

Arkansas Animals

*Lesson Plan by Nancy Ruth Wood, Eureka Springs, Arkansas
2000-01 Butler Fellow*

In this four-day lesson, students will learn about the different animals that in the wild in Arkansas. This will give the students an opportunity to work together, categorize, brainstorm, make decisions, and learn to organize their writing for a report.

Grades: 1-4

Objectives:

1. Learn the difference between domestic animals and wild animals in Arkansas.
2. Learn what animals live in the wild in Arkansas.
3. Learn how to write a report about an Arkansas animal.

Arkansas Curriculum Frameworks:

Arkansas History 1.1.2 and 4.1.1

Language Arts W.1.1, W.1.4, W.1.13, W.2.1, W.2.2, R.1.11, R.1.16, and R.2.7

Science LS.1.3

Social Studies SSPS.1.6, SSPS.1.1, and PPE.2.2

Key Terms:

animals	domestic animals	wild animals	wildlife	feral animals	tamed animals
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Key Terms Defined:

animals: living organisms typically capable of moving about but not of making their own food by photosynthesis. The term “animal” in this lesson includes all the possible members of the animal kingdom, including insects, fish, amphibians, birds, mammals, and reptiles.

domestic animals: animals that have been tamed and bred for special purposes. Farm animals and pets are domesticated animals.

wild animals: animals that have not been domesticated by people. Animals that have been captured from the wild and tamed are wild animals, including even the smallest animal organisms that we can see only through a microscope. Spiders, insects, reptiles, amphibians, and most species of fish, birds, and mammals may be considered wildlife. Wildlife occurs in a tremendous variety of forms and colors and can be found all around us.

feral animals: domestic animals that have gone wild.

tamed animals: wild animals that are caged or trained.

Materials:

- A copy of A List of Arkansas Animals for the teacher (included below). *Please note that this list is only a beginning and is by no means complete.*
- A copy of Research Chart #1: Arkansas Animals, Wild Animals/Domestic Animals for each student (included below)
- A copy of Research Chart #2: Arkansas Animals in the Wild for each student (included below)
- Chart paper
- Books on animals, encyclopedias, a visit to the school library, etc.
- Construction paper for the front and back of their reports

Activities:

DAY ONE

1. Explain to the students that they will be investigating and reporting on different animals. Ask the students to think about their “favorite” animal. Allow the students to share their thoughts as a warm-up to the rest of the activities.
2. Have the class help you define animal. How are animals different from plants? What can all animals do? *The definition above can help you define the term as much or as little as you need depending upon your class.*
3. Brainstorm a list of all the animals the students can think of worldwide. Put everyone’s suggestions on the board or large chart paper so everyone can see. Continue until the class has come up with at least 30 animals.
4. Pair the students into groups. Have them think and discuss which of the animals on the list do not live in Arkansas.
5. After repeating the animals on the list again, ask each pair group to come to the board (or paper) and mark through an animal on the list that does not live in Arkansas. (Don’t count animals in the zoo.) Continue doing this until all the animals are marked off that cannot be found in Arkansas. What is left is a smaller list of animals that live in Arkansas. Use A List of Arkansas Animals as a reference.
6. Ask the class if they can add to this list of Arkansas animals.
7. Have the students copy down all the Arkansas animals on their own paper and entitle it “Animals In Arkansas” (if they can).
8. For homework have the students take their written list home and ask their parent(s), siblings, and/or friends to help them list *five more animals that live in Arkansas*. Remind them that even insects count!

DAY TWO

1. Have a clean list of Arkansas animals from Day One’s lesson.
2. Ask students to add animals from their homework to the class-created list. Let each student give an answer and credit them for doing their homework.

3. Discuss the meanings of domestic animals and wild animals with the class.
4. With a newly expanded list to use, make two big circles on another chart paper or on the board. Label one circle *Domestic* and the other *Wild*.
5. Give each student a copy of Research Chart #1: Arkansas Animals, Wild Animals/Domestic Animals, which has a similar drawing on it of the two large, labeled circles.
6. Divide students into teams of three. Ask them to decide which Arkansas animals are wild and which are domestic. If an animal can be either, they should write it in both circles. Give them ten to 15 minutes to complete their research charts.
7. Ask the groups to share their findings while you create a large class poster chart with the correct answers. You now have a list of Arkansas' wild animals and a separate list of our domestic animals.
8. Ask each student to think about three or four animals that they would like to learn more about. Tell them that they will research one of these animals and write a report. Give them time to think and to write down the animals they choose.
9. Ask the students their choices and assign them each *one* "Wild Animal from Arkansas."
10. Assign homework: students are to go home and ask family and friends to tell them all they can about their animal and write it down.

