

Cultural Lit. 3: Identifying Seasonal Animal Behaviors

Summary

Students will be able to identify and discuss seasonal animal behaviors after direct instruction and taking part in cooperative group activities, in 1-2 class periods.

Time Frame

2 class periods of 60 minutes each

Materials

1. Southwest Mammals: Navajo Beliefs and Legends, a SJSD Media Center publication.
2. Paper, pencil, crayons.

Background for Teachers

Guarded Vocabulary:

New words pre-taught/sustained in lesson:

Mammal, hibernate, migrate, estivate, burrow, territory, gestate, birth.

Intended Learning Outcomes

The behaviors of some animals, e.g., coyotes, prairie dogs, black bear, red fox, and skunks, during the four seasons.

Instructional Procedures

Introduce lesson to capture student's attention:

Teacher will ask students to tell the names of animals which are native to and live in the local geographic area. Teacher will list names of animals on the board, projection device or flipchart. Teacher will ask students if they have ever seen those animals in real-life. Teacher will ask in what season of the year did the student see the animal. Teacher will write the season next to the name of the animal, e.g., prairie dog-summer, raven-all seasons, deer- fall and winter.

Problem/Prediction:

How can you get the students really thinking?

Students are asked to consider if they ever see prairie dogs or hummingbirds in the winter. Student's are asked to work in pairs and first discuss among themselves, then tell class why they don't see hummingbirds or prairie dogs in the winter, and where they think prairie dogs and hummingbirds go for the winter.

Teacher Instruction:

Using text, *Southwest Mammals: Navajo Beliefs and Legends*, teacher will choose several animals in text and read to students about the animals and tell the Navajo legend about the animal. Teacher will ask students questions regarding animal seasonal behavior and ask students if they know the meanings of the words: hibernate, migrate, estivate, burrow, gestate, birth, written on the board, projection device or flipchart. Teacher will list names of animals underneath the behaviors for which the animals are known. Teacher will then ask students in which season the behavior occurs and write the words for the seasons on top of the animal behavior.

Teacher will read as many animal entries from the text as time allows (adding words to the list of seasonal behavior), teaching lesson over 1-2 days (or expanding into full unit).

How will you end your lesson?

Student will show/present to the whole class, their drawing of the animal and behavior and season, and say the name of the animal, behavior and season written on the drawing.

Strategies for Diverse Learners

How will you help ELL students?

Guided Practice:

Teacher will listen to each student say the names of the animal behaviors, and the meaning, and the seasons in English as she/he points to the words written on board, projection device or flipchart.

Help students' master new concept:

Teacher will read from text to students and regularly ask questions to check for comprehension for every new concept introduced. Teacher will clarify and explain concept as needed.

Extensions

Students will work in table groups of four or in pairs and draw a scene which represents a favorite animal and a seasonal behavior of the animal, and label the drawing with the words (from the board, projection device or flipchart) for the animal and the season and the behavior. Teacher and assistant will circulate among groups to direct students.

Assessment Plan

Observation of student participation, student completion of drawing with written words for animal and behavior and season. Student presentation of drawing and pronunciation of words for animal, behavior and season.

Authors

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