



Lesson Plan: Wild vs. Domestic- All About Animals

- Objectives:
 - Students will be able to differentiate between wild and domesticated animals.
 - Students will learn to safely and respectfully interact with live farm animals.
- Curriculum Connections- See Appendix A
- Activities
 - Pre-visit: What's Wild?
 - Visit Oxon Hill Farm
 - Farm Tour
 - Animal Charades (Project WILD p. 337)
 - Ranger-guided Hike
 - Post-visit: What's Wild? *Extension 5 p14*

Pre-Visit: What's Wild?

(Adapted from Project WILD p. 12)

Objectives: Students will (1) distinguish between wildlife and domesticated animals and (2) recognize that wildlife occurs in a variety of forms.

Background: Differences between wild and domesticated animals are important. A basic definition of an animal is any living organism other than a plant. **Wildlife** is an animal that lives in a natural state, providing for its own food, shelter, and other needs in a suitable habitat. Wildlife also refers to animals that are not tame or domesticated.

Domesticated animals are those that humans have kept in captivity and bred for special purposes. The process of domestication takes place over a long period of time and has involved genetic manipulation through selective breeding. All domesticated animals have their origins in wild ancestors. Livestock (such as cattle, sheep, and pigs) and pets (such as dogs and cats) are all examples of domesticated animals. Tame animals are "pets". Many domesticated animals are not tame.

Confusion can arise about animals that sometimes may be wild, sometimes may be tame, and sometimes may be domesticated. If an animal or population of animals can live on its own, survive, and even reproduce, it is probably wild. Some animals that are usually considered domesticated- such as dogs, cats, horses, and goats- may become wild. The term **feral** refers to when once-domesticated animals become wild.

Materials: Pictures of a wide variety of animals, poster board or heavy construction paper, glue, scissors

Procedure:

- Ask students to bring in pictures of as many animals as they can find in magazines, newspapers, or online. For the purposes of this activity, reinforce with the students the concept that animals are any living things except plants.

- Discuss with students the difference between wild and domesticated animals. Then either alone or in groups, have students classify their collection of animal pictures into these categories. Discuss how not all domesticated animals are tame.
- Once students have classified the pictures, ask them to use poster board or construction paper and glue to make two collages: one featuring wildlife and the other featuring domesticated animals. Design an art gallery using the students work.
- Extension: Read “A Day in the Life” stories of a dog and a squirrel to demonstrate differences between wild and domesticated animals (see Appendix B). Have students act out the various parts of the story.

Visit Oxon Hill Farm

Farm Tour

- Students will explore the different purposes of domesticated farm animals and what goes into their care.
- Students will learn to safely and respectfully interact with live farm animals.

Ranger-guided Hike

- Students will look for wildlife on a hike through a forest ecosystem.
- Students will use microscopes, magnifying glasses, and binoculars to explore outdoors.

Animal Charades

- Students will (1) define wildlife and (2) distinguish between domesticated and wild animals.
- Materials
 - Charades cards with animals (See Appendix C)
 - Whiteboard and whiteboard markers
- Define the terms “wild” and “domesticated” as they pertain to animals. Ask students to give examples of each. Record them on the board in a Venn diagram. Are there any that could be both wild and domesticated?
- Explain to students they will pretend to be wild and domesticated animals in a game of charades.
- Have the teacher select one student at a time. That student will draw a charade card and act out the animal. Sounds and movement are allowed, but no speaking.
- After each animal, discuss whether that animal is wild or domesticated and add to Venn diagram.
- Once each student has participated, ask the students- What do wild and domestic animals have in common? How are they different?

Post-Visit: What’s Wild? Extension

Procedure:

- Attach an animal picture (See Appendix C) to the back of each child and have them determine their animal’s identification by asking yes or no questions.
- After students identify their animal, ask them to decide if it is wild or domesticated.
- *For older students* Organize students into different categories of animals to start a discussion on animal classification. Include a diverse assortment of animals such as fish, amphibians, reptiles, birds, and mammals.

Appendix A: Curriculum Connections

Kindergarten

CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

NGSS K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

NGSS K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

DC EarlySOL K.7 The student will investigate and understand that plants and animals have basic needs and life processes. Key ideas include

- a. living things need adequate food, water, shelter, air, and space to survive
- b. plants and animals have life cycles; and offspring of plants and animals are similar but not identical to their parents or to one another

VA.E.K.1 The student will build oral communication skills.