DAY THREE

1. Have in class all kinds of books about animals, for all reading levels, or have plans to take the class to the school library. Many of the books can be picture books for the younger classes.
2. Give each student a copy of Research Chart #2: Arkansas Animals in the Wild and explain it. Students are to fill in the information about their assigned animal using their homework assignment and the resource books provided.
3. Assign homework: Students are to draw their animal at home on a blank white sheet of paper and color it realistically. This drawing can become part of their report.

DAY FOUR

1. In class, using the information from their research chart about their assigned animal, show students how to begin their report. This will be at least a five-sentence report. The first sentence of the report will be the sentence in the middle of their research chart—"My animal is the _____."
2. Have the students make at least one sentence from each of the four rectangular boxes. They can make more if they wish. You can have them put one sentence per page and

draw a picture representing that sentence or you can have them write a one-page report with all of the sentences.

3. As the students finish the first drafts of their sentences, ask them to pair up with another student and read aloud their reports for editing. After their peers have edited their work, they can ask you to help edit their final copy. (This is optional. You may want their original work unedited if they are younger and are using good invented spelling.)

4. Their final reports will include the factual information in sentence form and the colored drawing of their Arkansas animal they did at home.

Evaluation:

Their final reports, completed by all of the students and displayed in the room, serve as an authentic assessment of what they have learned about the animals that live in the wild in Arkansas. This display would make a good student-created bulletin board.

Sources:

Webster's New World Dictionary. New York: The World Publishing Company. 1960.

Project WILD K-12 Activity Guide, "Wildlife Is Everywhere!" Project WILD is sponsored locally by the Arkansas Game & Fish Commission. Visit <http://www.projectwild.org> and contact Pat Knighten, Project WILD coordinator, for information about free workshops and free materials—phone: 870-917-2085; email: paknighten@agfc.state.ar.us

Arkansas Game & Fish Commission (501) 223-6300 or 1-800-364-GAME (4263); <http://www.agfc.state.ar.us> (You can get great, free material on Arkansas wildlife through their "Wildlife Lines.")

Additional Sources:

The following picture books are suggested to enhance or further this study:

Kitchen, Bert. *Somewhere Today*. Cambridge, Massachusetts: Candlewick Press, 1992.

This beautiful picture book portrays animals at work, play, and survival and has interesting facts about their biology and behavior. The words are intriguing.

Arnosky, Jim. *A Kettle of Hawks*. New York: Lothrop, Lee & Shepard Books, 1979.

Illustrated with wonderful watercolor paintings, this picture book gives the group name for six common wildlife species and explains their behaviors.

Schoenherr, John. *Bear*. New York: Scholastic Inc., 1991.

This is a touching, short story of a young bear who wakes up one day to find his mother is gone. His learning how to survive on his own leads the reader through the problems any young bear might go through in his or her natural habitat.

Kindersley, Dorling. *What's Inside Small Animals*. New York: Dorling Kindersley Limited, 1991.

This simple, well-illustrated book shows the parts and insides of several different animals.

Lauber, Patricia. *What Big Teeth You Have!* New York: Scholastic Inc., 1986.
At 59 pages and the 4th grade reading level, this interesting book gives little-known facts about the different teeth of animals and how they are important.

Ryder, Joanne. *The Snail's Spell.* New York: Scholastic Inc., 1982.
This is an easy-to-read picture book about a boy following the path and activities of a simple snail. Lynne Cherry is the illustrator of this beautiful book.

Murphy, Jim. *The Call of the Wolves.* New York: Scholastic Inc., 1989.
This book, with beautiful illustrations, follows the life of a young wolf in his natural habitat. The concerns and problems that are part of a wolf pack are well illustrated. Illegal hunters separate the young wolf from the pack, and he spends his time searching for his family.

