

## SECOND QUARTER

**SOCIAL STUDIES:** Human characteristics in communities and basic mapping skills

**SCIENCE:** Life Sciences-Plants and animal features and the food chain

**OVERVIEW:** The focus of this quarter is to compare and contrast communities around the world through children's literature and the arts. The students will use map symbols to locate and distinguish varying landforms and geographic features. The students will examine the purpose of government and identify representative leaders. The students will understand that interdependence is required for the continuation of the food chain.

TOPIC 1: Let's Role Play!

TOPIC 2: Feature This!

**CONCEPT: INTERDEPENDENCE** Interdependence is a reliance on another entity for a specific need in order to continue the cycle. Knowledge of interdependence provides the students an understanding of each role in the cycle.

**Possible Learning Experiences for Developing Conceptual Understanding**

- A Being There experience to TPS' Ropes Course
- Cut strips of paper. On one side have the students write the name of a community helper. On the other side have the students write a sentence about what that community helper does. Put the strips of paper together to make a chain. The class can add to the chain as the topic progresses.

TOPIC #1: Let's Role Play Standards Addressed - Social Studies

**Standard 1: The student will develop and practice the process skills of social studies.** 📖

1.2 Examine and use children's literature to compare and contrast his or her own community to other United States and global communities.

**Standard 3: The student will analyze the human characteristics of communities.**

3.2 Compare and contrast the ways people in the United States and other communities in other countries use art, music, and stories to communicate (e.g., storytellers, paintings, and folk songs). 📖

3.3 Examine the purposes of government (e.g., providing essential services, and protecting people and property from the actions of others) and identify representative leaders and their roles in the community.

**Essential Understandings:**

1. People throughout the world communicate through art and literature. (S.S. 3.2, 1.2)
2. Government and leaders have specific roles in the community. (S.S. 3.3)

Cross Curricular Connections							
<b>ART</b>	<b>TECHNOLOGY</b> (Reflects National Education Technology Standards – NETS)						
<ul style="list-style-type: none"> <li>• Enter products in community art contests. (See appendix) (S.S. 3.2, 3.3)</li> <li>• Picture puzzle illustrating a story or art form from another country (S.S. 3.2)</li> <li>• Invite artist from different countries to visit. Have the artist share his/her artwork and his/her point of view. Have the students share their points of view about concerning the artwork. Point of view is important in creating and interpreting art.</li> </ul>							
<b>MUSIC</b>							
<ul style="list-style-type: none"> <li>• Learn the school song. Create a “city” song.</li> <li>• Obtain recordings of music from different countries. Have students identify the musical instruments they hear. Compare the music with music they hear in their community.</li> <li>• Study different musical instruments from around the world.</li> <li>• Study the different drums found around the world.</li> <li>• <a href="http://www.amazon.com/exec/obidos/tg/storesartist/glance/-/47650/002-0337845-9949671">http://www.amazon.com/exec/obodos/tg/storesartist/glance/-/47650/002-0337845-9949671</a> Can listen to samples of songs from around the world.</li> </ul>							
PHYSICAL EDUCATION / HEALTH & WELLNESS							
<ul style="list-style-type: none"> <li>• Prior to playing a familiar game, such as tag or kickball, have the students identify the specific rules. Record game in the center and the rules in the surrounding circles on a web. (See appendix) After playing the game, have the students imagine what it would be like to play the game without rules. Have them write about the dangers of the absence of rules in any game. Share in orally with large group. Emphasize the elements physical safety and emotional security that are necessary in games/communities. (S.S. 3.3)</li> <li>• Dunn, Opal, <i>Acka Backa Boo!: Playground Games from Around the World</i>, Henry Holt, 2000.</li> <li>• Klingel, Cynthia, <i>Yo-Yo Tricks</i>, Compass Point Books, 2002.</li> <li>• Rau, Dana Meachen, <i>Jump Rope</i>, Compass Point Books, 2004.</li> </ul>							
COMMUNITY GUIDELINES & LIFESKILLS							
<p>For learning experiences refer to TRIBES book, <i>Tools for Citizenship &amp; Life</i>, and/or Teacher Resources page of TPS website.</p>	<table border="0"> <tr> <td>Cooperation</td> <td>Responsibility</td> </tr> <tr> <td>Caring</td> <td>Curiosity</td> </tr> <tr> <td>Mutual Respect</td> <td></td> </tr> </table>	Cooperation	Responsibility	Caring	Curiosity	Mutual Respect	
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ESSENTIAL UNDERSTANDINGS							
<ol style="list-style-type: none"> <li>1. People throughout the world communicate through art literature. (S.S. 3.2, 1.2)</li> <li>2. Government and leaders have specific roles in the community. (S.S. 3.3)</li> </ol>							