- VA.E.K.1.a Listen actively and speak using agreed-upon rules for discussion.
- VA.E.K.1.h Follow one- and two-step directions.
- VA.E.K.1.i Ask how and why questions to seek help, get information, or clarify information.

VA.S.K.7 The student will investigate and understand that plants and animals have basic needs and life processes

- VA.S.K.7.a living things need adequate food, water, shelter, air, and space to survive

1st Grade

CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation.

DC EarlySOL 1.5 The student will investigate and understand that animals, including humans, have basic life needs that allow them to survive. Key ideas include

- a. animals need air, food, water, shelter, and space (habitat)

- b. animals have different physical characteristics that perform specific functions; and animals can be classified based on a variety of characteristics

VA.E.1.1 The student will develop oral communication skills

- VA.E.1.1.a Listen actively and speak using agreed-upon rules for discussion.
- VA.E.1.1.g Ask and respond to questions to seek help, get information, or clarify information.
- VA.E.1.1.h Restate and follow simple two-step oral directions.

VA.S.1.5 The student will investigate and understand that animals, including humans, have basic life needs that allow them to survive.

2nd Grade

CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

DC Early SOL Science 2.5 The student will investigate and understand that living things are part of a system. Key ideas include

- a. plants and animals are interdependent with their living and nonliving surroundings
- b. an animal's habitat provides all of its basic needs; and
- c. habitats change over time due to many influences.

VA.E.2.1 The student will use oral communication skills.

- VA.E.2.1.a Listen actively and speak using appropriate discussion rules.
- VA.E.2.1.h Ask and answer questions to seek help, get information, or clarify information.

VA.S.2.5 The student will investigate and understand that living things are part of a system.

- VA.S.2.5.b an animal's habitat provides all of its basic needs

3rd Grade

CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NGSS 3-LS2-1 Construct an argument that some animals form groups that help members survive.

NGSS 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

VA.E.3.1 The student will use effective communication skills in a variety of settings.

- VA.E.3.1.a Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.
- VA.E.3.1.c Ask and respond to questions from teachers and other group members. Ask and respond to questions from teachers and other group members.

VA.S.3.4 The student will investigate and understand that adaptations allow organisms to satisfy life needs and respond to the environment.

4th Grade

CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

VA.E.4.1 The student will use effective oral communication skills in a variety of settings.

- VA.E.4.1.a Listen actively and speak using appropriate discussion rules.
- VA.E.4.1.d Ask specific questions to gather ideas and opinions from others.

VA.S.4.3 The student will investigate and understand that organisms, including humans, interact with one another and with the nonliving components in the ecosystem.

5th Grade

CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

VA.E.5.1 The student will use effective oral communication skills in a variety of settings.

- VA.E.5.1.a Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

What's Wild?

Directions: Read the stories below aloud. You may choose to use the felt figures and a flannel board to illustrate each story as you read it or have the children act out various parts of the stories.

A Day in the Life of a Dog

I wake up in the morning and the sun is shining. I stretch out my legs and trot into the kitchen. My owner is there with a bag of dog food. Oh boy! My tail wags so hard my whole body wiggles. Food tumbles into my dish. I munch it all up. Crunch, crunch, crunch. Now I'm thirsty so I turn to my water dish. I stick my tongue in and drink with a lap, lap, lap.

My owner brings out my leash. Oh boy! My tail wags so hard my whole body wiggles. We go out the front door. There are many smells to smell! My nose goes sniff, sniff, sniff. What's that I smell? A squirrel! I run as fast as I can, pulling my owner behind me. Woof, woof, woof! The squirrel scampers up a tree and scolds me. Chitter, chitter, chitter!

I'm tired now, so we walk home. My owner goes to work, and I spend the rest of the day napping and waiting.

In the evening, my owner returns and grabs the leash. Oh boy! My tail wags so hard my whole body wiggles. We go out the front door and along the sidewalk to the dog park. I'm off the leash. Oh boy! I run and play with the other dogs. My tail wags so hard my whole body wiggles.

I'm tired now, so we walk home. Back in the house, my owner pours more food in my dish. Oh boy! My tail wags so hard my whole body wiggles. I eat all the food with a crunch, crunch, crunch and drink all the water with a lap, lap, lap. Now it's time to rest. I find my favorite place on the living-room carpet and curl up into a ball. Snore, snore, snore...

