CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON #      Z-3

UNIT TITLE:    Zoo Animals and Their Habitat

Created By:    Lisa Hernandez - Spring 2003

GRADE:        1st
ZOO ANIMALS & THEIR HABITATS
Unit for 1st grade

By: Lisa Hernandez
EHD 160
Spring 2003

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Supervisor: Steve Kemper
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)
Identifiable Standards

• Geography

The World in Spatial Terms

Standard 1

Understands the characteristics and uses of maps, globes, and other geographic tools and technology.

Standard 2

Knows the location of places, geographic features, and patterns of the environment.

Knows the location of school, home, neighborhood, community, state, and country.

Standard 3

Understands the characteristics and uses of spatial organization of Earth’s surface.

1. Identifies physical and human features in terms of the four spatial elements (e.g., location, transportation and communication routes [line], regions [area], lakes filled with water [volume]).

2. Knows the absolute and relative location of a community and places within it (e.g., parks and landmarks).

7. Knows the physical processes that shape patterns on Earth’s surface [animals interdependence].

• Language Arts

Reading Comprehension

Structural Features of Informational Materials

2.1 Identify text that uses sequence or other logical order
Comprehension and Analysis of Grade-Level-Appropriate Text
2.7 Retell the central ideas of simple expository or narrative passages

Writing

2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written and Oral English Language Conventions

1.0 Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure
1.1 Write and speak in complete, coherent sentences.

Listening and Speaking

Comprehension
1.1 Listen attentively
1.2 Ask questions for clarification and understanding.

Organization and Delivery of Oral Communication
1.5 Use descriptive words when speaking about people, places, things, and events.
Rationale (purpose/goal)

- To learn about zoo animals and their habitat

Vocabulary

- bird
- mammal
- reptile
- habitat
- life expectancy
- territory
- rain forest
- continent
- Africa
- South America
- Australia
- North America
- Asia
- Europe
- Antarctica
Time Frame/Block Plan

- Daily-after lunch for 30 minutes

- Week of 3/17-3/21
  
  **Monday**-Introduce unit, explain the written, art part of the zoo animal, give pictures and information of the animal and the due date

  **Tuesday**-Answer questions, give more information on their animal if necessary, give out any materials if needed, explain what mammals are

  **Wednesday**-Discuss the Elephant and its habitat

  **Thursday**-Discuss the Giraffe and its habitat

  **Friday**-Discuss the Lion and its habitat

- Week of 3/24-3/28

  **Monday**-Discuss the Chimpanzee and its habitat. Do “What is a Map?” practice sheet.

  **Tuesday**-Discuss the Llama, Camel and Hippopotamus and their habitat. Do “A Compass Rose” practice sheet.

  **Wednesday**-Discuss Zebra and Rhinoceros and their habitat. Do “We Are Neighbors” practice sheet.

  **Thursday**-Discuss the what a bird is, Ostrich, Toucan and their habitat. Do “What is a Globe?” practice sheet.

  **Friday**-Discuss what a reptile is, and an Alligator and its habitat. Do “My Playground” (North, South, East and West) practice sheet.

- Week of 4/1-4/4

  **Monday**-Friday-Allow a few children at a time to share their projects with the class, discuss endangered species and administer the mammal/reptile/bird assessment.
Lesson Plan
(3/19-3/26)

MATERIALS NEEDED: Zoo Book, crayons, pencils and erasers.

STANDARDS: Geography 1, 2, 3.7 and Language Arts Reading Comprehension 2.1, 2.7, Writing 2.2, Written and Oral English Language Conventions 1.0, 1.1, Listen and Speaking 1.1, 1.2, Organization and Delivery of Oral Communication 1.5.

OBJECTIVE:
The goal of this unit is to help first graders understand the use of a map and globe by studying where zoo animals originated. (Each student is assigned a zoo animal to do a written and art project on, either a mammal, bird or reptile).

