

Subject/Grade: Grade Two

Lesson Title: Where in the World Does My Animal Live?

Teacher(s): Kailee Le Drew

Stage 1: Identify Desired Results

Content: This is an activity about the location, weather, and food source of an endangered species. First, the class will have a discussion about endangered animals all over the world. We will speak about why animals are endangered and what we can do to help. We will watch this Youtube video <https://www.youtube.com/watch?v=2mIT0HeVLv4>, which talks about how humans have impacted animal habitats and food sources. It talks about the American Bison and how European Settlers hunted them for just their hide or horns. Whereas Indigenous people hunted them for food and used up every single part of the buffalo so that nothing went to waste.

Each student will have the opportunity to choose an animal to research and learn about. There will be informational books about animals provided from the library, as well as laptops/tablets in order to complete the research portion of the assignment. The children will take the information learned and organize it into a graphic organizer, as well as draw a picture of their chosen animal.

Outcome(s):

AN2.3: Assess the interdependence of humans and animals in natural and constructed environments.

Indicator(s):

- a) Predict which animals live in various locations (e.g., tree, underground, nest, cave, water, and soil) within a variety of natural and constructed environments.
- c) Examine the importance and sacredness of animals in First Nations, Métis, and other cultures.
- e) Analyze ways in which human activities intentionally or unintentionally can help or harm wild and domesticated animals.

Key Understandings: ('I Can' statements)

- I can identify what it means for a species to be endangered or extinct.
- I can name some endangered animals.
- I can identify how humans contribute to animal endangerment.
- I can research an animal and find out where it lives, what it eats, some fun facts about it, etc.

Key Questions:

- What does it mean for an animal to be endangered?
- What does it mean for an animal to be extinct?
- How do humans intentionally or unintentionally harm animals?
- What can we do to help?

Prerequisite Learning:

- Printing and spelling skills (may still require some help from teacher/EA)
- Reading skills (may still require some help)
- Knowledge on what it means for a species to be endangered/extinct
- Drawing/colouring skills

Stage 2: Determine Evidence for Assessing Learning

Endangered Species: Graphic Organizer Activity Assessment

Criteria	1	2	3
Content of Graphic Organizer	The Graphic organizer is hardly complete with 0-1 pieces of information in each section. Student did not meet expectations.	The graphic organizer is complete with 1-3 pieces of information in each section. The student is meeting expectations.	The graphic organizer is complete with 3-4 pieces of information in each section. The student is exceeding expectations.
Knowledge	The student does not participate in class discussion and their work demonstrates minimal to no understanding of the endangered species.	The student somewhat contributes to class discussion, but their work demonstrates a good understanding of the endangered species.	The student contributes to class discussion and their work demonstrates thorough understanding of the endangered species.
Independence of Completion	Assignment was not completed independently. The student needs lots of prompting and assistance from the teacher.	Answers were found with some help from the teacher. Assignment was completed mostly independently.	Answers were found with no help from the teacher. The student completed the assignment independently.
Time Use	The student did not use class time wisely to complete the assignment. They were a distraction to themselves and others.	Class time was mostly used wisely. Conversations were sometimes disruptive and a few reminders were needed from the teacher.	Class time was used wisely to work on the assignment. Conversations were not disruptive and focused on work.

Stage 3: Build Learning Plan

<p>Set (Engagement): Length of Time: 10 mins</p> <ul style="list-style-type: none"> - Have an engaging conversation about the subject and show the Youtube video mentioned above. • Ask if the children know of any endangered species • Talk about what an endangered species is • Conversation about WHY certain species are extinct/endangered • Talk about how we can help endangered species 	<p>Materials/Resources:</p> <ul style="list-style-type: none"> • Pencil • Eraser • Crayons/markers/pencil crayons • Books about animals • Tablets/laptops • Worksheet
<p>Development: Length of Time: 25 mins</p> <ul style="list-style-type: none"> • Time to choose an animal/species • Look through books provided for information on the habitat, food, location, and weather • Use tablets and/or laptops to look for information • Fill out the graphic organizer with information about the animal/species • Find fun facts about the species 	<p>Advanced Preparation:</p> <ul style="list-style-type: none"> • Print off templates • Pick out suitable books from library • Book out the tablet/laptop cart • Prepare a lesson on endangered species
<p>Learning Closure: Length of Time: 10 mins</p> <ul style="list-style-type: none"> - Finishing up and sharing. • Draw and colour a photo of the species • Share work with the class if time permits 	<p>Adaptations:</p> <ul style="list-style-type: none"> - N/A
<p>References/Resources:</p> <ul style="list-style-type: none"> - Youtube Video: https://www.youtube.com/watch?v=2mlT0HeVLv4 	

Where In The World Does My Animal Live?

Fill out the template information about where your animal lives

Habitat:	Food Source:

Continents and Countries:	Weather:

Drawing of My Animal and Fun Facts:

