human in these environments has had to adapt in order to survive. Humans, in return, have also affected their environment in many ways, some for the better, and some for the worse.

The world seems enormous when we are in second grade; it stretches endlessly beyond the boundaries set by our parents and schools. It seems incredible that our actions can influence the world in any way. Yet they do, minutely at first, but then having greater and greater impact as we grow and make decisions about consuming or reducing, wasting or recycling, expanding or cutting back. The voices and decisions of past children have shaped the policies that affect the world today. It behooves us as educators to make sure that tomorrow’s decision makers are well-educated and aware of the consequences of their actions and non-actions, their regard and disregard, their care and their neglect.

It is with these thoughts in mind that I chose to spotlight one geographic region: the American Southwest, or, more specifically, the Sonoran Desert and the Painted Desert/Monument Valley areas. I was born and raised in the desert and have a healthy regard for natural resources that many others seem to lack. By educating children to the beauties and wonders of the desert at a young age, I can perhaps help them discover a life-long love for it that will encourage them to rise to its defense against encroaching civilization and destruction. Hopefully, they will become its protectors in the future.
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<thead>
<tr>
<th>Vocabulary</th>
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<tr>
<td>dry</td>
<td>scorpion</td>
<td>Sonoran Desert</td>
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<td>snake</td>
<td>cactus</td>
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<td>sand</td>
<td>gila monster</td>
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<td>Monument Valley</td>
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<td>biome</td>
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- **Introduce unit by first talking about biomes.**
- **Show transparency of world map with color-coded biomes.**
- **Distribute world maps for children to color in desert areas.**
- **Establish prior knowledge of deserts with class-made KWL chart.**
- **Show real cactus plant and Aloe Vera plant.**
- **Watch *Desert Animals* video. (30 minutes)**
- **Preview some of text set for children to look at and read during free time.**
- **Distribute plant and animal worksheet and give directions on how to complete it during the next few days.**
- **Introduce vocabulary and place cards on decorated Word Wall.**
- **Define deserts. Discuss details learned in video.**
- **Introduce Sonoran Desert. Point out area on map.**
- **Show overhead transparencies of plants, animals, and landscapes of Sonoran Desert.**
- **Read aloud *Cactus Hotel*; follow with Grand Conversation.**
- **Tell how some cactuses soak up rain and swell as they store it. Show them how it works with a paper model.**
- **Read together "The Saguaro" poem and recite it as a class, making motions to go with the words.**
- **Review what we have learned about deserts. Ask children to write down desert facts on prickly pear cut-out as they learn them and build a prickly pear garden in the window.**
- **Distribute "Desert Word Unscramble" with vocabulary words and have children complete.**
- **Distribute water wheel parts to class and have them color and construct it to show rain's effect on the desert.**
- **Read aloud *The Three Little Javalinas* and make a class-constructed Venn Diagram to compare and contrast it with *The Three Little Pigs.***
- **Work on plant and animal reports.**
- **Open with "Grand Canyon Suite" and have students visualize the donkeys going down into the canyon, the storm, etc.**
- **Show overhead transparencies of Monument Valley the Painted Desert, and the Grand Canyon. Discuss different types of desert vegetation seen in these areas. Talk about erosion and how it has formed the landscape. Ask children which desert they would rather live in and why; construct a bar graph on the overhead to reflect numbers.**
- **Ask children to draw a picture of the desert and write a story about it.**
- **Read aloud *The Cactus Flower Bakery.***
- **Construct desert acrostic poems.**
- **Give test on deserts.**
- **Construct desert dioramas. Read aloud *Rattlesnake Dance.***
- **Watch The Magic School Bus video.**
- **Complete KWL chart.**
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One NEW or RETEACH

Grade: 2
Lesson Title: The Desert Biome

Subject: Science
Standards: Earth Science 3b, 3c

**Teacher Materials**
- Overhead transparency of biomes of the world
- Butcher paper for K-W-L chart
- Markers
- Globe

**Vocabulary**
- biome
- environment
- adaptation
- desert

**Students’ Materials**
- World Map Worksheet
- Yellow marker or crayon

**Objective:** The students will identify the desert biome on continents throughout the world by coloring them in on their world maps.

