



For Wildlife K-2 Teacher's Guide

Literature Connections

1. City Beats: A Hip-Hoppy Pigeon Poem for Kids to Find the Beauty in Urban Nature, S. Kelly Rammell
2. Near One Cattail-Turtles, Logs, and Leaping Frogs, Anthony Fredericks
3. The Garbage Bandits and the Attack of the Trash, Amanda Kowalsky
 - Reading Response: Critical Thinking Questions
 - What do animals in the book need to survive? (Food, water, shelter, and a place to raise young.)
 - There are a lot of animal habitats in your watershed. What might animals do with litter they find?

Student Page Activities

- Take a short nature walk.
 - Talk with your students about the wildlife they see and what they need to survive--food, water, shelter, and places to raise young. Also, bring up things animals do not need to survive.
 - Talk about things local wildlife might naturally eat.
 - While walking and talking, have students pick up any trash they see, no matter how small. They will use the pieces of trash collected to complete the second page.
 - Make social-emotional connections.
 - How are my needs the same or different from our neighborhood animals' needs?
 - How do you feel when you see an animal with a piece of trash?
- Count and sort trash collected and write about, draw, and discuss their trash.

Class Action

- Schedule time to pick up litter on the school grounds or nature nearby (don't forget to recycle what can be recycled). Remember to track your trash using the Litterati app or the data collection forms. Scroll down the page to find the forms under K-12 School Challenge Materials. <https://cleanearthchallenge.com/>

At Home

Name: _____

1. Draw a line from the word "animals" to what they need in their habitat to survive.

ANIMALS

shelter

people

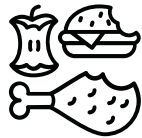
food

water

trash

places to raise young

2. Circle the things that could be a part of an animal's natural diet.



people food



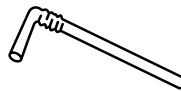
seeds



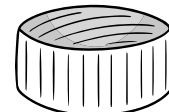
insects



rodents



straws



bottle caps

3. I, _____, pledge to pick up trash I find in my watershed and recycle it or throw it away, to protect wildlife and habitat.

For Wildlife

4. Count how many pieces of trash you picked up and sort them by type and write the number in the space.

Total pieces of trash collected. _____

paper	plastic	metal	fabric	food waste	other

5. Write a sentence about picking up trash.

6. Draw at least two of the pieces of the trash you found. Think about what would happen if an animal found that trash before you picked it up.

Write what might happen if an animal found the trash.

Trash item 1

Trash item 2



For Wildlife 3-5 Teacher's Guide

Literature Connections

1. Over in a River Flowing Out to Sea, Marianne Berkes
2. Over and Under the Pond, Christopher Silas Neal
3. Wild City: Meet the Animals that Share Our City, Ben Hoare
 - Reading Response: Critical Thinking Questions
 - Do you think animals are important to a watershed?
 - What do animals need to survive? And what happens if their habitat is littered?

Student Page Activities

- Divide students into groups of 4. Each group will need a student page, a clipboard, and a pen or pencil. If you will also use this time to pick up trash, be sure the Litterati app is at the ready or you have data collection forms ready to use.
- Assign each group a local animal. Here are some suggestions: raccoon, possum, bird (robin, pigeon, owl, hawk), bee, butterfly, dragonfly, fox, deer, fish, squirrel, skunk, bat.
- Complete the activity outside. Students will need about 20 minutes to complete the activity. Provide an opportunity for groups to share with each other.
 - Make social-emotional connections.
 - How do you feel when you learn new things about animals?
 - Describe what it was like to work with your group.
 - Finish the sentence: When our group disagreed, we solved the problem by...

Class Action

- Schedule time to pick up litter on the school grounds or nature nearby (don't forget to recycle what can be recycled). Remember to track your trash using the Litterati app or the data collection forms. Scroll down the page to find the forms under K-12 School Challenge Materials. <https://cleanearthchallenge.com/>

For Wildlife

Group Names: _____

Who Can Live Here?

We are a _____. In order to survive, you need food, water, cover/shelter, and a place to raise your young. Describe the habitat elements you find and where you find them. Then, decide whether or not you could make your home here.

1. Food Source

- What foods do you eat? _____
- Does this site provide this food? Yes | No
- If yes, list the foods found here:

- Are foods available to you in more than one season? Yes | No
 - If yes, which seasons? Winter | Spring | Summer | Fall
 - Is there trash that I might mistake for food? Yes* | No
- *Please throw away or recycle any trash in your habitat.

Rate "Food" from 1 to 5 (5 is excellent quality; 1 is poor quality) (1) (2) (3) (4) (5)

2. Water

- Does this site provide water for you? Yes | No
- If yes, list water sources found here:

- Is there trash in any of your water sources? Yes* | No
- * If safe, remove and throw away or recycle trash from your water source(s).