## Possible Learning Experiences for Guided Practice / Independent Practice / Small Group Work

## Emotional Hook/Engagement-----Common Group Experience-----Real World Involvement

- Field trip to Downtown Tulsa-tour Government Buildings looking for the specific roles each leader plays in the community. Have students make mental notes to share and compare when they debrief. (S.S. 3.3)
- Field trip in the school and immediate neighborhood- tour the school office, the cafeteria, the library, neighborhood businesses, public library, and recreation centers looking for specific roles each worker plays in the community. Have students make mental notes to share and compare when they debrief. (S.S. 3.3)

Use Harcourt Brace Social Studies text: Communities, Unit 1, Lesson 2, pp. 48-55 for background knowledge (S.S. 3.3) and pp. 354-383. (S.S. 3.2)

- Read literature from throughout the world and record the location on a map. (S.S. 1.2, 3.2)
- Read different versions of "Cinderella" from various areas throughout the world. Compare two versions on a Venn diagram and write about one pair of details that tell how the subjects are different in the outer circles. (S.S. 1.2, 3.2) (See [www.ucalgary.ca/~dkbrown/cinderella.html](http://www.ucalgary.ca/~dkbrown/cinderella.html) for a list of books)
- Integrated Project Lesson Plan (S.S. 3.3) (See appendix)
- Integrated Project Lesson Plan (Sci. 2.1, 2.2, 2.3) (See appendix)
- Junior Achievement addresses community topics (S.S. 3.3)
- Invite a speaker or speakers who provide essential services to the community (include police officers, government officials, school board members, EMSA personnel, etc.). (S.S. 3.3)
- Have students choose one community worker. Using the web, record the worker in the center and their job responsibilities in the surrounding circles on a web. (See appendix) Share product with large group. (S.S. 3.3)
- Invite speakers from International organizations to share the arts, music, and folklore of their countries. (S.S. 1.2, 3.2)
- Read aloud Chapters 1 and 2 of Seven Kisses in a Row by Patricia MacLachlan.
- List rules families might have and decide why rules are needed in the home.
- Discuss classroom rules and why rules are necessary.
- <http://online.culturegrams.com/index.php>
- Check out culture boxes from Eisenhower International School (TPS)
- View "Why We Have Laws: Shiver, Gobble, and Snore". Brainstorm a good set of rules for communities and why we need them.
- Invite the city council member from your district or a representative from the mayor's office to speak about city government, the types of laws they make, and other ways they serve the community.
- Participate in a community involvement project: picking up litter, planting trees and flowers, recycling. Afterwards discuss how it made them feel. (S.S. 3.3)
- Enter products in community art contests. (S.S. 3.2)
- Attend the Veterans' Day Parade. (S.S. 3.3)
- Prior to playing a familiar game, such as tag or kickball, have the students identify the specific rules. Record game in the center and the rules in the surrounding circles on a web. (See appendix) After playing the game, have the students imagine what it would be like to play the game without rules. Have them write about the dangers of the absence of rules in any game. Share in orally with large group. Emphasize the elements physical safety and emotional security that are necessary in games/communities. (S.S. 3.3)
- Create a picture puzzle illustrating a story or art form from another country. Draw an outline on cardstock and create a picture. Write a sentence about it at the bottom. Cut with the Ellison Machine at Fulton or freehand into puzzle pieces. Place in baggies and work in groups or pairs. Keep for centers or inside days. (S.S. 3.2)

