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Title: Meet the Tiger
Subject: Reading/Science
Intended Grade Level: 3rd

Description

This unit is designed as a follow up to the story "Saving the Tigers" in the 3rd grade Reading Curriculum. The students are to become acquainted with tigers and the idea of saving tigers from extinction. The activities will take place in a learning center where the children may work independently or with partners. The learning center is set up with one art table with supplies and 2 computers.

Faith Integration

God created the animals and told human beings to take care of His creation. Animals apparently are valuable because they too were saved in the ark. It is our responsibility to continue taking care of God's creation. The following texts may be helpful.

God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good. Then God said, "Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground. Genesis 1:25, 26 (NIV)

You are to bring into the ark two of all living creatures, male and female, to keep them alive with you. Genesis 6:19 (NIV)

A righteous man cares for the needs of his animal, but the kindest acts of the wicked are cruel. Proverbs 12:10 (NIV)

Curriculum Benchmarks

- **Basic Operations and Concepts**
 - Students will go to the teacher posted sites to play games and do activities involving tigers.
- **Social, Ethical, and Human Issues**
 - Students will practice responsibility in the care of software
 - Students will give credit to the site or person of obtained information
- **Technology Productivity Tools**
 - Students will learn how to respect tigers and help others do the same by creating a slide show using KidPix Deluxe 3
- **Technology Research Tools**
 - Students will research information on tigers from the Internet sites the teacher has posted

Materials/Hardware/Software

Computers

Access to Internet - Yahoo!igans (preferably)

Printer

KidPix Deluxe 3

Task Cards with activities

Task Cards with Internet sites

Art Supplies (Crayons, markers, glue, scissors, paper, poster board, model magic)

Worksheets

Books on tigers:

- ❖ Bannerman, Helen and Valeria Petrone. *The Boy and the Tigers*, New York City, NY: Little Golden Books, 2004
- ❖ Jackson, Peter. *Endangered Species: Tigers*, Secaucus, NJ: Chartwell Books, 1990
- ❖ McDougal, Charles. *The Face of the Tiger*, London: Rivington Books, 1977
- ❖ Ravishanker, Anushka and Pulak Biswas. *Tiger on a Tree*, India: Tara Publishing, 2004
- ❖ Sinha, V.R.P. *The Vanishing Tiger: Wild Tigers, Copredators, and Prey Species*, London: Salamander Books, 2003.
- ❖ Swain, Gwennyth and John F. McGee. *Tigers, (Our Wild World)*. Minneapolis, MN: Northword Press, 2004
- ❖ Thapar, Valmik. *Tiger: The Ultimate Guide*, London: Oxford University Press, 2004
- ❖ Thomson, Sarah L. *Tigers (I Can Read Book 2)*, New York City, NY: Harper Collins Publishers, 2005

Teacher Preparation

Have task cards ready at learning center

Have art supplies at learning center

Have tiger books at learning center

Poetry "The Tiger!" is at the learning center

Read the story with the students "Saving the Tigers"

- ❖ Wong, Olive. *Seedtime and Harvest*. Washington, D.C.: Department of Education, General Conference of Seventh-day Adventists, 1987

Show the videos "National Geographic's Land of the Tiger" and "Nature: Big Cats"

Xerox worksheets

Bookmark the following Web sites:

<http://www.21stcenturytiger.org/home.html>

Wonderful site for children to learn about tigers and play games

<http://www.savethetigerfund.org/Resources/intermed.htm>

Comprehensive guide to tigers, protecting tigers, photos, and sounds

<http://www.5tigers.org> The Tiger Information Center

Comprehensive guide to tigers, protecting tigers, photos, and sounds

<http://www.nationalgeographic.com/tigers>

You're the Zookeeper (game)

<http://www.enchantedlearning.com/subjects/mammals/tiger>

KWL quiz and print outs

<http://www.kidsfortigers.org>

Games and info on tiger extinction

www.artsci.wustl.edu/~pkagarwa/science.htm

Webquest

<http://www.sandiegozoo.org>

Games and activities for kids, cams in habitats for watching the animals

<http://www.geocities.com/~wubba/tiger.html>

Info and photos of tigers

<http://www.kalwriters.com/kidswwrite/index.html>

Students can submit their tiger stories

<http://www.theartgallery.com.au/KidsArt.html>

Students can submit their art work

<http://www.crayola.com/educators/lessons/results.cfm?action=1>

sample of tiger mask

Student Preparation

- Must have read "Saving The Tigers"
- Needs to know how to access and use Internet
- Needs to know how to use KidPix Deluxe 3
- Needs to know basic keyboarding skills

Activities/Procedures/Task Cards

(Students must do the first two tasks and then may choose two more they wish to do.)

- ❖ Research the tiger using the web sites given on the task card and answer the questions on the outline given. Present your findings to the class.

Or

- ❖ Research the tiger using the websites on the task card and create a slide show on KidPix Deluxe 3.