**Set:** Today, boys and girls, we are going to learn about biomes, or distinct areas throughout the world where animals and plants are adapted to particular conditions and climate.

**Background/Input:** A biome is a geographical region, or place, where animals and plants have adapted, or changed, in order to survive.

**Procedure/Application:**

1. Teacher teaches:
(Visual/auditory) (Show transparency on world biomes. Explain key; point out various biomes and then spotlight desert biomes.) There are several different kinds of biomes: tundra – areas on very high mountains where the ground is always frozen just beneath the surface; tiny lichens, or moss like plants grow there, but not a whole lot else does. Any plants that do are stunted, or short, because of the cold and harsh conditions. Then there is taiga, an area just below the tundra where fir trees grow. Next there is deciduous forests, or the kind of forests where the kinds of trees that shed their leaves in the fall grow, grasslands, like around Fresno, chaparral, desert, desert-scrub, savanna, rainforests, which are around the equator and have lots of rain, are warm, and have jungle-like conditions, and alpine. Each of them has unique features, and the plants and animals that live within them cannot necessarily live in other areas.

(Show how desert biomes around the world are located between the Tropic of Cancer and Tropic of Capricorn latitudes on the globe.) We’re going to focus on the desert biome this week. In particular, we’re going to be looking at the American Southwest and some deserts found there. What is a desert? (A hot, dry place that receives less than 10” of rain each year.) Where does the sand come from? (It is made up of tiny pieces of broken big rocks.) How is sand different from soil? (Soil is much richer and contains organic matter.)

2. Students teach the teacher:
(Oral/Psychomotor/Kinesthetic) Ask student to come up to the overhead and point out a desert. Ask other students to do the same.

3. Guided Practice: Ask students to locate one desert biome on their world map by pointing to it with their finger. Check for accuracy.
4. Activities: Students will color in the desert biomes on their world maps while looking at the overhead transparency for information. They will use a yellow crayon or marker to match the color key of the desert biomes on the transparency. The teacher will ask for student input to construct a K-W-L chart about deserts and leave it posted for the duration of the unit.

5. Independent Practice: Students will identify remaining desert biomes while coloring them in yellow on their maps.

Assessment/Criterion: Students will be assessed on their ability to define a biome, to locate the desert biomes on a color-coded biome map, and to transfer that information to their own maps.

Student Teacher: ________________________________ Master Teacher Approval ________________________________

Date ________________________________
Clinical Teaching Lesson Plan (Rev. 5/2002)

Circle One: NEW or RETEACH

Grade: 2 Lesson Title: Desert plants and animals and how they adapt to their environment
Subject/Standards:
Science 2c, 2e
Language Arts (Writing) 1.2

Teacher Materials
Green construction paper
folded into an accordion
round—used to model
Saguaro cactus

Vocabulary
Saguaro, cactus, desert,
environment, adapt

Students’ Materials
Green construction paper cut
into prickly pear pad shape for
desert facts to be written on;
desert animal and plant report
sheet

Objective: The students will identify ways in which desert plants and animals adapt to their environment and write about one animal and one plant

Set: Today, boys and girls, we are going to learn about the desert and different ways that plants and animals adapt to their environment.

Background/Input: We have looked at the map and located deserts throughout the world. What, exactly, is a desert? There are different kinds of deserts, but most are places that are hot and receive less than 10” of rainfall each year. That’s less than 1” each month. To give you an idea of how much rain that is, this is the amount that Fresno usually gets each year. If deserts are hot and get the same amount of rain as Fresno, then does that make us a desert? Technically, yes. But Fresno has another advantage that deserts don’t have: we have many mountains around us that get a lot of snow each year. We have built a series of dams built in these mountains to catch and hold the water as the snow melts down. We also capture all our excess rainfall in large ponding basins around the city and let it percolate, or slowly go down, into the ground to replenish water deep down where water is stored. All this water, from the snow that melts and the rain that falls and the water that is deep underground, is the water we drink and use in our homes and is also used to water the crops in our fields. Without this water storage system, Fresno would be a lot like a desert!

