

Lesson Plan #3 – Wildlife Habitat Talk

K-5

- Time:** ½ Day
- Curriculum:** Students use a variety of resources to assess the health of Jackson Hole’s wildlife habitat.
- Objective:** Students will; demonstrate listening skills by sitting quietly, using appropriate eye contact, following directions and not interrupting the speaker while participating in a group activity presented by the Wyoming Game & Fish Department.
- Materials:** Field Journals; pencils; Writing materials for 2-5th grades, drawing materials for Kindergarten – 1st grades.
- Goal:** Introduce the concept of healthy wildlife habitat and its destruction allowing students opportunities to share their ideas and develop possible solutions to the problem in writing.

Wyoming State Standards:

K-4th: Social Studies: 5.4

Science: 1.3, 3.2a, 3.2b

Lang. Arts: 4th- 2.1; 3rd- 2.1, 2.2d; 2nd-2.1b, 2.2b; 1st-2.1d-f; **K-** 2.2, 3.1

Math: 1st-4th- 3.1, 5.1, 5.2; **K-**3.1, 5.2

5th: Science: 2.1, 3.2c

Lang. Arts: 2.1c, 2.1d, 3.4

Math: 3.1, 4.1, 5.1

- 10:30 – 10:35pm:** Introduce Amy McKernan, Wyoming Game & Fish Department, and have the students explain what we have done so far and what they learned in their research about wildlife habitat.
- 10:35 – 11:00pm:** Amy - lead a discussion about healthy wildlife habitat
1. Why wildlife is important to the Jackson Valley
 2. Why it is so important that weeds are under control
 3. When weeds and wildlife meet, discuss problems associated
 - a. Weeds take over by using up sunlight & water so that the native plants can’t grow and animals will not have enough to eat (discuss basic needs plants and animals must have for survival)
 - b. Weeds primarily take over in river drainages where it is critical wildlife habitat
 - c. Loss of habitat means more animals need to eat on feedgrounds, which allows for the spread of disease in animals (brucellosis).
- 11:00 – 11:15pm:** Amy- What Game & Fish does to keep habitats healthy
1. Take inventories of all plants in critical habitat study areas. Report any weeds to landowners so they can take care of problem
 2. If weeds are on G & F lands, working to control them
 - a. Talk about different examples of what we do: Burns
 - b. Give kids examples of spreading (ie. Knapweed onto Elk Refuge and ask them what they would do)

- 11:15 – 11:35pm:** Amy & Erika - Weed Writing Assignment: Now that students have discussed how weeds are destroying our wildlife habitats...
1. What ideas do you have to help with this problem?
 2. 2nd-5th students – write 1 page with a beginning, middle, end
 - a. Beginning- explain the problem
 - b. Middle- why it is a problem
 - c. End- how it might be solved (see rubric)
 3. Kindergarten – 1st – draw a picture of a healthy habitat
 - a. What would one look like?
 - b. How do the animals feel when their habitat is healthy?
 - c. Show the basic needs that a plant/animal needs.
 - d. Explain to one of the teachers what they drew and why it is a drawing of a healthy habitat (see rubric)

11:35 – 12:00pm: Amy- Play Game: Migration Headache

12:00 – 12:10pm: Measure any noxious weeds that might be coming up in their planters, record on the graph, take 5 minutes to make recordings in field journals.
Closure & Clean-Up

Homework: Research the National Elk Refuge for the next visit
Sent home a Wildlife Field Guide provided by the Wyoming Game and Fish Department