

The Three Little Javelinas

Students learn to identify regions by physical and human characteristics and learn how to adapt to and preserve our environment.

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Grade Level	1-2
Duration	3 class periods

National Geography Standards

Element 2: Places and Regions.

4. The Physical and Human characteristics of Places.

AZ Standards

ELA STANDARDS

Integration of Knowledge and Ideas

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Speaking and Listening

Presentation of Knowledge and Ideas

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SCIENCE STANDARDS

Earth and Space Standards

1.E1U1.5 Obtain, evaluate, and communicate information about the properties of Earth materials and investigate how humans use natural resources in everyday life.

Life Science Standards

2.L2U1.9 Obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive.

Arizona Social Science Standards

GEOGRAPHY

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

1.G.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks

2.G1.1 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

Overview

Arizona has a variety of ecosystems found throughout its desert, mountain, and plateau regions. Since the desert region comprises such a large area of Arizona, it is important for students to understand the physical characteristics of this land area as well as learn about protecting our natural resources by recycling and repurposing items.

Purpose

In this lesson students will brainstorm prior knowledge of the desert in which they live, use literature to learn more about the desert, and will discuss how creatures can adapt to their natural environment. Students will also practice recycling by using reclaimed materials for their work.

Materials

- The Three Little Javelinas by Susan Lowell
- Drawing paper, glue, markers
- Any other print or digital media about the Sonoran Desert such as books, pictures, posters and student-friendly websites.
- Items that can be recycled into artwork
- Political and physical maps of Arizona

Objectives

The student will be able to:

1. Locate Arizona on a political and physical map.
2. Identify and list physical features of a desert using a piece of literature (The Three Little Javelinas).
3. Recognize and discuss that places have distinct physical characteristics.
4. Identify ways creatures (Javelinas) and humans depend upon and adapt to their environments.
5. Construct a picture of the desert, using renewable and recyclable materials.

Procedures

Prerequisite Knowledge: Students understand the difference between renewable and recyclable materials.

SESSION ONE

1. Ask the students if they know how to find Arizona on a map. Display a United States political map and have students locate Arizona. Now display a physical map of the U.S. and do the same. Have students identify the differences between the two maps. (Political has manmade boundaries and cities, usually each political unit is colored in a different color from a neighboring unit, might have other manmade features like roads, dams, and state parks. Physical will show natural features such as mountains, rivers, plains, lakes and will have a muted color tones of browns, yellows, greens, and blue.)
2. Have the students describe the physical features shown on the physical map.
3. On chart paper or a white board brainstorm (as a whole class) desert features. Have students share stories/experiences with the desert. Record words or phrases that could be used later in their drawing.
4. Tell students to listen for words and look at the illustrations that help describe a desert while reading The Three Little Javelinas. Add more words and phrases to the chart while reading (or after reading).
5. On another piece of chart paper or section of the white board, record the students' observations on any similarities between the characters and humans as desert dwellers. Discuss how humans and the javelinas depend upon and adapt to the desert. (Depend on for food, other wildlife, minerals, etc. Adapt to by staying in the shade, saving water, watching out for predators or harmful animals, etc.)
6. Continue recording ideas on a third piece of chart paper or section of the white board, focusing any renewable/recyclable resources found in the desert. (Water, plants, wildlife, minerals, soil, etc.) Brainstorm ways we as humans can use renewable/recyclable materials from our environment.

SESSION TWO

7. Tell the class they are going to each make an illustration of a desert. They will need to use renewable/recyclable materials to make the illustration. Display chart paper #1 or section of the white board, so students can refer to their ideas on physical features in the desert.
8. Handout the picture rubric and discuss what a rubric is and how to read it. Review what elements are needed to complete the picture.

9. Take the students on a trip to your playground, surrounding areas and around the classroom – looking for renewable/recyclable materials to use for the pictures.
10. Have students create their pictures.

SESSION 3

11. Have students review rubric to make sure their picture is complete.
12. Have students sit as a whole group. Each child will share their picture, talking about physical features of the desert and renewable/recyclable materials used to create their picture. As a group they will evaluate the pictures using the rubric.

Assessment

Geography and ELA

The students will receive a score 4 to 1 based on the picture rubric. Mastery will be considered 3 or higher.

Extensions

- Read another 3 little pigs story (3 Little Hawaiian Pigs, 3 Alaskan Pigs, etc.). Compare/contrast habitat and character adaptations to their environment.
- Have students research another habitat and complete a Venn diagram.
- Have students write a story with the desert being the setting.
- Have students create a recycle project (commercial/announcement for the school, posters to hang around the school)
- Have the students pick one of the ways that people either depend upon or adapt to the desert and illustrate it.