

## Supplement Overview

Teachers can use these activities however best fit their students and classroom. Many activities can be completed by individual students, small groups, the whole class, or as part of learning centers. In order to address all of the standards listed on the activity overview, all of these supplemental activities need to be completed. Some of the content statements and elaborations are only addressed through the supplements and are not included in the versions written in *Growing Up WILD*.

## First Impressions

### First Impressions

The *Growing Up WILD* guide provides animal cards on pages 66-69 for use with the *First Impressions* activity. Those cards may be used or the 8.5"x11" full color animal cards provided by the Ohio Department of Natural Resources can be an excellent source of pictures and information for this activity. Be sure to select the bald eagle to use as one of the animals students are asked to react to. Revisiting the feelings about eagles will transition from *First Impressions* to *Wildlife As Symbols* later in this series of activities.

The book *Actual Size* by Steve Jenkins can also be used in this activity. This book shows life size images of several different kinds of animals, including a gigantic spider. The goliath bird-eating spider usually elicits strong reactions from students (and adults!).

Follow the instructions for the *Warm Up* provided in the guide.

In #1 of the *Procedure*, instead of using the hula-hoops or masking tape to differentiate the three feelings, provide each student with pieces of paper (or post-it notes) that will represent their feelings about the animal shown. In #2, continue the lesson by holding up the animal in question and have students draw their face (smiley, frowny or not sure) on the piece of paper and cast their vote for that animal.

Change the directions in #3 as follows. Once votes have been cast for the animal, have one (or a group) of students organize the responses by feelings. Allowing the students to sort by smiley, frowny and not sure faces allows extra practice in the classification of data. The data can then be graphed as shown on p.66. Ask students to then sort the three feelings by count. Continue with the lesson as described in #4 and #5.

Use the supplemental content that follows in addition to the suggestions in #6, #7 and the *Wrap Up*.