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) What do plants and animals do when there isn’t very much water to drink? There are different ways that desert plants have adapted themselves to the scarcity, or lack of, water. One way that several cactuses do this is to have ridges along their outer layers that fold up like an accordion. When it rains, the cactus sucks up the water through its roots like a sponge and swells up with the water it is holding. It uses that water to stay alive during the long times between rains when it can’t get any water.
   Another way cactuses help keep the water they do get is by having a waxy outer layer. This layer protects it from the sun and helps to keep it from drying out. Some cactuses, like the Saguaro, have thorns that point downward. These not only keep some animals from eating it, but also make the rain run down its trunk to cool it down and go directly to the roots so the water can
drink it. Cactuses, or cacti, also have shallow root systems that run just under the ground so they can get as much water from the rain as possible.

Animals have adapted to their environment, or the place that they live in, too. One way is to stay out of the sun as much as possible. Many animals are diurnal, or come out at night. The sun is down then, and it is much less hot than in the daytime. During the day, the animals go underground or under rocks or trees or wherever they can get out of the sun. They also sleep mainly in the daytime to conserve their energy. If possible, they like to dig burrows or holes to get under the earth where it is much cooler than on the surface.

Some animals don’t drink water at all; they get all the water they need from the grasses or other animals they eat. Other animals touch the hot ground as little as possible; some lizards jump from foot to foot and keep their toes curled up like you do sometimes! And some animals have big ears that have veins their blood flows through to allow it to cool off before running back through their body!

Animals and plants don’t have air conditioners or summer clothing like we do to keep cool, but they have found ways to keep as cool as they can. They adapt to their environment just like we adapt to ours!

2. Students teach the teacher:
(Oral/Psychomotor/Kinesthetic) Tell me some of the ways that we adapt to our environment. What do you do to keep cool when it’s hot? Now tell me some of the ways plants in the desert adapt. And finally, what are some ways that desert animals have adapted to little water and lots of heat?

3. Guided Practice: Students will write down one way that a plant or animal has learned to adapt to its desert environment on a “prickly pear pad.”

4. Activities: Students will begin assembling a prickly pear garden of things they have learned about the desert. They will also begin a report on a desert plant and animal. Teacher will demonstrate how a saguaro cactus expands and contracts with water.

5. Independent Practice: Using the text set about deserts, students will research one animal and one plant, draw a picture of them, and write a brief description about them. They will include information on how the animal and plant live and have adapted to their environment.

Assessment/Criterion: Assessment will be based upon students’ abilities to write about how one plant and one animal have adapted to their desert environments.

Student Teacher: ___________________________ Master Teacher Approval ___________________________

Date ________________________________
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One NEW or RETEACH

Grade: 2  
Subject: Language Arts  
Standards: 1.2, 1.3

Lesson Title: Desert Acrostic Poetry

Teacher Materials
Overhead projector  
Marker

Vocabulary
Acrostic poem

Students’ Materials
Paper, pencils  
Dictionaries

Objective: After teacher instruction, the students will demonstrate their knowledge of acrostic poetry by writing an acrostic poem.

Set: Today, boys and girls, we are going to learn about a new kind of poetry called “acrostic poetry.” Its name comes from Greek words that mean “line” and “across,” and that is just what it is: a poem written crosswise.