A Day in the Life of a Squirrel

I wake up in the morning and the sun is shining. I stick my head out of my nest and look around. Left, right, left. Looks safe! I scurry along the branch to the trunk of the tree. Did anything see me? I look left, right, left. Looks safe! I scamper down the tree to the ground. I look left, right, left. Looks safe!

I'm hungry. I begin my search for food. I search high and low, near and far—then suddenly, acorns! Oh boy! My tail twitches so much my whole body shakes. I run as fast as I can to the acorns and grab one. Nibble, nibble, nibble. I put one in my cheek pouch for later.

Now I'm thirsty. I look left, right, left. Looks safe! I search for water. I search high and low, near and far—then suddenly, a puddle! Oh boy! My tail twitches so much my whole body shakes. I run as fast as I can to the puddle. Did anyone see me? I look left, right, left. Looks safe! I stick my tongue in the water and drink. Lap, lap, lap. What's that I hear? A dog! Oh no! Run, run, run! I run as fast as I can to the nearest tree. I climb as fast as I can to the highest branch. The dog is barking, woof, woof, woof! I reply with chitter, chitter, chitter!

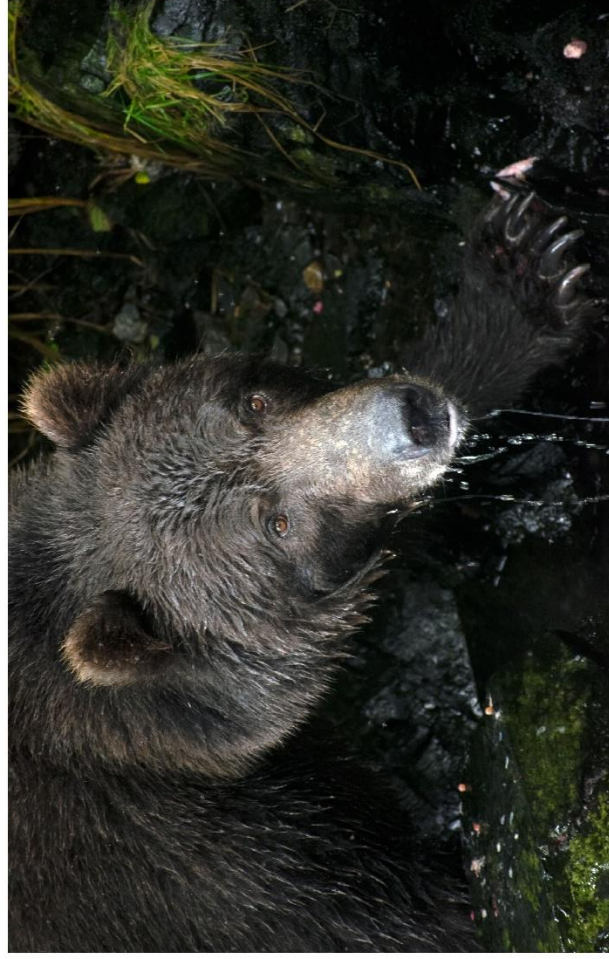
I pull out the acorn I had hidden in my cheek. Oh boy! My tail twitches so much my whole body shakes. I eat the acorn quickly. Nibble, nibble, nibble.

I spend the rest of the day searching for and eating nuts—and running from dogs and cats.