SET:
"Today boys and girls we are going to learn about mammals", (3/27 birds and 3/28 reptiles). I will have the student doing their zoo project on Elephants sit with me while other students are on carpet. Each student will have a turn to explain and answer some questions as their animal comes up throughout the unit. The block plan has all animals listed in order on a daily basis.

BACKGROUND/INPUT:
I will do a KWL chart at the beginning of mammals.

PROCEDURE/APPLICATION:
1. TEACHER TEACHES (VISUAL/AUDITORY)-I will explain that mammals are warm-blooded, have fur, produce milk for their young and have a backbone.

2. STUDENTS TEACH THE TEACHER (ORAL/Psychomotor/KINESTETIC)- Students will share what they’ve learned or know about mammals and give examples of mammals.

3. GUIDED PRACTICE-I will guide the student who is sitting with me answer questions and explain other students questions.

4. ACTIVITIES--Students will have time to color that animal in their zoo books. During the week of 3/24-3/28 I will have students work on practice sheets such as, "What is a Map?" "A Compass Rose", "We Are Neighbors", "What is a Globe?" and "My Playground (North, South, East and West)."

5. INDEPENDENT PRACTICE- each child will do a written report and an art project on an assigned animal due the week of 4/4/03.
Lesson Plan

(3/27)

MATERIALS NEEDED: Zoo Book, crayons, pencils and erasures.

STANDARDS: Geography 1, 2, 3.7 and Language Arts Reading Comprehension 2.7, Written and Oral English Language Conventions 1.0, 1.1, Listen and Speaking 1.1, 1.2, Organization and Delivery of Oral Communication 1.5.

OBJECTIVE:
The goal of this unit is to help first graders understand the use of a map and globe by studying where zoo animals originated. (Each student is assigned a zoo animal to do a written and art project on). We will talk about a different animal on a daily basis.

SET:
"Today boys and girls we are going to learn about birds."

BACKGROUND/INPUT:
I will do a KWL chart at the beginning of birds.

PROCEDURE/APPLICATION:
1. TEACHER TEACHES (VISUAL/AUDITORY)-I will explain that birds are warm-blooded, have wings and lay eggs to reproduce.

2. STUDENTS TEACH THE TEACHER (ORAL/PSYCHOMOTOR/KINESTETIC)- Students will share what they've learned or know about birds and give examples of birds.

3. GUIDED PRACTICE-I will guide the student who is sitting with me answer questions and explain other students questions.

4. ACTIVITIES--Students will have time to color that animal in their zoo books. During the week of 3/24-3/28 I will have students work on practice sheets such as, "What is a Map?" "A Compass Rose", "We Are Neighbors", "What is a Globe?" and "My Playground (North, South, East and West)."

5. INDEPENDENT PRACTICE- each child will do a written report and an art project on an assigned animal due the week of 4/4/03.
Lesson Plan
(3/28)

MATERIALS NEEDED: Zoo Book, crayons, pencils and erasures.

STANDARDS: Geography 1, 2, 3.1, 3.2, 3.7 and Language Arts Reading Comprehension 2.1, 2.7, Written and Oral English Language Conventions 1.0, Sentence Structure 1.1, Listen and Speaking 1.1, 1.2, Organization and Delivery of Oral Communication 1.5.

OBJECTIVE:
The goal of this unit is to help first graders understand the use of a map and globe by studying where zoo animals originated. (Each student is assigned a zoo animal to do a written and art project on.) We will talk about a different animal on a daily basis.

SET:
“Today boys and girls we are going to learn about reptiles.”

BACKGROUND/INPUT:
I will do a KWL chart at the beginning of reptiles.

PROCEDURE/APPLICATION:
1. TEACHER TEACHES (VISUAL/AUDITORY)-I will explain that reptiles are cold-blooded, have scaly/rough skin and lay eggs to reproduce.

2. STUDENTS TEACH THE TEACHER (ORAL/PSYCHOMOTOR/KINESTETIC)-Students will share what they’ve learned or know about reptiles and give examples of reptiles.

3. GUIDED PRACTICE-I will guide the student who is sitting with me answer questions and explain other students questions.