Background/Input: Acrostic poetry is a poem that uses the name of a subject to begin a word that describes the subject. Each letter represents an idea about the subject.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) (On the overhead) First, write the subject vertically, or up and down, and then write a word or phrase that begins with each letter and also describes the subject. For example:
   D-igging  
   O-bserving  
   G-rowling
   What am I talking about? A dog! (Circle the word “dog.”)
   Let’s try another one. I’ll use my first name for this one:
   S-off-voiced  
   H-umorous  
   A-pproachable  
   R-ealistic  
   O-utgoing  
   N-es-builder
   That’s my name: Sharon! You also know something about me now, either the way I could describe myself or ways other people have described me.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) Who can help me write an acrostic poem about a cat? How do we spell “cat?” (Write it as it is spelled.) Now, think of some words that describe a cat that start with a C, A, or T. Think of as many as you can! (Write suggestions down on overhead.) Good suggestions! Let’s vote for the ones we like best! (Use for poem.)

3. Guided Practice: That’s a great acrostic poem! I’d like you to try one now. Do one for a fish. You may ask your neighbor for suggestions if you whisper quietly. (Walk around and give assistance as needed.) Let’s share a few with the class. May I have three volunteers?

4. Activities: Examples will be given on overhead projector. Use as many as needed until students understand the concept.
5. Independent Practice: Now that you're such good acrostic poets, I'd like you to write one more for me about the desert. Think about all the things we've been talking about the last few days. Think about some of the animals and plants you can find there and what the climate is like. See what you can come up with! You can use a dictionary for ideas of words that start with a certain letter. If you have any questions, raise your hand to get my attention. After you finish your poem, you can draw a picture underneath it. Let's get started!

Assessment/Criterion: Assessment will be based upon students’ abilities to write an acrostic poem in the proper format.

Student Teacher: __________________________ Master Teacher Approval __________________________

Date __________________________
Grade: 2  
Lesson Title: The Three Little Javalinas  
Subjects: Language Arts  
Standards: 3.3, 1.8

Teacher Materials
- The Three Little Javalinas by Susan Lowell
- Venn Diagram Template labeled The Three Little Pigs and The Three Little Javalinas

Vocabulary
- javalina
- coyote
- adobe
- tumbleweed
- cactus

Students’ Materials
- Venn Diagram Worksheet
- Pencils

Objective: After teacher read-aloud of The Three Little Javalinas, the students will compare and contrast different version of The Three Little Pigs by using a Venn Diagram.

Set: Today, boys and girls, I am going to go read a story to you that will sound familiar but is very different at the same time. Who can tell me the story of The Three Little Pigs? (Response) Good! Do animals talk? (Yes, they bark, etc.) Do they talk using the same words we do? Can we understand exactly what they’re saying? When an author writes a book about animals as if they were human, like us, it’s called personification. Can you say that word with me? 
*Personification.* We’re going to read another book today that uses personification, or animals that talk and act like humans, to tell its story.

Background/Input:
(Show book.) What do you think this book is about? (Three funny-looking animals) Where do you think it takes place? How can you tell? (in a desert; you can tell by the rocks, sand, and cactus) You’re right; this story takes place in a desert, but it’s not just any desert. It’s called the Sonoran (Son-OR-an) Desert, and you can tell that because there is a picture of a saguaro (sa-WA-ro) cactus on the cover. There is something very special about the saguaro cactus: it only grows one place in the world, and that is in the Sonoran Desert. This desert spreads across southern Arizona down into Mexico. It also goes over a little into southeastern California. Do you remember how we looked at the map yesterday and I showed you where the Sonoran Desert was? How many of you have ever driven down into southern Arizona or Mexico? If you have visited relatives in Phoenix or Tucson, those cities are in southern Arizona. Do you know what? I grew up in the area where this story takes place: in the Sonoran Desert. I was born in the same town that the author lives in: Tucson. Who can tell me the author’s name? (Susan Lowell) Who can tell me the name of the illustrator? (Jim Harris) Now, who can tell me the name of the book? (The Three Little Javalinas) It’s a tricky name to say unless you know a secret: it’s a Spanish name and the J is pronounced like an H. “Ha-ve-LEE-na” is how you say it. Javelina is a name for an animal that is related to the pig family. In fact, they are sometimes called “wild pigs,” but they aren’t really pigs, they are just similar to them. They live in the desert, and you don’t want to go near one if you ever see it: they are wild animals.

