

Oh Deer Supplement and Teacher's Notes

Supplement Instructions

There is no required sequence for using these activities. Teachers can use these activities however best fits 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 "Oh Deer" version written in *Growing Up WILD*.

Idea Circle

Idea Circle – Choose Your Animal

After completing the *Oh Deer* activity, students will use an Idea Circle approach to find examples of food, water, shelter and space that particular animals need for survival. Each student will select a book about a specific animal. These non-fiction books can be in the teacher's classroom library, the school library, borrowed from public libraries or online libraries.

GetEpic.com is a free resource for K-5 teachers and librarians. This site contains hundreds of digital books. Their "Living Things" or "Science and Nature" collections contain many books about animals. Books can be browsed by topic and filtered by grade level or reading level. "Magic Readers" are a series of books on the same animal written at different reading levels. Some books are also available as "Read-to-Me" versions that read the text aloud to students. These features allow teachers to differentiate for reading level, delivery method and student interest.

By signing into InfOhio, teachers can access BookFlix – paired books, one fiction and one non-fiction, which are read aloud with simple animations. Their "Animals and Nature" category contains many books about animals that would be appropriate for this activity.

1. Students begin by selecting a book about an animal.
2. As they read, students fill out a graphic organizer about the needs of their animal for food, water, shelter and space. If needed, this activity could be completed as a small group working collaboratively to complete one graphic organizer. While *Oh Deer* introduces the categories of habitat, the activity itself does not provide examples of animal needs.
3. Students will share the results of their research on their animal with their small group.
4. Another option could be for students to add their animal's needs to a class chart as they complete their individual research or shared group research.

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



Idea Circle – Animals Need Food, Water, Shelter and Space

Choose a book about your favorite animal. As you read, fill in information about what your animal eats, where it finds water, what kind of shelter (also called cover) it uses or makes, and where it lives (on land, in water, in the ocean, in a forest).

Your Animal



Food



Water






Shelter (Cover)



Space

Idea Circle (Shared Research)

After you have read your book about your animal share the information with your group. Write down their name and the animal they chose. Then write down what kind of food, water, and shelter their animal needs.

Group Results				
Student Name	Animal	 Food	 Water	 Shelter

The Mystery of the Missing Hummingbirds

Before/During/After – The Mystery of the Missing Hummingbirds

Download *Discoveries at Willow Creek* from GLOBE Elementary

<http://www.globe.gov/web/elementary-globe/overview/seasons/story-book> The book is available in several languages and can be viewed online or downloaded and printed.

Before reading the book, ask students to predict why the hummingbirds left and where they might have gone. Read pages 1-16.

After reading page 16, prompt the students to complete the next part of the graphic organizer asking where students think the hummingbirds went and why they think they left. Read pages 16-24.

On pages 23-24 read the information the class wrote on their chart papers. When reading about the needs of the hummingbirds, emphasize how each of those examples fulfill food, water, and shelter. Begin discussing the temperature during the seasons. Hummingbirds, as well as other animals and plants, can only survive within a specific range of temperatures. During the winter season in Pennsylvania, ask students to determine if Pennsylvania is meeting the needs of the hummingbirds. Contrast the needs met (or not met) in Pennsylvania to the needs able to be met in Costa Rica.

Read the remainder of the story aloud to the students. After finishing the book, ask the students to complete their graphic organizer by answering why the hummingbirds left and why they were able to return in the spring. Students should emphasize that the birds were able to meet their needs for food, water, and shelter in Pennsylvania during the spring and summer but they had to fly to Costa Rica to meet their needs during Pennsylvania's winter and fall.



The Mystery of the Missing Hummingbirds

Before you begin reading, make predictions based on the title of the book *The Mystery of the Missing Hummingbirds*. Listen as your teacher reads the book. Fill out the second section while your teacher reads. After your teacher finishes reading the book, complete the last section.

Before Reading

Why do you think the hummingbirds left?

Where do you think they went?

During Reading

What evidence does the book give to explain where the hummingbirds went?

Why do you think the birds went there?

After Reading

Why did the hummingbirds leave?

Why were the hummingbirds able to return?



Discoveries at Willow Creek

Venn Diagram – Food, Water and Shelter in Spring vs Fall shown in *Discoveries at Willow Creek*

Download *Discoveries at Willow Creek* from GLOBE Elementary

<http://www.globe.gov/web/elementary-globe/overview/water/story-book> The book is available in several languages and can be viewed online or downloaded and printed.

This story contains wonderful examples of students doing science observations and investigations. In order to specifically address the Content Statements and Elaborations for 1st Grade Life Science, selected pages and paragraphs will be omitted from this particular activity.

While the abbreviated story is being read, students should complete their Venn Diagram comparing and contrasting the types of food, water, and shelter available to plants and animals during the spring visit and the fall visit. Students should be prompted to look for changes in food, water, shelter (cover) and space from fall to spring.

1. On page 2, skip the last paragraph.
2. Read all of page 4.
3. Skip ahead and read pages 7 and 8.
4. On page 10, skip the last paragraph.
5. Skip ahead to pages 21 and 22. Read the first two paragraphs, but not the last one. End the story here.
6. Allow students time to complete their own Venn diagram, then discuss their results with a partner. If time allows, small groups can also discuss their results.
7. As a whole class, emphasize:
 - a. Increased water in the spring could provide different space for aquatic animals and plants but may displace land plants and animals.
 - b. The warmer water temperatures in the fall could be too high for some aquatic life. Additional information and examples can be found in the Teacher's Notes section of the book on pages 27-29.
 - c. Though winter is not shown in the book, students could discuss what changes they think would occur in food, water, shelter and space as winter approaches.