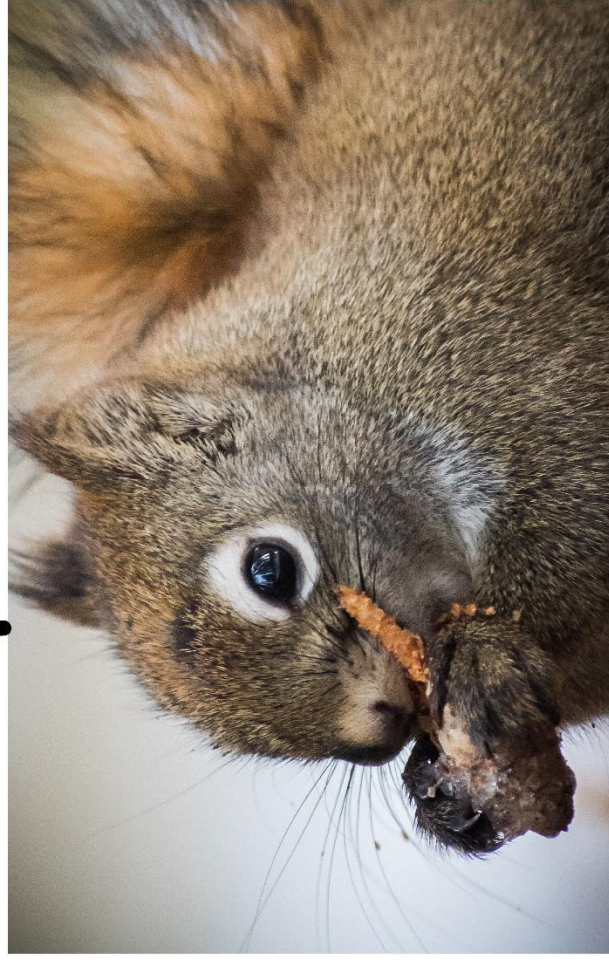
In the evening, I'm tired so I go back to my nest. I made it out of sticks and moss and leaves. I feel safe here in my treetop home. Now it's time to rest. I curl up in my nest and go to sleep. Snore, snore, snore...

Note: Some children may have dogs that live outside while others may provide food or water for local squirrels and wild birds. You may use these seeming discrepancies to encourage children to further explore and refine their definitions of the differences between “wild” and “tame” or “domesticated.”

