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Primary Type: Teaching Idea

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Wildlife Reserve-SeaWorld Classroom Activity

In this activity, the students will design a protected environment for an endangered animal that encourages the animal's natural behaviors and meets its physical requirements. Students will explain to their classmates why the protected environment is essential for the endangered animal.

General Information

Subject(s): Science
Grade Level(s): 4
Intended Audience: [Educators](#), [Parents](#)

Freely Available: Yes

Keywords: wildlife reserve, conservation, animal breeding, zoos

Instructional Component Type(s): [Teaching Idea](#)

Instructional Design Framework(s): [Cooperative Learning](#)

Resource Collection: CPALMS

Source and Access Information

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District/Organization of Contributor(s): Brevard
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Aligned Standards

Name	Description
LAFS.4.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LAFS.4.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. 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.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

[LAFS.4.SL.2.4:](#)

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.

Recognize ways plants and animals, including humans, can impact the environment.

[SC.4.L.17.4:](#)

Clarifications:

Introduce the impacts of invasive species, such as Brazilian pepper, Cuban anole, Kudzu, Australian pine, non-native pets released into wild (Burmese python). Ocean pollution resulting from discharge of sewage, toxic chemicals, manufacturing wastes, fertilizers, soaps, detergents, runoff and insecticides; population growth causes consumption of limited resources and land use expansion to accommodate for more people; animal extinction (endangered and threatened species).

[SC.4.N.1.1:](#)

Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

Clarifications:

* Florida Standards Connections: LAFS.4.RI.1.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

** Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.