*These lesson plans are made possible in part through the support of the
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*Arkansas History lesson plans are available online at the Butler Center for Arkansas Studies website:
http://www.cals.lib.ar.us/butlercenter/lesson_plans/index.html*

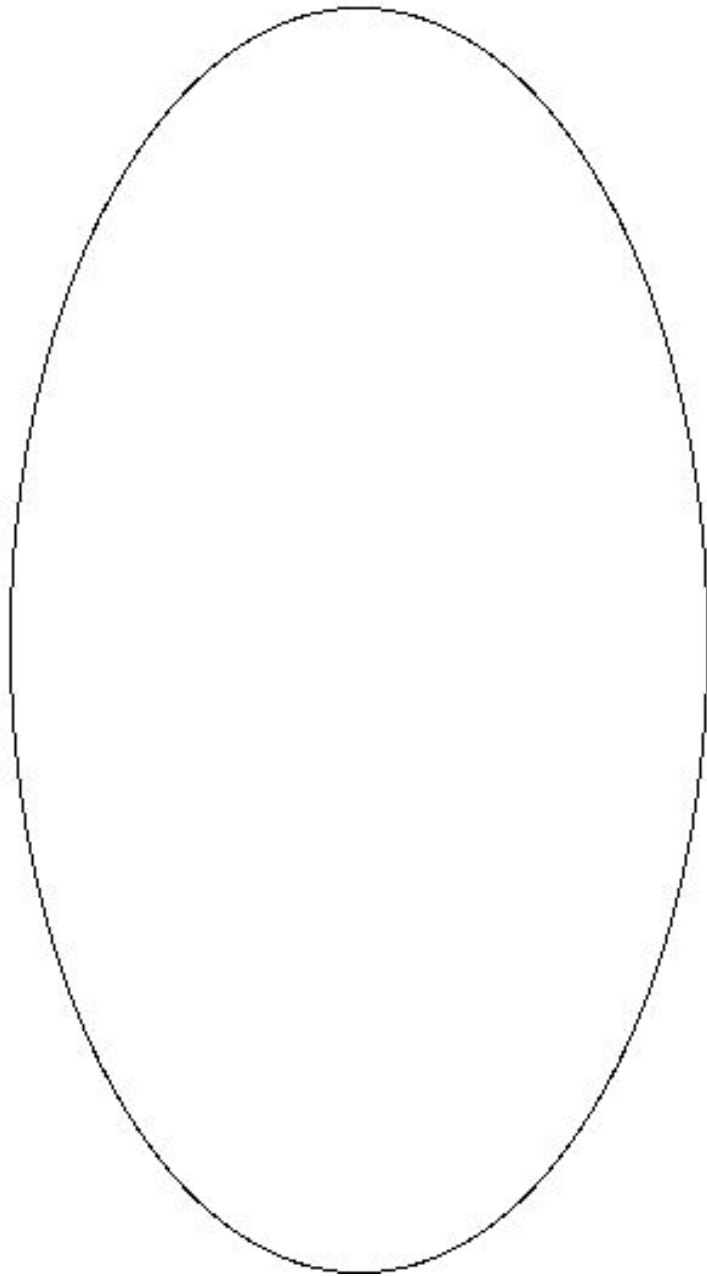
A List of Arkansas Animals

Alligator			
Ant			
Armadillo	Eagle	Ladybug	
	Earthworm	Leech	Scissor-tailed fly catcher
Badger	Egret	Locust	Screech owl
Bald eagle	Elk	Luna moth	Seed tick
Barn owl			Skink
Bass	Field mice	Mallard	Skunk
Bat	Finch	Mink	Small mouth bass
Beaver	Firefly	Minnow	Snail
Bison	Fox	Mockingbird	Snapping turtle
Black bear	Fox squirrel	Mole	Sparrow
Blue jay		Monarch butterfly	Spring trout
Bluebird		Mosquito	Stink bug
Bobcat		Mountain lion	
Boll weevil	Gar	Mouse	Terrapin
Box turtle	Garter snake	Mule deer	Tick
Boxed tortoise	Geese	Mussels	Toad
Brown duck	Gnats		Tree frog
Brown recluse spider	Gopher	Newt	Trout
Bullfrog	Granddaddy longlegs		Turkey
Bumblebee	Grass Snake	Opossum	Turtle
Butterfly	Grasshopper	Otter	
Buzzard	Gray squirrel	Owl	U
	Great horned owl		
	Groundhog	Packrat	
Canada goose		Panther	Velvet ant
Cardinal		Perch	Vine snake
Catfish		Pheasant	Vulture
Chicken hawk	Hawk	Pileated woodpecker	
Chipmunk	Honeybee	Praying mantis	
Cicada	Hummingbird	Purple finch	Walking stick
Copperhead	Huron		Wasp
Cottonmouth	Hognose snake	Quail	Water moccasin
Cottontail rabbit			Waterbug
Couger	Inchworm		Whitetailed deer
Coyote	Ivory-billed	Rabbit	Wolf
Crane	woodpecker	Raccoon	Wolf spider
Crawfish		Rainbow trout	Wood duck
Cricket	Jack fish	Rat snake	Woodpecker
Crow	Junebug	Rattlesnake	
Deer		Red fox	X
Deer tick		Red wolf	
Dove	Katydid	Red-tailed hawk	Yellow finch
Dragonfly	King snake	Roach	Yellowjacket wasp
Drum fish	Kingfisher	Roadrunner	
Ducks		Robin	Z