bear



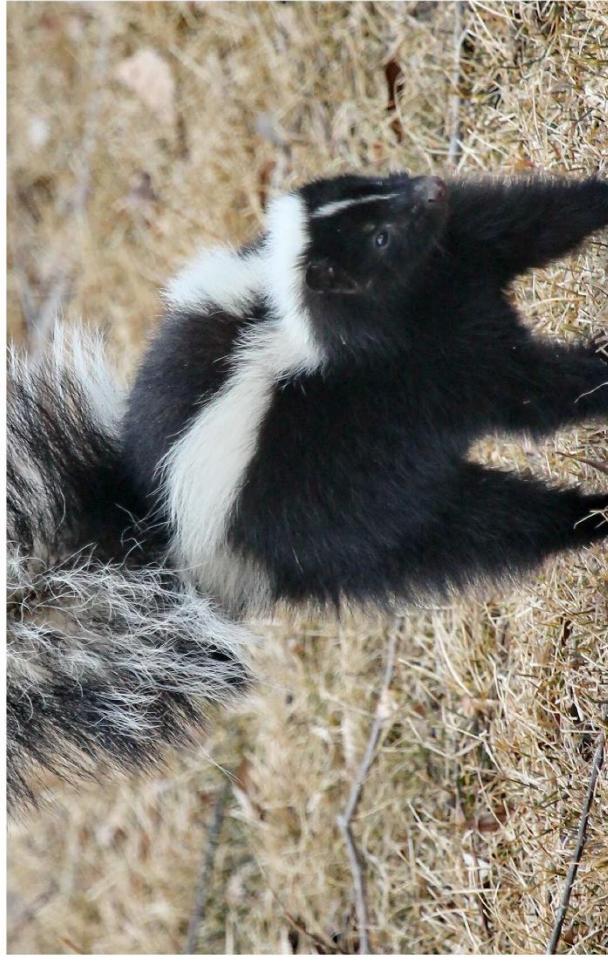
squirrel



fish



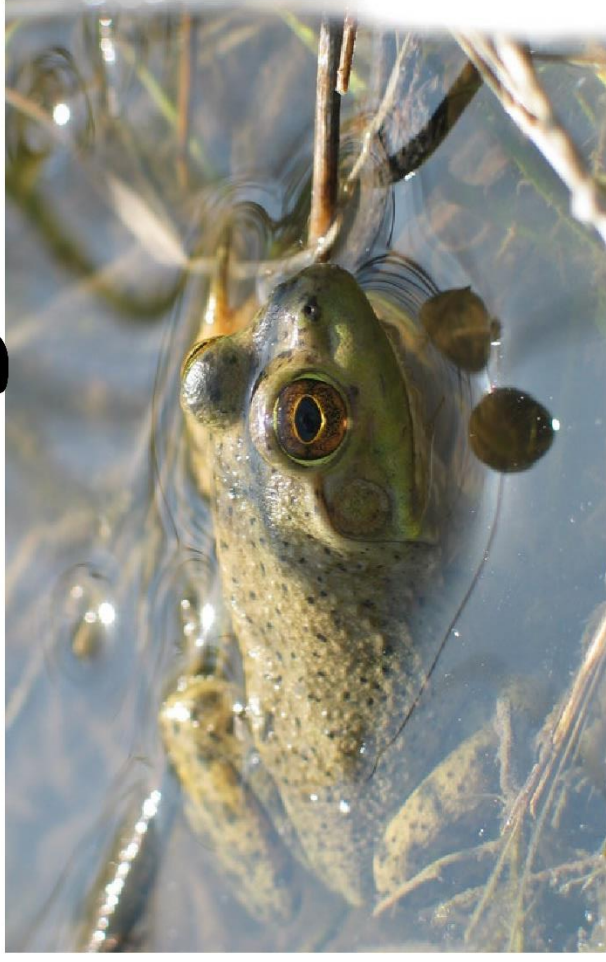
skunk



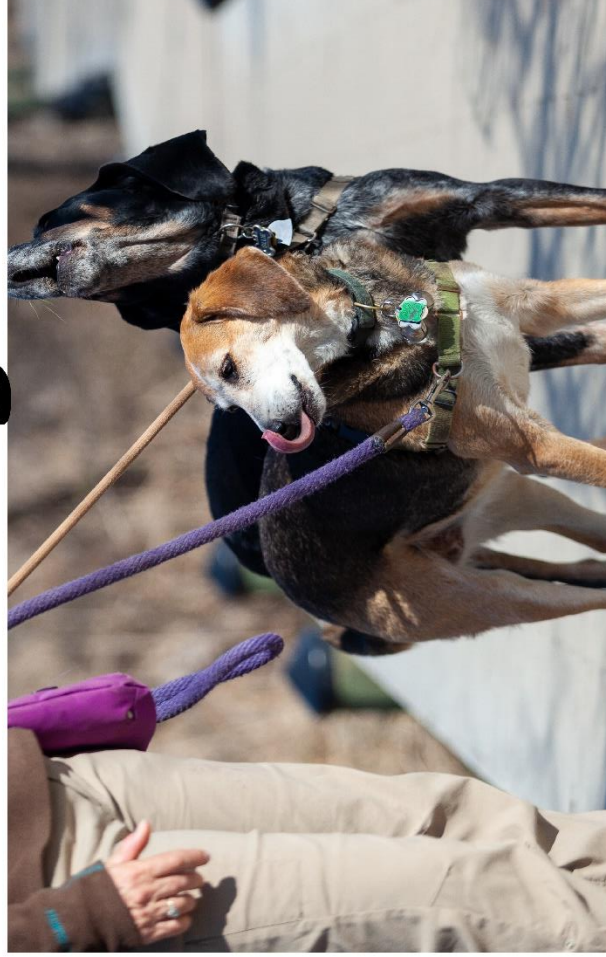
shark



frog



dog



snake