## Resources/Materials

**BOOKS/VIDEOS**

- Harcourt Brace Social Studies text: Communities, 2000, pp. 48-55
- All the Colors of the Earth (1997) (8 min., color, TPS Video Library)
- Attebury, Nancy Garham, Out and About at City Hall (Field Trips), Picture Window Books, 2005
- Caseley, Judith, On the Town: A Community Adventure, Greenwillow, 2002
- Degezelle, Terri, The City Council, First Facts Books, 2005
- Degezelle, Terri, The City Mayor, First Facts Books, 2005
- Kalman, Bobbie, Community Helpers from A-Z, Crabtree Publishing Co., 1997
- Kalman, Bobbie, What is a Community from A-Z, Crabtree Publishing Co., 2000
- Hollyer, Beatrice, Wake Up World!: A day in the Life of Children, Henry Holt and Co., 1999
- Jones, Lynda, Kids Around the World Celebrate!: the Best Feasts and Festivals from Many Lands, Wiley, 1999
- Kindersley, Anabel, Children Just Like Me: Celebrations!, DK Children, 1997

**MATERIALS/SUPPLEMENTS**

- Integrated Project Lesson Plans: TPS Teacher's Resource Page
- Samples of literature from different areas throughout the world
- World map and markers (pins, stickers, etc.)
- Brochures and information about Tulsa from the Chamber of Commerce or the Oklahoma Welcome Center located at 16200 E. Skelly Drive, tel: 439-3212
- Bulletin board depicting the Tulsa community
- Community guest speakers
- International guest speakers
- Venn diagram
- Web for rules of a game
- Web for worker's job responsibilities
- Recordings of music from around the world

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Assessment Opportunities

- Venn diagram of Cinderella versions (S.S. 1.2)
- Paragraph on the need for rules in games (S.S. 3.3)
- Web defining roles on a community worker (S.S. 3.3)
- Picture puzzle illustrating a story or art form from another country (S.S. 3.2)

Teacher Notes:

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TOPIC 1: Let's Role Play!		TOPIC 2: Feature This!	
<b>CONCEPT: INTERDEPENDENCE</b> Interdependence is a reliance on another entity for a specific need in order to continue the cycle. Knowledge of interdependence provides the students an understanding of each role in the cycle.			
<ul style="list-style-type: none"> <li>• Possible Learning Experiences for Developing Conceptual Understanding - • A 'Being There' or field study experience to TPS' Ropes Course • Cut strips of paper. On one side have the students write the name of a community helper. On the other side have the students write a sentence about what that community helper does. Put the strips of paper together to make a chain. The class can add to the chain as the topic progresses.</li> </ul>			
<b>TOPIC #1: Feature This!</b>		<b>Standards Addressed:</b> Life Science	
<b>Environments - All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive.</b>			
2.1	Plants and animals have features (i.e., breathing structures, limbs, skin covering, seed dispersal, roots, stems, and leaves) that help them live in environments such as air, water, or land.		
2.2	Each plant or animal has different structures that serve different functions in growth and survival (i.e., the way it moves, type of food it needs, and where it lives).		
2.3	All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.		
<b>Process Standard 1: Observe and Measure - Observing is the first action by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified.</b>			
PS1.1	Observes and measures objects, organisms, and/or events using developmentally appropriate Systems International (SI) units (i.e., meters, centimeters, grams, and degrees Celsius).		
PS1.2	Compares and contrasts similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events.		
<b>Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships.</b>			
PS2.1	Classifies a set of simple objects, familiar organisms, and/or observable events by observable properties.		
PS2.2	Arranges simple objects, familiar organisms, and/or observable events in a serial order.		
<b>Process Standard 3: Experimenting and Inquiry - Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry- Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena.</b>			
PS3.1	Asks a question about objects, organisms, or events in the environment.		
PS3.2	Plans and conducts a simple investigation.		
PS3.3	Employs simple equipment and tools; such as magnifiers, thermometer, rulers, etc., to gather data.		
PS3.4	Recognizes potential hazards and practices safety procedures in all science activities.		
<b>Process Standard 4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations.</b>			
PS4.1	Interprets tables, pictorial, and/or simple bar graphs.		
PS4.2	Recognizes and describes patterns then makes predictions based on patterns.		
PS4.3	Communicates the results of a simple investigation using drawings, tables, graphs, and/or written and oral language		
<b>Social Studies</b>			
<b>Standard 2: The student will examine communities from a spatial perspective.</b>			
2.1	Distinguish among map symbols (e.g., legend references to land, water, roads, and cities) and demonstrate through mental mapping and understanding of relative location, direction, scale, size, and shape.		
<b>Standard 4: The student will examine the interaction of the environment and the people of a community.</b>			
4.2	Locate and distinguish among varying landforms and geographic features (e.g., mountains, plateaus, islands, and oceans).		
<b>Essential Understandings:</b>			
1. Plants and animals have features and structures that help them live in the environment such as air, water, or land. (Sci. 2.1, 2.2)			
2. All animals depend on plants, either as a food or on another animal that eats plants. (Sci. 2.3)			
3. Landforms have geographic features. (S.S. 4.2)			
4. Maps have symbols that are used to develop an understanding of the many features on a map. (S.S. 2.1)			

