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| Topic: | Native Plants and Animals—Native Food (suggested month: November) | | |
| Monthly Essential Question: | Which foods are native to Wisconsin? | | |
| Content Areas Addressed: | Global Agricultural Systems, Ecology/Environment, Science | | |
| Standards Addressed: | <ul style="list-style-type: none"> • Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS.ELA-LITERACY.RI.3.1) • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS.ELA-LITERACY.RI.3.4) • Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 level topics and texts, building on others’ ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.3.1a, c, d) • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS.ELA-LITERACY.SL.3.3) • Understand how products made from plants and animals are made available for use by people. (A.4.1) • Identify various plants and animals and the ways humans benefit from them. (E.4.1) • Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive. (F.4.1) | | |
| Key Terms: | Local Native | Materials Needed: | Native Plants and Animals PowerPoint Blank paper Writing and coloring utensils Sampling food and supplies |
| Introduction: (5 min) *Introduce essential question—Which foods are native to Wisconsin? “All of the food we eat comes from plants and animals. If our food comes from a plant or animal that is native to Wisconsin, then that food is also considered native to Wisconsin. We have many plants and animals that are happy and healthy living here in Wisconsin. They have ways to handle our cold winters and short summers, and they have the food and water they need to be healthy. When we find a plant or an animal in an area where it can grow and live a happy and healthy life, we call it native to that area. Today we are going to look at some different plants and animals and decide if they are native or able to live happy and healthfully in Wisconsin.” | | | |
| Development: (20 min) Watch “Introduction to Wisconsin Native Plants” video. “What would you say if I told you I had a pet polar bear living in my backyard? (lying, it is not real) What makes you say those things? (polar bears can’t be pets, can’t live in WI) Why couldn’t a polar bear be happy and healthy here in Wisconsin? (no ocean, climate issues) Instruct students to take out a blank piece of paper and writing utensils. “I am going to show you a series of pictures. Working in small groups or with a partner, you are going to record whether or not each plant or animal is native to Wisconsin, and then write an explanation for your answer. Let’s do an example as a class.” Go through crab example. “Using the crab as an example, groups will decide if each pictures plant or animal is native to Wisconsin, and then write a reason for why or why not.” Show students the series of plant and animal pictures. Allow time for students to write down their answers. Bring the class back together and as a large group discuss the different plant and animal examples. Have students draw their favorite native plant or animal on the back of their piece of paper while you prep for the ‘polite bite’ activity. | | | |
| Sampling & Closure: (5 min) Conduct local fruit or veggie tasting. Instruct each student to take a ‘polite bite’ (eat at least one bite and only say polite things). *Review essential question—Which foods are native to Wisconsin? “Remember if our food comes from a plant or animal that is native to Wisconsin, then that food is also considered native to Wisconsin. Let’s imagine we all decided to have a Native Wisconsin feast next week, and we chose to have turkey, mashed potatoes, cranberries and pumpkin pie. What do these foods remind you of? (Thanksgiving) Why do we eat a lot of native Wisconsin foods during a | | | |