

Look Who Lives in the Desert: Exploring the Diversity of AZ Land and Wildlife

Author: Marti Noland
Grade Level: 3
Duration 2-3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

3. How to analyze the spatial organization of people places, and environments on Earth's surface

Element 2: Places and Regions

4. The physical and human characteristics of places.

Element 3: Physical Systems

8. The characteristics and distribution of ecosystems and biomes on Earth's Surface.

AZ Standards

ELA

Reading

Key Ideas and Details

3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

Craft and Structure

3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing Standards

Production and Distribution of Writing

3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Research to Build and Present Knowledge

3.W.7 Conduct short research projects that build knowledge about a topic.

ART

Visual Arts

VA.CR.2.4c Describe, and visually represent regional constructed environments.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time. Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures **Global interconnections and spatial patterns are a necessary part of geographical reasoning.**

3.G4.1 Describe how Arizona has changed over time. Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.

Overview

Students living in Arizona should understand that their state includes a great diversity of plants and animals as well as three landform regions.

Purpose

In this lesson, students will explore the diverse animal and plant life of Arizona. They will be introduced to the skill of researching and produce a

drawing and a short poem about Arizona's land and wildlife.

Materials

- Look Who Lives in the Desert by Brooke Bessesen ISBN # 978-1-932082-09-8
- Access to electronic or library resources on Arizona animals and plants
- Region Fact Sheet: Arizona, A Remarkable State
- Landform Regions of Arizona (labeled) map
- Plant and Animal Vocabulary Cards
- Arizona's Biomes map
- An example of a pattern poem
- Your Arizona Animal Research Facts Paper
- Poem and Picture Grading Rubric
- Watercolor paints and paintbrushes
- Construction or art paper

Objectives

The student will be able to:

1. Research facts about an Arizona region including its plants and animals.
2. Describe through writing and art about one of the Arizona regions and the plant(s) and animal(s) within that region.

Procedures

Prior to the Lesson: It would be helpful to copy the sidebars of the book's pages so students can use these for gathering information while researching. These sidebars should be the first resource they use before Internet or library sources.

Find illustrations of the plants and animals in the book and create vocabulary cards for the students. Use these visuals to will help students identify their plant or animal when researching.

Bookmark sites on the Internet that are appropriate for student investigation. A helpful site is <http://kids.nationalgeographic.com/animals/>

SESSION ONE

1. Begin the lesson by reading the storybook, Look Who Lives in the Desert by Brooke Bessesen. Show the illustrations to the students as the text is read.

2. Distribute the Landform Regions of Arizona (labeled) map to each student and have him/her color each region. At the bottom of the map, have students draw a box and create a legend for their colors on the map. (Example: three small boxes should be in the large box. One is colored yellow and reads Desert. The Desert region on the map should also be colored yellow. Etc., The color choice is up to the students but it should be consistent with the legend they have created.)
3. Now read the Region Fact Sheet: Arizona, A Remarkable State. Have students highlight animals and plants within each region. It would be helpful to have the students circle the plants and underline the animals as a close reading technique.
4. Randomly distribute the Plant and Animal Vocabulary Cards. Project the Arizona's Biomes map that includes information about the area where certain plants and animals can be found. Students should sort their vocabulary cards into their correct Arizona region (desert, mountain, or plateau). Conduct a class discussion as to where certain plants and animals were assigned a location. Is that the only place they can be found in Arizona?
5. If necessary, read the storybook again. Students will now choose one animal from the text to research further using Internet websites (such as National Geographic) or library books.

SESSION TWO and THREE

1. Distribute the Your Arizona Animal Research Facts Paper to each student. Have students conduct their research either on electronic devices or through library resources. Be sure to give them the appropriate sidebar from the book for their animal.
2. When all students have completed their research, introduce them to writing a pattern poem. An example of one type of pattern poem is given but others sorts of pattern poems can be used such as haiku or cinquain. Model the pattern you wish to use with an example that they will not be using such as a whale or a polar bear.
3. As students complete their poems, check to see if they have completed the assignment correctly. If so, distribute construction or art paper for students to draw their animal in its habitat.
4. Display a sample on a classroom wall. Emphasize that they should use wax crayons, to draw their picture and be sure to have lots of key details of their animal and its habitat within their picture.

5. After the crayon version is done, students will use ONE COLOR of watercolor paint to cover their picture.

6. Students will then attach their poem to their picture and post on a classroom wall to create a picture galley. Students will then share their poems and pictures orally with the class.

Assessment

ELA and Geography

Students will score at least 8 points on the Poem and Picture Grading Rubric to be considered mastery.

Geography

Students will score 100% on the coloring and labeling of the Landforms Regions of Arizona map to be considered mastery.

Extensions

- Students can extend their writing into expository paragraphs about their animal and its habitat.
- Teachers can extend the learning to include food chains and food webs.

Sources

Bessesen, Brooke. (2004) Look Who Lives in the Desert Phoenix, Arizona: Arizona Highways. ISBN #978-1-932082-09-8

Arizona's Biomes map

http://geoalliance.asu.edu/sites/default/files/maps/AZ_biomes_web.pdf

National Geographic Website for Kids

<http://kids.nationalgeographic.com/animals/>

Landform Regions of Arizona (labeled)

http://geoalliance.asu.edu/sites/default/files/maps/AZ_LNDFRM.pdf

Map Your State: Regions of Arizona (lesson by Grace Wood)

<http://geoalliance.asu.edu/sites/default/files/LessonFiles/Wood/WoodStateT.pdf>