GLOBE offers a very detailed Teacher's Guide with chapters containing data collection protocols, activities and information on the atmosphere, biosphere, hydrosphere, soil, and Earth as a System. This guide can be used as a reference for teachers if additional information is needed. <http://www.globe.gov/do-globe/globe-teachers-guide>



Eat Like a Bear – Seasonal Food Availability

Eat Like a Bear by April Pulley Sayre, Illustrated by Steve Jenkins

While the book is being read, students can fill in the graphic organizer showing how a bear's diet changes over the seasons.

1. On the page "Drink like a bear..." ask students where the bear finds water. Ask students if there are any trout shown. Emphasize that there are also no berries on the bushes.
2. On the page "Search the melting snows." Ask students how snow can affect the amount of water the bear has available. Students should also recognize that the snow could hide food from animals.
3. On the page "Can you prepare..." ask students to describe how the bear makes a den. Ask the students what the bear eats in November. Point out that the bear does not eat during the winter months. During spring and summer the bear eats as much food as possible to build up fat. The bear uses the fat to help them survive the winter.
4. After reading the book, look at the types of food the bear eats over the year. Students should notice that the bear eats plants and animals (meat). While some students may recognize the terms carnivore, herbivore, and omnivore, the emphasis at this grade level is that living things have needs (food, water, shelter) and that those needs are met by using resources found in their environment.
5. The last page "Meet the Bears" has additional information about seasonal food availability, hibernation, and food types.



Eat Like a Bear by April Pulley Sayre

As you read the book, draw or write what the bear eats during the year. How do you think the food, water and shelter available to the bear might change over the year?

Month	Food	Notes about Habitat (water or snow, shelter)
April		
May		
June		
July		
August		
September		
October		
November		
December/January (Mid-winter)		



Wildlife History Timeline 1803, 1903, 2003

Ohio Department of Natural Resources Map Series (1803-1903-2003)

This Wildlife History Timeline is available as a poster from ODNR. You can download the form from <http://wildlife.ohiodnr.gov/portals/wildlife/pdfs/publications/educators/pub174.pdf> to order the poster. The Spring 2003 edition of Wild Ohio Magazine contains the map series. This magazine also contains pictures of people in the past and present hunting, fishing and cooking. http://wildlife.ohiodnr.gov/portals/wildlife/pdfs/wild%20ohio%20magazine%20archive/womag_spring2003.pdf

Students can analyze the photographs in the magazine to determine if they are from the past or present. The class can discuss what might be learned about the past by looking at the photographs (transportation, clothing, finding and cooking food, recreation).

The Spring 2003 edition of Wild Ohio provides a series of maps of Ohio from 1803, 1903, and 2003. Analyzing the maps can lead to conversations comparing and contrasting the way basic needs of living things were met in the past and present.

1. Begin by looking at the map of Ohio from 1803. Ask students what they notice on the map.
2. Use the graphic organizer to make a list of the types of characteristics shown. Students should mention the amount of forest, the diversity of animal* species, and the types of transportation routes. This map shows the majority of Ohio covered in forest, a wide range of species, and Indian paths.
3. Before looking at the 1903 map, predict how each category might change (types or amounts could increase, decrease, or stay the same). Record predictions on the graphic organizer.
4. Look at the 1903 map and check your predictions.
 - a. Students may be surprised to see the dramatic decrease in the amount of forest, and the amount and diversity of species.
 - b. Students should provide evidence from the map to support their verification of their predictions. (For example, there were bears shown in Ohio in 1803 but there are no bears shown in 1903.)
 - c. There are now canal systems connecting Lake Erie with the Ohio River, and the addition of the National Road.
 - d. Reservoirs and lakes shown on the 1903 map are man-made. Though Portage Lake is a natural lake, it includes man-made additions.
5. List the characteristics of Ohio in 1903 in the graphic organizer.
6. Before looking at the 2003 map, predict how each category might change (types or amounts could increase, decrease, or stay the same).



7. Look at the 2003 map and check your predictions.
 - a. Students may be surprised to see the increase in the amount of forest, and the amount and diversity of species.
 - b. Students should provide evidence from the map to support their verification of their predictions. (For example, there were bears shown in Ohio in 1803, not in 1903 but bears are shown again in 2003.)
 - c. The canal systems are gone. The interstate system has been added, with I-70 closely following the National Road.

* When using the term “animal” in a scientific context, this category includes all animals - fish, insects, birds, humans, etc. Though classification systems vary, most recognize plants, animals, bacteria, protists and fungi as different groups of living things.



Additional ELA Activities

Compare and Contrast Eating Habits Using Two Texts

Students can compare and contrast the eating habits of deer and bears using at least two texts. *Eat Like a Bear* could serve as one text addressing a bear's diet. Books already in a teacher's classroom or school library might be applicable.

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After logging into GetEpic.com, use the search feature to find books about deer. Clicking on "Advanced Search" under the search box allows filtering the results by reader age, Lexile Measure or AR Level and if the book is fiction or non-fiction. Filtering the results to only show non-fiction books is recommended for this activity. The books *Bears Eat and Grow* and *Deer Eat and Grow* in the Magic Readers series work well for this activity. *Deer* and *Bears* in the Backyard Wildlife series are other options.

Draw and Write About Habitat

Draw and write about the habitat of a favorite animal. Include what the animal eats, where it lives and where it finds water. *Crinkleroot's Guide to Animal Habitat* can be used as an anchor text.

Read *Deer at Dawn*

As the poem *Deer at Dawn from Outside Your Window* (written by Nicola Davies and illustrated by Mark Herald) is read, students can 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.



Compare and Contrast Eating Habits of Bears and Deer

Choose two books that describe the eating habits of bears and deer. In the circles below, write or draw the information you find in each book.

Food for Bears

Food for Deer

Example from book 1

Example from book 1

Example from book 2

Example from book 2

