

# Growing Up WILD Lesson

**Participant Name:** Jodi Davis

**Current Teaching situation:** Prekindergarten

**Activity Name and page number:** What's Wild (p. 22-23)

**Identify opportunities within current program or curriculum to integrate lesson:** This activity would work during our unit on Pets where we compare and contrast pets and wild animals. This unit is usually done in the spring.

## Outline use of activity components:

1. Opening: Introduce vocabulary words: wild, pet, domesticated, wildlife, tame, and habitat.
2. Make a chart and write at the top: Wild and Not Wild- have the children come up with the different animals to fill in the chart.
3. Read the Story A day in the life and have the children put on the felt board pieces.
4. Transition out: Graph- What is their favorite pet.
5. Snacks we would have animal crackers with milk and have them sort them.
6. Centers
  - **Art**- Create a critter, make an animal or insect of their choosing using various materials in the art center
  - **Math** (small groups)- Using the graph (Wild vs. Not Wild) categorize photos into those 2 groups. Count how many animals are in each group.
  - **Blocks**- Add different animals to the area, wild and not wild and then the kids can sort them.
  - **Music**- Wild Animals song, Animal Action, Tame Animals Song
  - **Library**- Tame and Wild by Alison J Auch and Pet Show by Ezra Jack Keats
7. Circle before going outside: Make a graph of animals you may see outdoors. Then tally them up after you come back inside.
8. Outdoors time: Take a walk and observe the animals and their actions.
9. Circle at end of day: What do animals need to survive? Food, water, shelter and space.
10. Send home "connection home" note.

## Description of Outdoor Exploration:

We would leave the school area and walk 8 block radius around town and come back to the school. During the walk we will look for animals that we talked about in our circle, pointing out the different ones that we see. Teacher will make tallies on the clipboard while on the walk as the students identify the different animals.

**Identify additional preparation needed for exploration:** We would have a circle time before going outside and make a graph of the animals that we think we would see on our walk. We would talk about both wild and not wild animals that we could see while walking in the neighborhood.

**Draft 2 open-ended questions to encourage further student investigation.** I will ask these questions before going outside: 1) What animals do you think we will see on our walk? 2) Where should we look to find animals?

**List activities that could be used as pre and/or post learning opportunities.** My pre-activities would be the discussion questions before we go outside. Post learning activities would be to send home the note discussing what we did at school. Also we would graph the tallies from our walk and discuss the graph of wild vs. not wild animals.

**Indicate any modifications you will make to the activity or components within:** Modifications to the activities are listed in the above description of activity components. Additional modifications may be needed after we've tried it out in the classroom to see what will and won't work as written.

**List age appropriate literature that can be used as part of activity:**

Tame and Wild by Alison J Auch (Non-Fiction) (Read in large group before going outside)

Annie and the Wild Animals by Jan Brett (Fiction) (Can be read anytime during the week to discuss wild animals)

I Want a Pet by Lauren Child (Fiction) (Can be read anytime during the week to discuss what a pet is)

**Indicate modifications/considerations for children with special needs:** Modifications could be if we have a student that is unable to walk, we could put them in a wagon and pull them.

**Identify local natural areas, parks, or guest speakers that could be included in activity:**

Scott Nelson, Harrison County Naturalist- 712-547-2785, contact about coming to the classroom for a presentation on wild animals and bring in furs of animals.

Willow Park Veterinary Clinic, Missouri Valley- (712) 642-3815, for a field trip to talk about caring for animals.

**List standards/benchmarks/concepts that were met using components taught:**

Head Start Domains: 1A2, 1B1, 1B3, 2A3,2B3, 3A2, 4A2, 4B1, 5B1, 5D2, 6B2, 6D3, 7C3