Cross Curricular Connections					
<p style="text-align: center;"><b>ART</b></p> <ul style="list-style-type: none"> <li>• Illustration of animal for report and game.</li> <li>• Switcheroo pictures</li> <li>• <a href="#">Kaleidoscope of Cloth</a> by Stevie Mack and Kathleen Fisher (SS 1.2)</li> <li>• Study fabric design from around the world: <a href="http://www.japanesekimono.com/kimono_fabric.htm">http://www.japanesekimono.com/kimono_fabric.htm</a> -Japanese Kimono fabric, <a href="http://www.expat.or.id/info/batik.html">http://www.expat.or.id/info/batik.html</a> - Indonesian Batik, <a href="http://www.bbc.co.uk/birmingham/content/articles/2005/06/23/african_fashions_feature.shtml">http://www.bbc.co.uk/birmingham/content/articles/2005/06/23/african_fashions_feature.shtml</a> -African fabric, <a href="http://www.touregypt.net/featurestories/applique.htm">http://www.touregypt.net/featurestories/applique.htm</a> -Egyptian fabric, <a href="http://www.bangkok-thailand.com/about-thai-silk.htm">http://www.bangkok-thailand.com/about-thai-silk.htm</a> -Thai silk (scroll down to samples and click, then click arrows at top for samples), <a href="http://gaelicdreams.tripod.com/id206.htm">http://gaelicdreams.tripod.com/id206.htm</a> -Irish Tartan fabric, and <a href="#">Growing with Mathematics</a>: Mathematics of Many Cultures for patterns (SS 1.2)</li> <li>• Use various colors of tissue paper, white art paper and white glue for students to design a picture illustrating the horizon and land forms of their choice.</li> <li>• Show students Vincent Van Gogh's painting of "Starry Night". Students design a crayon resist painting of sky and land forms and/or bodies of water on the order of "Starry Night". (For a full-size picture of "Starry Night" see <a href="http://www.biblio.org/wm/paint/auth/gogh">http://www.biblio.org/wm/paint/auth/gogh</a>)</li> <li>• Braman, Arlette, <a href="#">Kinds Around the World Create! The Best Crafts and Activities from Many Lands</a>, Rebound by Sagebrush, 1999.</li> </ul>	<p style="text-align: center;"><b>TECHNOLOGY</b> (Reflects National Education Technology Standards – NETS)</p> <ul style="list-style-type: none"> <li>• <a href="http://www.canby.k12.or.us/Technology/Integration/kidspiration/templates/animalreport.html">http://www.canby.k12.or.us/Technology/Integration/kidspiration/templates/animalreport.html</a> students plug in their information to complete a graphic organizer about their animal</li> </ul>				
<b>MUSIC</b>					
