Wonderfully Wild Unit

Lesson 5: Grades K-3

Is This Fair?

Curriculum Connections, Standards addressed:

Academic Goals: 1.1, 1.2, 1.3, 1.5, 1.5, 1.8, 1.10, 2.2, 2.3, 2.5, 3.1, 3.2., 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.3, 4.5, 4.6, 4.7

Knowledge Goals: Communication Arts: 1, 2, 4 , 5, 6, 7; Science: 3, 4 ,6, 7, 8;

Social Studies: 1, 2, 3, 4, 5, 6, 7; Fine Arts: 1, 2, 3, 4

Objective: To help students explore the ethic of “fair” in regards to our relationship with wildlife.

Common Core-Aligned Activities:

SL.K-2.1—Engage effectively in a range of collaborative discussions.

Encourage your students to discuss the differences between what is considered “fair” and what is not fair. How can the concepts of fairness be applied to wildlife and the actions of people toward them and their environment?

Character Concepts: Respect, Fairness

Respect: Recognize how your behavior and activity can potentially frighten, harm or disturb wild animals in their natural habitats. Recognize your responsibility to the animals that share our backyards, parks, wooded areas and the earth.

Fairness: Treat all of wildlife with the treatment you would want for yourself. Put yourself in the “feet” of wild animals. How would you want to be treated?

STEM Initiatives: Thinking critically in the connections to Science, Technology, Engineering and Math

K-ESS2-1: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. …How do your activities, disposal of trash, etc., affect the wild animals around you?

3-ESS2-2: Obtain and combine information to describe climates in different regions of the world. …How does the climate in your city affect the wild animals? How can you help them at difficult times of the year?

Materials Needed:

* DOWNLOAD Handout: “Story Starters”

Method: Your students have explored issues of wild animals, the ecosystem, people’s impact on nature and the plight of animals subjected to poor judgment by people. This lesson will help students to develop skills in problem-solving, critical thinking, creative thinking (or writing) and oral presentation skills.

Review the major concepts learned in lessons 1-4. Slowly read aloud Story Starter #1. Give students an opportunity to quietly think about how they would finish this story. Call on students to finish the story aloud. Give a few examples of each story and then read the next story starter aloud.

Another twist is to “build” the story, one sentence at a time, by giving different students an opportunity for input. You can record the story in progress on the chalkboard. When finished, have the students read their story out loud.

Ask these questions:

* From what you have learned about wildlife, is our story accurate?
* Is the animal(s) in our story being treated fairly?
* If you were this animal, how would you want to be treated?
* Are we being kind, fair, responsible and respectful to the animal in our story?
* How can we apply the concepts being told/taught in our story to our schools, homes, neighborhoods and community?

Help students to create more story starters. Expand to other animal-related topics.

Call to Action: Have students record the finished stories and compile them in a book. Visit other classrooms to read the stories aloud (or possibly at a PTA meeting!) Help your students answer questions other classes may have about wild animals. Have fun with this action!

Reading: Visit our section entitled *Recommended Children’s Literature* for a comprehensive listing of animal-related books.

Web sites: Visit our section entitled *Recommended Web Links* for animal-related web sites.