Rate "Water" from 1 to 5 (5 is excellent quality; 1 is poor quality) (1) (2) (3) (4) (5)

3. Cover/Shelter

Animals need different types of cover to protect them from weather or predators. Trees, tall grasses, rock piles, dead trees, and human-made structures can all provide cover for wildlife.

- List possible places where you might find cover here:

- Is there trash in any of the places that might make it difficult for me to take cover? Yes* | No *If easily accessed and safe, throw away or recycle any trash in these places.

Rate "Cover" from 1 to 5 (5 is excellent quality; 1 is poor quality) (1) (2) (3) (4) (5)

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4. Places to Raise Young

- Does the site provide good places for you to raise young? Yes | No | Maybe
- List possible places where you might raise young here:

- Is there trash in any of the places I might raise young? Yes* | No
* If safe, remove and throw away or recycle the trash you find.

Rate "Places to Raise Young" from 1 to 5 (5 is excellent quality; 1 is poor quality)

① ② ③ ④ ⑤

5. Living with Humans

- Do people often visit, work, or play here? Yes | No
- If yes, list their activities here:

- Can you live here if these activities are happening? Explain.

6. Habitat Rating

- Add up each habitat component rating. What is the total habitat rating for you at this site?
- How does the trash left at this site impact your decision to stay here?

- Based on your study, could you live on this site? Yes | No
Explain.

- How could this site be changed to make it a better habitat for you?



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For Wildlife MS-HS Teacher's Guide

Literature Suggestions

1. Buffalo Bird Girl, SD Nelson
2. A Wild Child's Guide to Endangered Species, Millie Marotta
3. Diary of a Young Naturalist, Dara McAnulty
 - Reading Response: General Critical Thinking Questions
 - How does litter impact wildlife?
 - What connections can you make between green space, wildlife populations, and communities combatting land, water, and air pollution?
 - What can you learn about environmental protection and conservation from other cultures?

Student Page Activities

- Remind students of the four elements wildlife needs to survive/live.
- Discuss how animals build special homes as part of their habitats (such as beaver lodges, bird nests, fox dens). These homes provide cover from weather, protection from predators, and places to raise young, and some animals do not actually build special homes but use existing habitat features (coyotes, fish, deer).
- Students will play a guessing game and then create their own game--trying to match animals to their habitats.
 - Read aloud and show a few sample real estate ads from a newspaper or online to give students an idea of what they will be creating.
 - Read the make-believe examples on the page titled, Habitats for Sale, and ask them to guess which animals might answer each ad.
- Explain to students that they will create a classified ad describing an animal's habitat and/or home. Write animal names on slips of paper or find pictures of animals (such as squirrel, hedgehog, bat, bison, rat, whale, snake, owl, leopard, dolphin, duck, weasel, wolf, penguin, woodpecker, earthworm, spider, crab).



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For Wildlife MS-HS Teacher's Guide

Student Page Activities Continued

- Working individually or in small groups (2-3), students choose an animal and create their own classified ad (blank page provided on the last page) in a way that would appeal to their animal, including appropriate food, water, cover, and a place to raise young without giving away the identity of the animal. Provide reference books/online resources to support their ad development.
- Create a list of all the animals students selected for their habitat ads, and display the list for all students to see. Each student or group will then read their classified ad aloud to the group, and the group will guess which animal goes with that ad. Discuss how some ads might fit more than one animal and how some animals might adapt to fit into a habitat that is not their ideal home.
- After everyone has had their turn, have each student draw the habitat he or she wrote about, including the animal, and post it in the classroom.
- Optional: After everyone has had their turn, have each student draw, digitally design, or create a model of the habitat they wrote about, including the animal, and post them around the classroom, library, or other shared spaces.
- Make social-emotional connections.
 - When you hear the word home, what memories or emotions come up for you?
 - Are animal and human homes created equally? Explain. How does this make you feel?

Class Action

- Help wildlife by scheduling time to pick up litter on the school grounds or nature nearby (don't forget to recycle what can be recycled). Remember to track your trash using the Litterati app or the data collection forms. Scroll down the page to find the forms under K-12 School Challenge Materials. <https://cleanearthchallenge.com/>



For Wildlife

Habitats for Sale

GREAT GRASSLANDS

Prime grassland is available in Africa. Loaded with antelope, springboks, zebras, and other tasty prey. Close to refreshing water holes and shady clumps of acacia trees. Lots of wide-open territories. Great for new pride. Call soon before this great buy is snatched up. (Answer: Lion)

UNDERGROUND CASTLE

Tunnels available in the Smith family's backyard. Home to juicy earthworms and other tasty creatures. Loose, moist soil for easy tunneling to expand your space and no pesky cats in the neighborhood. This super backyard is available immediately. (Answer: Mole)