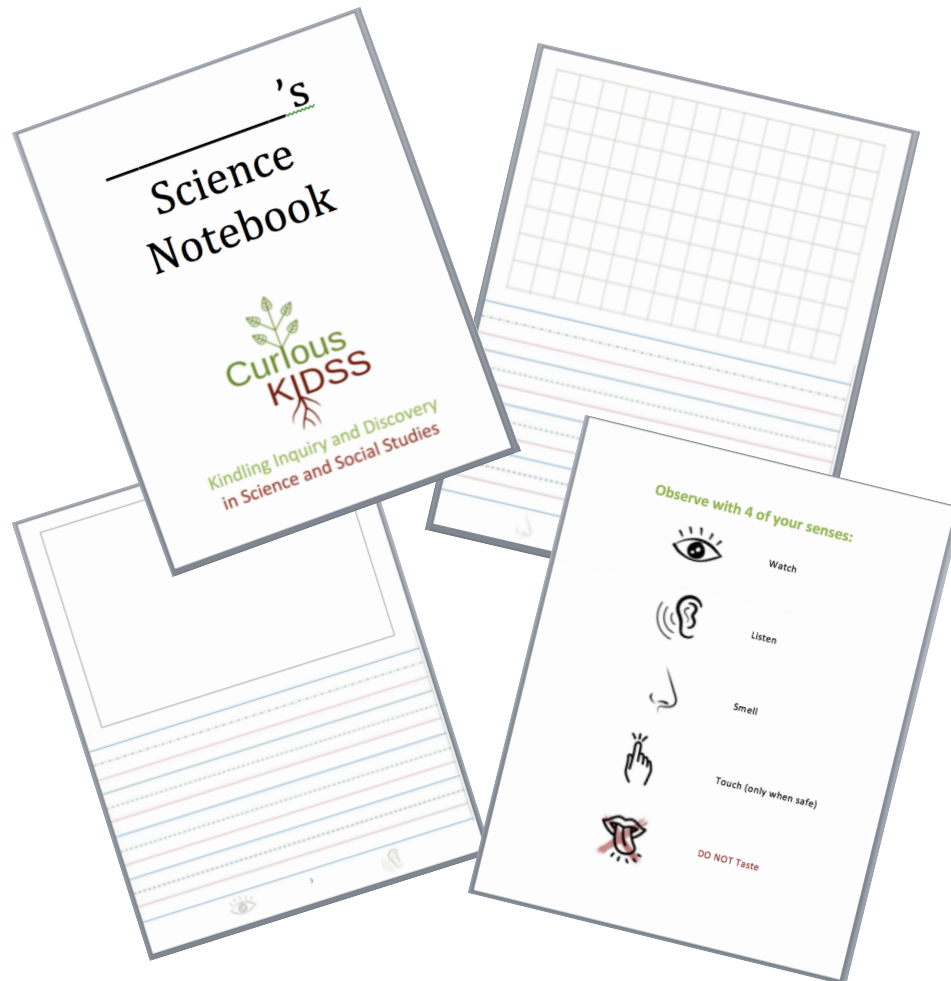
# Observations Outside

## Get Outdoors!

Go outside to observe living things around your school. Remind students that observations can be made using many senses like sight, hearing, smell, and touch (when safe) but no tasting.

While outside ask students to:

1. Use tools (rulers, binoculars, hand lens, etc.) when making observations, if appropriate.
2. Write and draw their observations in their Science Notebooks. (Students may use the template provided as their notebook or add to one journal, like a composition book, throughout the year.)
3. Use common names like ant, spider, tree or bird.
4. If time allows, use field guides to try to determine a more specific name for the organisms. (Is the bird a crow, robin, or cardinal? Is the tree an oak, maple, or birch?)
5. Note similarities and differences among different types of birds or different types of plants.
6. As small or large groups, discuss what kinds of living things the students observed.



# Characteristics of Living Things

## Characteristics of Living Things

While *First Impressions* introduces students to a variety of living things, the activity itself does not provide examples of characteristics of living things. Using the Idea Circle graphic organizer as a template, as a class discuss and record the following information for each animal shown in the *First Impressions* voting activity:

- Recognize that there are different kinds of living things (insects, birds, flowers, trees, etc.).
- All living things grow and reproduce. For example, a spider grows from a spiderling (tiny baby spider) into an adult spider.
- All living things respond to stimuli. A spider will respond to something caught in its web by crawling toward the object.
- All living things require energy. A spider needs to eat insects or other spiders to acquire energy.
- Living things have parts and because of those parts, living things can do specific things. (For example, eagles have wings for flying and beaks for eating. Bears have teeth for eating, eyes for seeing and legs for moving.)

Before students begin reading, they may need to brainstorm lists of ways living things:

1. Get energy
  - a. Plants make their own energy.
  - b. Some animals eat plants.
  - c. Some animals eat animals.
  - d. Some animals eat plants and animals.
2. Grow up (Please note that the names of the different stages of development are not the focus of this content statement. The focus at this grade level is for students to see a variety of living things and to learn characteristics common to all living things.)
  - a. Trees could grow from a seed, to a small tree, to a large tree.
  - b. A chicken could start growing in an egg, then break out of the egg as a small chicken, then grow to a bigger chicken.
  - c. A butterfly could begin as an egg, emerge as a larva, form a chrysalis, and emerge as a butterfly.
3. React to the environment
  - a. A squirrel may run away if startled by a cat.
  - b. A spider will crawl toward an insect caught in its web.
  - c. A plant will grow toward a light source.
  - d. A snake may eat a bird.



## Idea Circle – Living Things Get Energy, Grow Up, and React

### Idea Circle

After completing the *First Impressions* activity, students will use an Idea Circle approach to find out more information about the characteristics of living things. Encourage students to select a living thing that they dislike or have neutral feelings about.

Each student will select a book about a specific plant or animal. These non-fiction books may be in the teacher’s classroom library, the school library, borrowed from public libraries or online libraries. See “Resources for eBooks and Digital Media” for suggestions on finding online libraries.

1. Students begin by selecting a book about an animal. Some books will not provide all of the information requested on the graphic organizer. Teachers can decide to any of the following as a whole class, or differentiate strategies for individuals or small groups:
  - a. Use the information students do find and skip the other details.
  - b. Use several books to find all of the information.
  - c. Carefully select books that contain all of the details requested.
2. As they read, students fill out a graphic organizer about how their living thing gets its energy, grows up and reacts to its environment. If needed, this activity could be completed as a small group working collaboratively to complete one graphic organizer. Another option could be for students to add the characteristics of their living thing to a class chart as they complete their individual or small group research.
3. Students share the results of their research on their living thing with their small and/or large group(s).

