

MY CRITTER'S STORY



Description:

Students use their imaginations and creativity to write their own story about improving the environment.

Objective:

Students will reinforce concepts related to animal adaptations and habitat. Students will apply knowledge gained in a creative way to write a narrative story. Students will demonstrate the writing process.

Standards:

All Grades:

- LA X.1.5 - Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA X.2.1 - Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
- LA X.2.2 - Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

Kindergarten:

- SC.K.7.2 - Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.
- SC.K.7.2.A - Use observations to describe patterns of what plants and animals (including humans) need to survive.

2nd Grade:

- SC.2.7.2.C - Make observations of plants and animals to compare the diversity of life in different habitats.
- SS 2.3.3 - Describe relationships between humans and the physical environment.

3rd Grade:

- SC.3.7.2 - Gather and analyze data to communicate an understanding of the interdependent relations in ecosystems.
- SS 3.3.3.A - Describe how the environment influences human activities and how humans alter the environment to suit their needs.
- SS 3.3.3.B - Identify ecosystems.



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Standards Continued:

4th Grade:

- SS 4.3.3.B - Identify examples of ecosystems in Nebraska and describe related environmental issues.

5th Grade:

- SC.5.8.2 - Gather and analyze data to communicate understanding of matter and energy in organisms and ecosystems.
- SS 5.3.3.A - Identify examples of ecosystems and analyze issues related to the natural setting in the United States.

Materials:

- Student Page
- Optional: Pipe cleaner critters from *Build A Critter* activity
- Optional: Student Page from *Build A Critter* activity

Vocabulary:

Vocabulary varies per grade level. Suggested vocabulary includes:

- | | | |
|-------------|-----------------|-------------|
| • Spider | • Predator | • Water |
| • Insect | • Prey | • Shelter |
| • Bird | • Adaptation | • Space |
| • Carnivore | • Habitat | • Ecosystem |
| • Herbivore | • Urban habitat | • Litter |
| • Omnivore | • Food | • Pollution |

Activity:

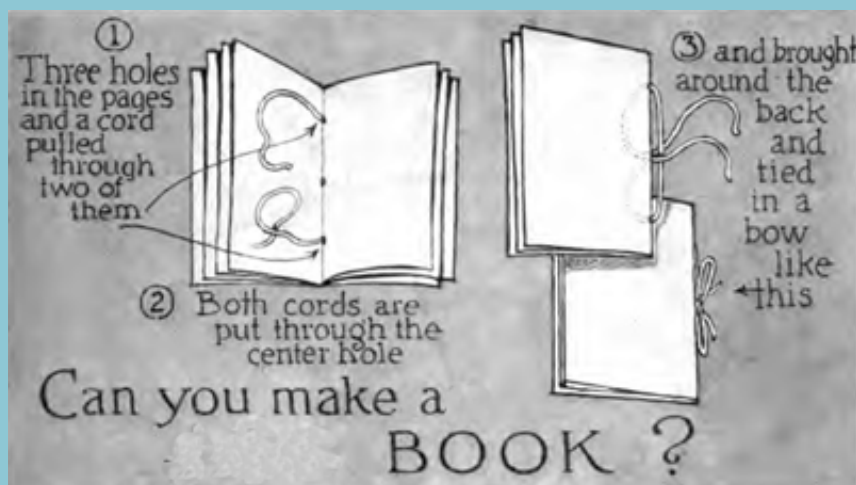
1. Remind students of the activities they completed as part of this unit. These activities included habitat exploration, animal adaptations, and how ecosystems work. The activities hopefully also helped students understand how animals are affected by litter and pollution in their ecosystems.

2. **Pre-Writing Activity:** If available, encourage students to read their comments from the *Build A Critter* student page. Then ask students to complete the Pre-Writing Section of the student page for *My Critter's Story*.

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Activity continued:

3. **Story Writing:** Students should use the ideas they developed on the pre-writing portion of their student page to write a narrative. Depending on the age and skill of the students, teachers should determine an appropriate length and inform students of this expectation.
4. **Optional Revising:** After writing a first draft of their story, ask students to share their stories with a partner. After reading their partners stories, students can complete the Revision Questions section of the student handout.
5. **Optional Publication Suggestion:** Have students turn in their stories in a typed format. Combine the stories together to create a collection of short stories. Include a table of contents and teacher-written introduction. Print a copy for each student. Have students decorate (and reuse) two pieces of cardboard as covers and bind the pages together to make a book.



Suggested adaptations:

For students with limited writing abilities, encourage them to write as much as they can (a few words, a phrase, a sentence or two) and draw a picture or series of pictures to show their story.

Assessment:

- Completed student pages and/or published storybooks