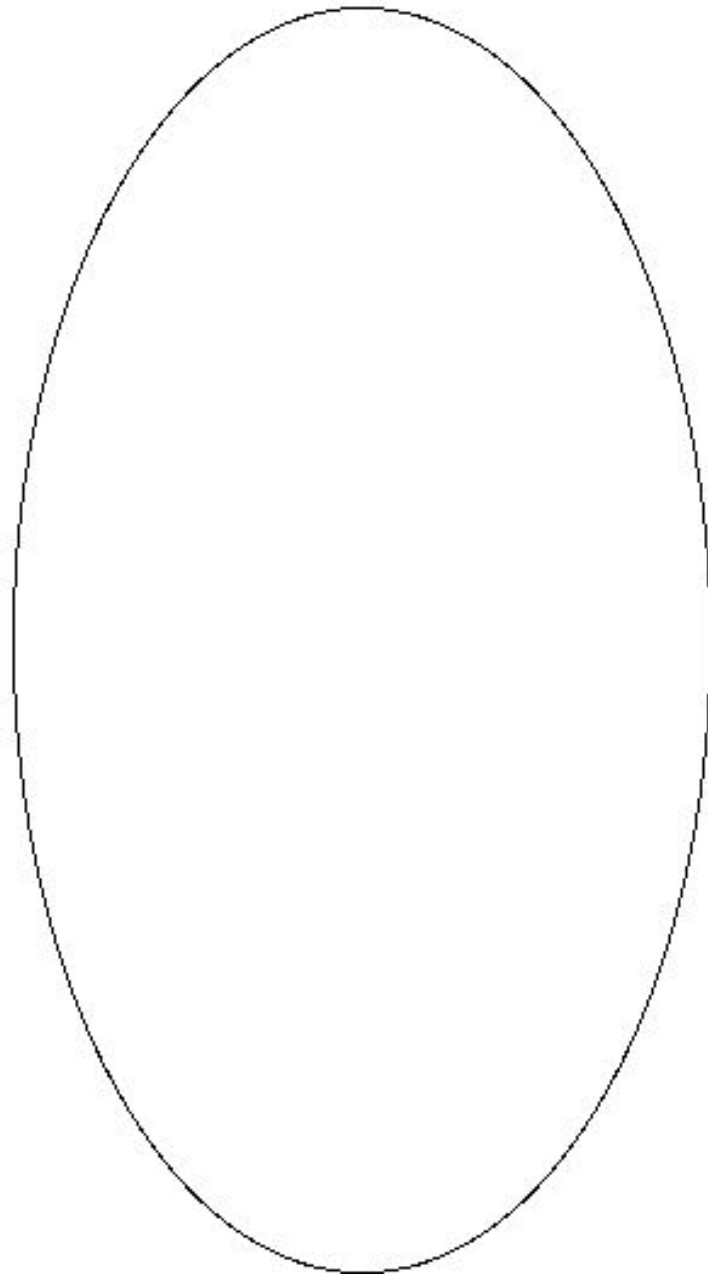
#1

ARKANSAS ANIMALS

WILD ANIMALS



DOMESTIC ANIMALS



#2

ARKANSAS ANIMALS IN THE WILD

Research Chart

My Name: _____

My Animal: _____

What do they eat?

What do they look like?

My animal is the

Where do they live in Arkansas?

How do they act?