<ul style="list-style-type: none"> <li>• Compose a song about their animal.</li> <li>• <a href="http://online.culturegrams.com/index.php">http://online.culturegrams.com/index.php</a> CultureGrams -presents every aspect of all countries including the music of their national anthems. Art and Music Trunks- artifacts from Africa (2 trunks), Latin America (2 trunks), and Europe (2 trunks) (SS 1.2)</li> <li>• <a href="http://guitar-primer.com/Folk/">http://guitar-primer.com/Folk/</a> A list American Folk songs with music and words (SS 1.2)</li> <li>• <a href="http://unionsong.com/muse/songnet/">http://unionsong.com/muse/songnet/</a> Extensive list of Australian folk songs with music and words (SS 1.2)</li> <li>• <a href="http://russia-in-us.com/Music/Folk/">http://russia-in-us.com/Music/Folk/</a> A list of Russian folk songs that can be played on Real Audio (SS 1.2)</li> <li>• <a href="http://folksong.org.nz/songlist.html">http://folksong.org.nz/songlist.html</a> A list of Folk songs from New Zealand with words and music (SS 1.2)</li> <li>• <a href="http://www.chivalry.com/cantaria/">http://www.chivalry.com/cantaria/</a> Cantaria is a library of "bardic" folk songs, mostly from Ireland, Scotland, and England, intended to be an educational tool for propagating the living song tradition through passing on folk songs (SS 1.2)</li> <li>• <a href="http://mysongbook.de/msb/songs/r_clarke/songs.htm">http://mysongbook.de/msb/songs/r_clarke/songs.htm</a> Listen to a collection of folk songs, mostly English, Irish, Scottish, American, Australian, with words and tunes (SS 1.2)</li> <li>• For community leaders, have representatives from the opera, symphony and museums come address the students about their roles in the community. (SS 1.2)</li> <li>• <b>(Add to the drums on other sheet)</b> Create drums and complete an exercise using them for communication <a href="http://www.uiowa.edu/~africart/teachers/lessons/019.html">http://www.uiowa.edu/~africart/teachers/lessons/019.html</a></li> </ul>					
<b>PHYSICAL EDUCATION / HEALTH &amp; WELLNESS</b>					
Mime the movements of a variety of animals.					
<b>COMMUNITY GUIDELINES &amp; LIFESKILLS</b>					
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<b>ESSENTIAL UNDERSTANDINGS</b>					
<ol style="list-style-type: none"> <li>1. Plants and animals have features and structures that help them live in the environment such as air, water, or land. (Sci. 2.1, 2.2)</li> <li>2. All animals depend on plants, either as a food or on another animal that eats plants. (Sci. 2.3)</li> <li>3. Landforms have geographic features. (S.S. 4.2)</li> <li>4. Maps have symbols that are used to develop an understanding of the many features on a map. (S.S. 2.1)</li> </ol>					