4. ACTIVITIES--Students will have time to color that animal in their zoo books. During the week of 3/24-3/28 I will have students work on practice sheets such as, “What is a Map?” “A Compass Rose”, “We Are Neighbors”, “What is a Globe?” and “My Playground (North, South, East and West).”

5. INDEPENDENT PRACTICE- each child will do a written report and an art project on an assigned animal due the week of 4/4/03.
Activities

❖ Map practice pages

❖ Art-animal with habitat project (display during "open house")

❖ Writing report-share written information about what they learned about their animal and its habitat

❖ Zoo music

❖ Stations-d raw and write about a certain animal

❖ Give child chance to answer questions from the class about their animal

❖ Color the animal(s) of the day in our zoo book, making sure to color it’s habitat in the back ground


Endangered Animals

Crocodiles lose their homes when swamps are drained for building.

Zebras are killed for their meat and for their beautiful skins.

Elephants are killed by hunters. The hunters want their ivory tusks.

Monkeys live in rain forests. Rain forests are being cut down.

Teacher: Give each child two pieces of construction paper. Ask children to 1) fold both pieces of paper in half and staple them along the fold to make a book; 2) cut out title, pictures, and sentences; 3) glue the title on the book cover; 4) glue one picture and its matching sentence on each page.
What Is a Map?

A map is a picture that shows all or part of the earth. It shows many places and things.

Color, cut, and paste things a map can show.

- land
- cities
- water
- roads
What Is a Globe?

A globe is a ball with a map of the earth on it. It shows the land and water on the earth. The North Pole is near the top of the globe.

Color and trace.

North

water  blue
land   green
My Playground

Cut and paste the pictures in the correct spaces.

North  South  East  West

North

West

East

South

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A Compass Rose

Maps show direction.
A compass rose is a sign on a map that shows direction.

N stands for north.  S stands for south.
W stands for west.  E stands for east.

Write each direction word. Color the compass rose.

Teacher: Have students make a "Crayon Compass Rose" (see page 2) before completing this worksheet.
Color the United States green.
Color Mexico yellow.
Color the water blue.
ZOO ANIMAL PROJECT

Due: Friday, April 4

Your child is expected to do a zoo animal project at home during the next three weeks. This will be their main homework with the exception of reading and learning weekly spelling words for final spelling tests.

Your child has chosen the _______________.
I am sending home a picture along with some information about the animal. This project consists of two parts.

Part One- The Written Report

Write a brief description about your animal including the following: What the animal looks like? Where it lives? What the animal eats? Is it a mammal, reptile or bird? What else did you find interesting about your animal? Be sure to include your name, date and name of animal. Check for capitals, punctuation, good grammar and handwriting.
Part Two- The Animal Project

You may choose any of the following:
1) Diorama-Take a box and cut one end off. Put your animal inside. You can add grass, water, dirt or trees depending on where your animal lives.
   a) Animals can be drawn and colored on a piece of construction paper.
   b) Dough animals made by mixing equal parts of flour, salt and add enough water to mix the dough. Work and knead it with your fingers until smooth, (food color can be added to color your dough). Then shape your animal and let it dry. You can also paint your animal or use modeling clay.

2) Animal Poster
3) Animal Puzzle by drawing and coloring your animal on heavy paper. Make puzzle pieces on top of your picture. Cut it out and place in a ziploc bag.
4) Animal Cookie or Cake
5) Mobile by using a clothes hanger. Attach strings and hang pictures of your animal at the end of the strings.
6) Make an animal out of wood
7) Make an animal out of newspaper and paste
8) Make a Cloth Animal
10) Any other material or way to show your animal

Each child is expected to complete this project and bring it to school by Friday, April 4. A grade for homework and science will be based upon the completion of the Zoo Animal Project.

If you need paper, ideas or materials (if they are available to me) please let me know. This project will involve parent help. Projects can be viewed at OPEN HOUSE on Tuesday, April 8th by parents and friends.

Sincerely,
Linda Dean