This research can be completed during time allocated for science instruction, as a center activity, or during time allocated for reading.

### Suggested Text for the Idea Circle

- *Ferdinand Fox’s First Summer*, by Mary Holland
- *Eat Like a Bear*, by April Pulley Sayre
- *Outside Your Window: A First Book of Nature* by Nicole Davies, “Caterpillars, Butterflies,” “Just Ducks,” “Acorn,” and “Squirrel” are a few of the poems that could be used to find how living things grow up, get energy, react to the environment, and/or have body parts that help them do specific tasks. While poems are being read, students can also identify words and phrases that suggest feelings or appeal to the senses. They can also use the illustrations and details in the poem to describe the characters, setting and events of the poem.

- GetEpic.com’s “Living Things” or “Science and Nature” collections contain many books about plants and animals. *About Penguins: A Guide for Children*, by Cathryn Sill; *Beaver Kits*, *Arctic Fox Pups*, *Lion Cubs*, all by Ruth Owen, each provide all of the information requested. This is only a partial list of possible ebooks student may use.
- InfOhio.org
  - *BookFlix* – The “Animals and Nature” category contains many books about animals that would be appropriate for this activity.
  - *World Book Kids – World of Animals* provides information, pictures and videos about animals. Selecting “Go to Exhibit” provides facts about the animal. Clicking on “View Article” links to a brief overview of the animal, in a more student friendly writing style. Users can also select two animals to compare facts about the animals (length, life span, foods, etc.)
  - *Early World of Learning – “Know It”* provides students with interactive texts about animals and plants. Students can select a category of living things, then select a specific plant or animal.
- ReadWorks.org – “A Busy Bee,” “Spiders” and other passages could be used with the *First Impressions* activity. While question sets are provided for each passage, teachers should decide if the questions are appropriate for use with this activity, could be used later at a center or as part of allocated reading time, or are not aligned.

## *First Impressions Can Change*

### ***First Impressions Can Change***

After the students have received more information addressing their questions, ask to see if students’ opinions about any specific animal had changed. Students share their feelings on the animals like previously done. Have students categorize and count the data with the intent that students will be able to compare the data and graphs from before and after information was received about the animals.

Students complete the “I used to think... but now I know...and still wonder about...” graphic organizer. There is also a version of the graphic organizer for “I used to think... but now I know....”



# Idea Circle – Living Things Get Energy, Grow Up, and React

Choose a book about a plant or animal. As you read, fill in information about how your living thing gets energy, grows up, and reacts to the environment. Complete the sentence in the last box to explain how a living thing's body parts help meet its needs.

## Your Living Thing



**Gets Energy**



**Grows Up**



**Reacts**



**Parts of living things**

\_\_\_\_\_ have

(Name of living thing)

\_\_\_\_\_ for

(body part)





\_\_\_\_\_.

(use of body part)



# Idea Circle Shared Research – Characteristics of Living Things

After you have read your book about your living things share the information with the larger group. Write down their name and the living thing they chose. Then write down how that living thing gets energy, grows up and reacts to its environment.

Group Results				
Living Thing	 <b>Gets Energy</b>	 <b>Grows Up</b>	 <b>Reacts to its Environment</b>	 <b>Body Parts</b>



## *First Impressions Can Change*

Sometimes learning more about plants or animals that we do not like can help us change our minds about how we feel about the plant or animal. In the first box, explain why you didn't like a plant or animal. In the second box, explain one new fact you learned about it. In the last box, write something that you still want to know about your living thing.

**I used to think...**

**But now I know...**

**I still wonder if**



## First Impressions Can Change

Sometimes learning more about plants or animals that we do not like can help us change our minds about how we feel about the plant or animal. In the first box, explain why you didn't like a plant or animal. In the second box, explain one new fact you learned about it. In the last box, write something that you still want to know about your living thing.

**I used to think...**

**But now I know...**



## Wildlife as Symbols

### Wildlife as Symbols

After the *First Impressions* activities are completed, transition into the *Wildlife as Symbols* components. Follow the G UW suggestions for the *Warm Up* discussion. Brainstorm where students have seen other symbols of the United States (American Flag, Pledge of Allegiance, National Anthem). Continue through the *Procedure* steps and *Wrap Up* questions as written.