penguin



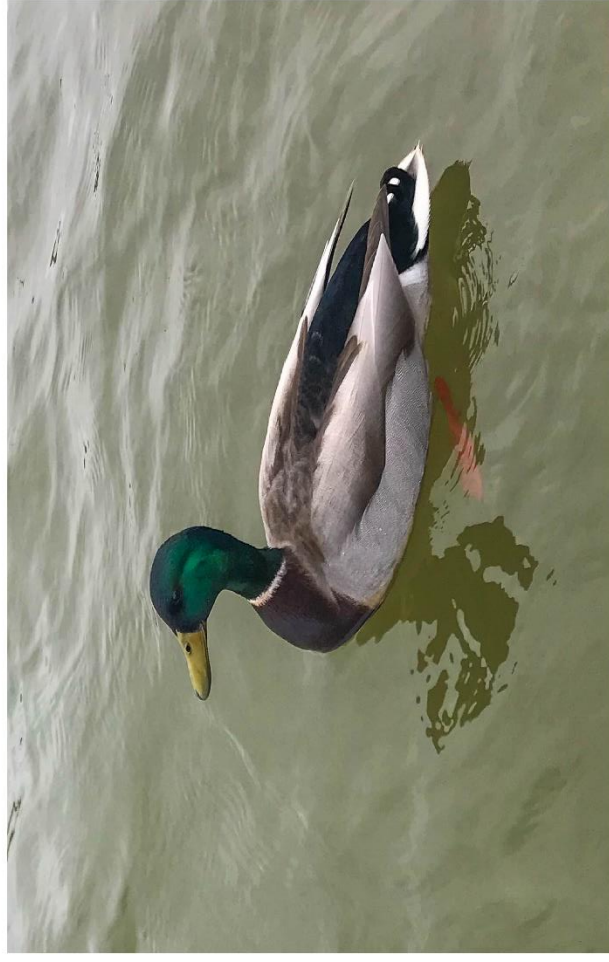
turtle



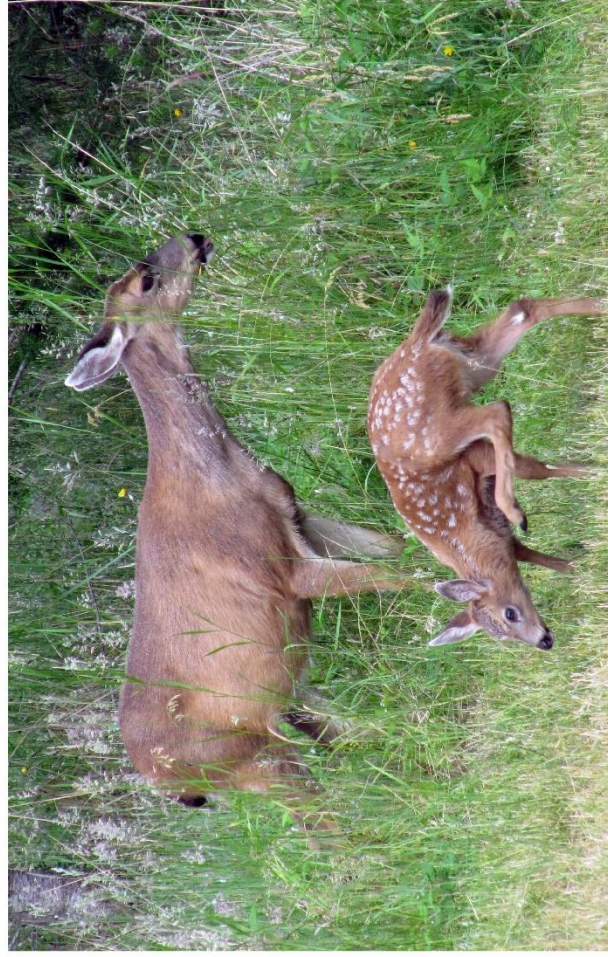
alligator



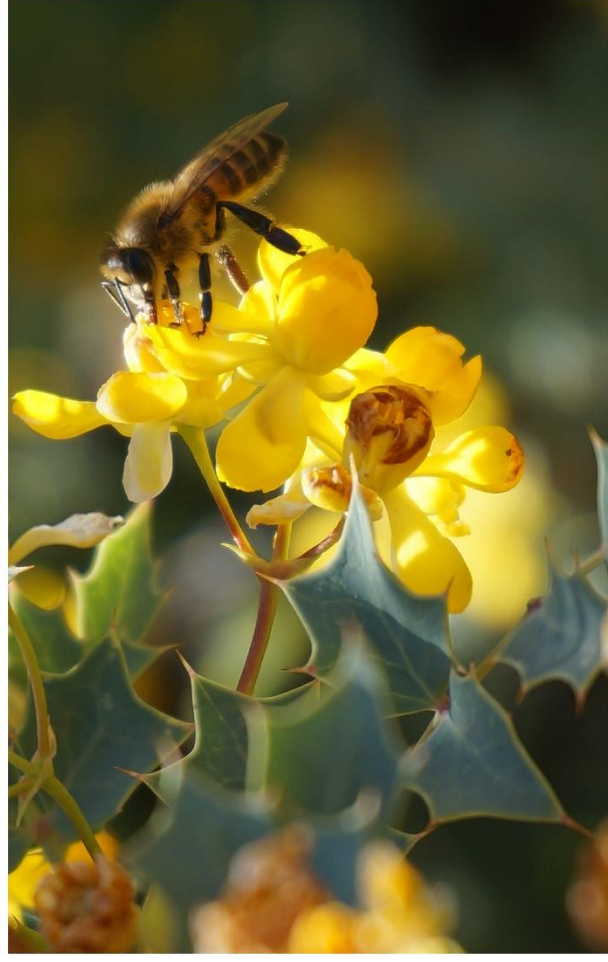
duck



deer



bee



bunny



crab