## Possible Learning Experiences for Guided Practice / Independent Practice / Small Group Work

Emotional Hook/Engagement-----Common Group Experience-----Real World Involvement

- Play the game, *Creature Features*. (see appendix) (Sci. 2.1)

- Background information from Harcourt Brace Social Studies Text: *Communities*, 2000, pp. 88-97. (SS 2.1)
- On large bulletin board paper taped together, create map of Tulsa. Include map symbols to reference land, water, and roads. Identify locations such as: their school, the Arkansas River, airport, Fairgrounds, malls, library, parks, zoo, I-44, I-244, small lakes, ect. (SS 2.1)
- Use graph paper to create a physical map using a key with symbols identifying the features. Identify features to be included. (SS 2.1)
- Create and display land forms made with modeling clay. (SS 4.2)
- Complete an animal report.(see appendix) Make an oral presentation to the class.
- Use this website as an introduction: <http://www.switcheroozoo.com/> (One hour trial) Have students fold a blank sheet of paper into thirds. Create an imaginary animal using 1/3 of 3 different animals and provide a name. Write a description about how its features help it live in its environment. (Sci. 2.1, 2.2)
- Background information on the food chain. (see appendix)(Sci. 2.3)
- <http://www.sd5.k12.mt.us/glacieref/foodchk2.htm> Create a food chain. (see appendix) (Sci. 2.3)
- Students write parts of a food chain on strips of paper to form a paper chain of the system. (Sci. 2.3)
- Wonderful, nicely illustrated visual presentation to share background information on the food chain- 30 slides [http://www.kidsplanet.org/wol/page\\_1.html](http://www.kidsplanet.org/wol/page_1.html) (Sci 2.3)
- What do animals eat? <http://www.teachersdomain.org/K-2/sci/life/colt/eat/> with discussion questions (Sci. 2.3)
- The Weaving the Web lesson plan on the food chain. Activity with ball of yarn making a food chain with students (Sci. 2.3)
- [http://www.agclassroom.org/teacher/pdf/prairie2\\_5/3\\_weavingWeb.pdf](http://www.agclassroom.org/teacher/pdf/prairie2_5/3_weavingWeb.pdf)
- Students study basic land forms: 1. mountain 2. hill 3. valley 4. plains 5. mesa 6. coast 7. coast 8. island 9. peninsula.
- Create land forms out of clay.
- Construct table top scene using brown, green, and blue bulletin board paper and various materials for ground and water. Display the clay land forms on this table top scene.
- Use the template (Appendix) to make a booklet for the nine major land forms: Students draw a picture of each land form in the rectangle and writes a definition on the lines beside it.
- Students study important bodies of water: 1. ocean 2. sea 3. gulf 4. bay 5. lake 6. river
- Use the template (Appendix) to make a booklet for the six major bodies of water).
- Include a river in your table top scene with the source in the mountains and mouth feeding into a body of water.
- <http://www.beaconlearningcenter.com/Lessons/2546.htm> food chain lesson plan (Sci 2. 2.3)

## Resources/Materials

## BOOKS/VIDEOS

- Harcourt Brace Social Studies Text: *Communities*, 2000,
- [http://www.nationalgeographic.com/kids/creature\\_feature/archive/](http://www.nationalgeographic.com/kids/creature_feature/archive/) Get to know some of the most interesting and unusual members of the wild world.
- <http://www.nationalgeographic.com/coloringbook/archive/> 47 pictures and facts
- <http://www.curriculum.edu.au/download/lesspln/animal.htm> design an animal based on the characteristics required to live in a certain location.
- <http://www.kidport.com/RefLib/Science/FoodChain/FoodChain.htm> background information on sea and land food chain
- <http://www.vtaide.com/png/foodchains.htm> background information on the food chain
- <http://www.eagle.ca/~matink/themes/Biomes/foodweb.html> a variety of activities and lessons
- <http://www.kidport.com/RefLib/Science/WhoEatsWhat/AnimalsEatPlants.htm> animals eat plants
- <http://www.teachersdomain.org/K-2/sci/life/colt/eat/> What do animals eat?
- TPS Video: What is a food chain? [videorecording] / Maslowski Wildlife Productions; creative director, Mel Waskin. 1 videocassette (11 min.) Discusses the concepts of food chains with illustrations from nature.
- TPS Video: The Magic School Bus Gets Eaten/Scholastic, Inc. 30 min. Exploration of ocean food chain
- TPS Video: Predators and Plant Eaters/OK State Dept. of Ed. 15 min.
- Seven Wonders of the Natural World (2005) 48 pp.

## WEBSITES

- [internet4classrooms.com/skills\\_3rd\\_social.htm](http://internet4classrooms.com/skills_3rd_social.htm)
- <http://faculty.washington.edu/chudler/d12.html> Suggested music on the theme of 'water'.
- <http://www.eduplace.com/ss/act/music.html> Water music.

## MATERIALS/SUPPLEMENTS

- small map of Tulsa (can be found in phone book or back of Saturday's Tulsa World *Homes* section)
- white paper and drawing materials
- cards with illustrations of animals
- modeling clay
- graph paper
- reference materials for reports
- linker cubes or small blocks
- strips of paper for chain (large enough to write on)

Assessment Opportunities

- Written and oral animal reports
- Participation in *Creature Features* game.
- Paper food chain

Teacher Notes:

FIELD SAMPLE