## Wildlife as Symbols - State Shapes and Symbols

### State Shapes and Symbols

Introduce the *State Shapes and Symbols* activity by allowing students to investigate Ohio's place in the United States and the world by zooming in or out at <https://www.google.com/maps/place/Ohio/>. Students can toggle between the Map and Satellite views to see landforms and water, as well as zoom in to see overhead or street views of their school and neighborhood. Emphasize that the map they are viewing represents real places.

Students can work individually, in small groups or as a class to create an Ohio mural, as described in the G UW guide. Students can research Ohio's symbols to identify the following state symbols:

- |              |           |                 |                |
|--------------|-----------|-----------------|----------------|
| 1. mammal    | 4. flower | 7. fruit        | 10. reptile    |
| 2. amphibian | 5. fossil | 8. insect       | 11. tree       |
| 3. bird      | 6. frog   | 9. native fruit | 12. wildflower |

These symbols of Ohio can be added the *State Shapes and Symbols* mural.

The following books about Ohio can be used to discover the different state symbols:

- *Ohio Facts and Symbols* by Emily McAuliffe (Note: This book is out of print and may be hard to find)
- *Exploring the States: Ohio* by Amy Rechner (available at GetEpic!)
- *Little Ohio* by Marcia Schonberg, the answer to riddles 2, 3, 4, 8, and 9 is an Ohio symbol (available at GetEpic!)
- *Ohio: What's So Great About This State?* by Kate Boehm Jerome lists some of Ohio's symbols on pages 26-27.
- *INFOhio Worldbook Kids*, Compare Places -> US States -> Ohio

Ohio's Learning Standards for Social Studies list the following symbols of the United States that students should recognize: American Flag, Pledge of Allegiance, and National Anthem. Symbols of Ohio will not be assessed at this grade level.



## *Wildlife as Symbols - Class Banner*

### **Class Banner**

Follow the suggestions in the G UW guide to create a class banner. Once completed, emphasize that students are unique (their handprints) but share common characteristics of their class and its selected wildlife symbol, their school and/or district. Discussions could include a school mascot if appropriate. Reading *We Are Alike, We Are Different* by Janice Behrens (*BookFlix*, Family and Community) can reinforce these similarities and differences.

## *Wildlife as Symbols – Wildlife in Literature*

### **Wildlife in Literature**

In students can work individually, in small groups, or as a class to identify accurate or anthropomorphic representations of wildlife. *Epic!* and *BookFlix* have many examples of wildlife talking, wearing clothes, and other unrealistic portrayals.

## *Wildlife as Symbols – Wildlife Poetry*

### **Wildlife Poetry**

Students complete the sentence stem “I am (description) like a (wild animal). And draw a picture representing their choices. Several versions of a graphic organizer are provided to support differentiation. If district policy allows, scan poems and create an online gallery using [www.Padlet.com](http://www.Padlet.com) , [www.Gooru.org](http://www.Gooru.org) , [www.Storybird.com](http://www.Storybird.com) , or other digital publishing tools.

## *Wildlife as Symbols – Remaining Activities*

### **Other Activities**

All other activities in *Wildlife as Symbols* align to Ohio’s Learning Standards in Social Studies and/or English Language Arts. As time allows, students can do these activities as a class, in small groups, or at centers.

## Growing Up WILD - *Wildlife in Literature*

Wildlife can be shown correctly in fiction and nonfiction books but sometimes authors and illustrators pretend that plants and animals can talk, sing, wear clothes, and other actions that wildlife really cannot do. In the spaces below, read books to find examples of what wildlife can really do and what is pretend. Draw or write your examples on the chart.

Wildlife	Action	Real or Pretend?



## Growing Up WILD - *Wildlife Poetry*

\_\_\_\_\_ (name)

I am \_\_\_\_\_ like a \_\_\_\_\_.

(description) (living thing)



## Growing Up WILD - *Wildlife Poetry*

\_\_\_\_\_ (name)

I am \_\_\_\_\_ like a \_\_\_\_\_ .  
(description) (living thing)

I am \_\_\_\_\_ like a \_\_\_\_\_ .  
(description) (living thing)



## Growing Up WILD - *Wildlife Poetry*

\_\_\_\_\_ (name)

I am \_\_\_\_\_ like a \_\_\_\_\_.

(description) (living thing)

\_\_\_\_\_.