Look again at the cover; does this book remind you of anything else? (Similar name to The Three Little Pigs) What do you think it’s going to be about? (should be able to connect it to The Three Little Pigs) Let’s read and find out!
Procedure/Application:

1. Teacher teaches (Visual/auditory): (Read book aloud)
   What did you think about that story? Did you like it? Did it remind you of another story? (The Three Little Pigs) Let’s make a list and compare it to The Three Little Pigs. We’ll make a column of things that are similar, or nearly the same, and another list of things that are different. I’ll start us off. They both are stories that are like The Three Little Pigs, so I’ll write it in the “similar” column. But they have different kinds of characters: pigs and javalinas, so I’ll write that in the “different” column. (Do so on overhead.) Similarities: “Three Little Pig” theme, helpful people provide building materials to pigs; wolf-like animal tries to trick pigs and can’t; they win in the end. Differences: pigs vs. javalinas, wolf vs. coyote, three little male pigs (judging by clothing) vs. two males and a female (judging by clothing); common clothing and “anywhere” setting vs. southwestern clothing and explicit desert setting; English words vs. Spanish words for some items; straw vs. tumbleweeds, sticks vs. cactus ribs, bricks vs. adobe; wolf ate first two pigs vs. javalinas ran away to sister’s house and safety; wolf came down chimney and was boiled and eaten vs. coyote came down stovepipe and disappeared into smoke; reference made to legend of tricky coyote and the reason why a coyote howls at night.

2. Students teach the teacher (Oral/psychomotor/kinesthetic): Who can help me with a few more ideas of things that are similar? Of things that are different? (Write down suggestions on overhead.)

3. Guided Practice: That’s great! You know, this list looks good, but I think I want to look at it a little differently. I know! I’ll make a Venn Diagram out of it. (Put template on overhead.) Remember, a Venn Diagram has a part where you can write things about item, and then a part where you can write about another item, and then a part where you can write about things that both items have in common, right here in the middle! Who can tell me something about The Three Little Pigs that is different from The Three Little Javalinas? Now, how about something that both stories have in common? You can use some of the ideas we already thought of. Let’s come up with something in The Three Little Javalinas that is completely different from The Three Little Pigs now.

4. Activities: Individual Venn Diagrams

5. Independent Practice: We’ve had some good ideas here. I’m going to pass out some Venn Diagrams for you to do now. You can use the ideas we talked about already, but try to come up with a few new ones, too. (Students will complete Venn Diagram on their own.)

Assessment/Criterion: Students will be assessed on their ability to compare and contrast the stories through the use of a Venn Diagram.

Student Teacher: __________________________ Master Teacher Approval __________________________

Date __________________________
Activities

Day 1
Introduce the unit by discussing biomes. Show transparency of world map with color-coded biomes.
Distribute world maps to the children; ask them to color in the desert biomes.
Establish prior knowledge about deserts with a class-constructed K-W-L chart.
Show class Aloe Vera plant and cactus. Point out thorns, ridges in cactus. Break off a piece of Aloe Vera and show juice; talk about healing properties.
Watch Desert Animals video.
Preview text set.
Distribute Desert Plant and Animal worksheet and give instructions to children on how to complete it during the week.

Day 2
Introduce vocabulary and place cards on decorated Word Wall.
Define deserts and discuss video.
Introduce Sonoran Desert. Point out area on map.
Show overhead transparencies of plants, animals, and landscapes of Sonoran Desert.
Read aloud Cactus Hotel. Initiate Grand Conversation.
Discuss how some cactuses soak up rain and swell like a sponge. Illustrate how a sponge soaks up water. Show them how a cactus’ ridges allow it to expand, using a paper model.
Read together “The Saguaro” poem and recite it as a class, making motions to go with the words.