horse



pig



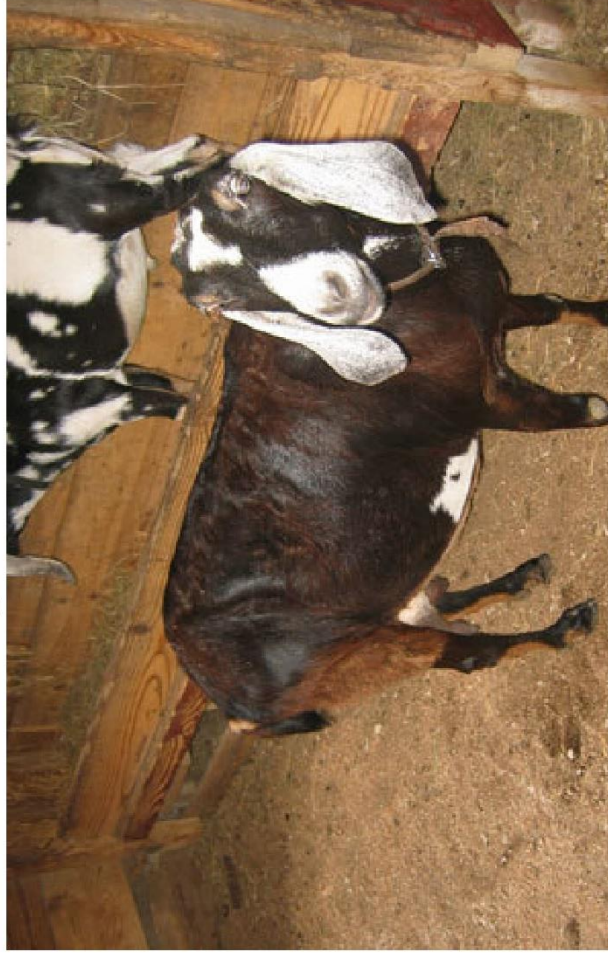
cow



chicken

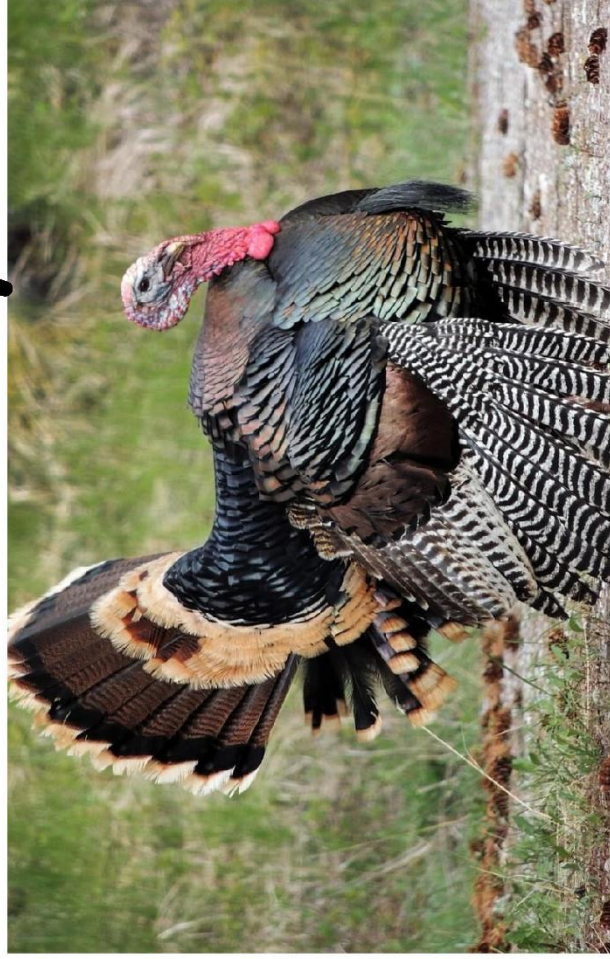


cat



goat

turkey



sheep



elephant



monkey



owl



seal



parrot



wolf