Day 3
Review what has been learned about deserts. Ask children to write down facts on prickly pear pad cut-outs and begin a desert “cactus garden” with them in the window.
Distribute “Desert Word Unscramble” and have children complete.
Distribute water wheel parts to class and have them color and construct water wheel to show rain’s effect on the desert.
Read aloud The Three Little Javalina and make a class-constructed Venn Diagram to compare and contrast it with The Three Little Pigs.
Work on plant and animal reports.

Day 4
Open day with “Grand Canyon Suite” and explain to children how the music reflects a visit to the Grand Canyon. Ask them to close their eyes and visualize the donkeys going down into the canyon, the storm, etc., while the music plays.
Show overhead transparencies of the Grand Canyon, the Painted Desert, and Monument Valley. Discuss different types of vegetation found in these areas. Talk about erosion and how it has changed the landscape.
Ask children which type of desert they would prefer to live in and why. Construct a bar graph on overhead to represent class choices.
Ask children to draw a picture of the desert and write a story about it.
Read aloud The Cactus Flower Bakery.
Activities, cont.

Day 5

- Construct desert acrostic poems.
- Give test on deserts.
- Construct desert dioramas.
- Read aloud *Rattlesnake Dance*.
- Watch *The Magic School Bus* desert video.
- Complete K-W-L chart.
Bibliography


Assessments

Assessments will be based upon several projects as well as ongoing questioning. These assessments include:

1. Completion of sheet showing the desert biome throughout the world.
2. Discussion of things children learned after watching a video about the desert.
3. Grand Conversation following the reading of The Cactus Hotel.
4. Recording of desert facts on prickly pear pads.
5. Construction of water wheels and explanation of how the desert reacts to rain.
6. Venn Diagram comparing The Three Little Javalinas to The Three Little Pigs; discussion about variance in environments.
7. Discussion of erosion and how they have seen it in action.
8. Drawing a picture and writing a story about the desert.
10. Formal test on deserts.
Criterion Assessment of Overall Goal

The goal of this unit is to acquaint students with a complex and interesting biome: the desert. Many children in this classroom have not been beyond the boundaries of Fresno; the pictures and explanation of two deserts in the American Southwest will help expand their horizons and help them appreciate the different environments found on Earth.

Another goal is to increase awareness of how carefully life is balanced outside the insulated world in which they live. Plants and animals struggle for survival daily. Any imbalance in their environment can have immediate and disastrous effects. Man and his effect on the environment is one variable within our control; we must develop an awareness of how we use and misuse resources and protect our deserts from destruction.

Overall assessment will be based upon the growing understanding of the desert biome displayed by children throughout the unit and their resulting awareness of the need to lessen man's impact on the environment. The ultimate goal is to make them caretakers of the desert and wilderness area and, by extension, caretakers of the earth.
The Painted Desert, viewed from Pintado Point

http://www.americansouthwest.net/arizona/canyon_de_chelly/spider.html
Canyon de Chelly National Monument
World Biomes

- Tundra
- Taiga
- Grasslands
- Deciduous Forest
- Chaparral
- Desert
- Desert-scrub
- Savanna
- Rainforest
- Alpine
On the world map below color the map using the following key.

Blue: Oceans and Seas
Yellow: Deserts
Green: Land other than Deserts and Polar Regions
White: Polar Regions
Desert Plants and Animals

There are different plants and animals in the desert. They all have special characteristics that allow them to live in such a dry climate. Research one plant and one animal from the desert and fill out the form below.

Name of Plant:

________________________________________________________

________________________________________________________

Description and special features: __________

________________________________________________________

________________________________________________________

________________________________________________________

Picture of Plant

Name of Animal:

________________________________________________________

________________________________________________________

Description and special features: __________

________________________________________________________

________________________________________________________

________________________________________________________

Picture of Animal
Desert Acrostic Poetry

Use the form below to write a poem about the Desert. On the first line have the first word start with a D. On the second line have the first word start with an E. Continue in the same manner to complete the poem. Cut your poem out and put on colored paper. Make a border and add pictures.

Desert

D____________________
E____________________
S____________________
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