And

- ❖ Create a Poster to help make people aware of saving tigers.
- ❖ Log on to <http://www.sandiegozoo.org> click on "animals and plants" then click on "live cams and videos". If they are not showing the tiger habitat, then type in "tiger" in the search area and watch the tiger video. Write or draw what you observe.
- ❖ Read the poem "The Tiger!" By William Blake. What words or phrases are used to describe the tiger? Illustrate.
- ❖ Enjoy the wordsearch, crossword puzzle, and coloring page.
- ❖ Write a story about a tiger and it may be submitted to <http://www.kalwriters.com/kidswwwrite/index.html>
- ❖ Create a picture of a tiger and it may be submitted to <http://www.theartgallery.com.au/KidsArt.html>
- ❖ After researching the habitats of tigers, make a diorama of a tiger habitat for a zoo.
- ❖ Create a sculptural tiger mask using model magic and markers.
- ❖ Webquest at www.artsci.wustl.edu/~pkagarwa/science.htm tell what you enjoyed the most.

- ❖ Go to <http://www.savingtigers.com/st-home> This is a game to understand how scientists work to protect tigers. What did you learn?
- ❖ Play the game at http://www.asiabigtime.com/storybooks/aki_menu.html What is your plan for saving the tigers?

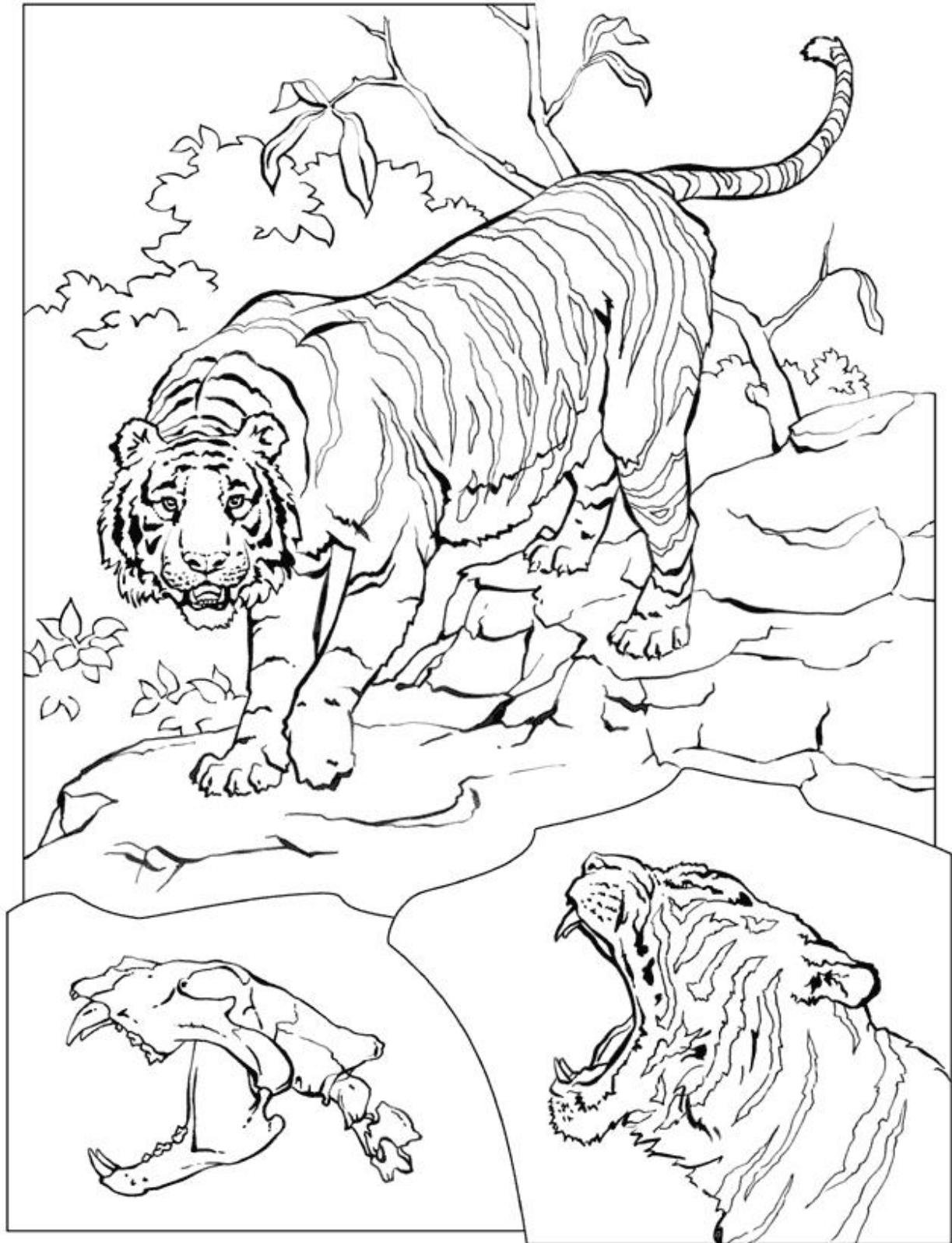


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http://www.nationalgeographic.com/coloringbook/sketch_tiger.html

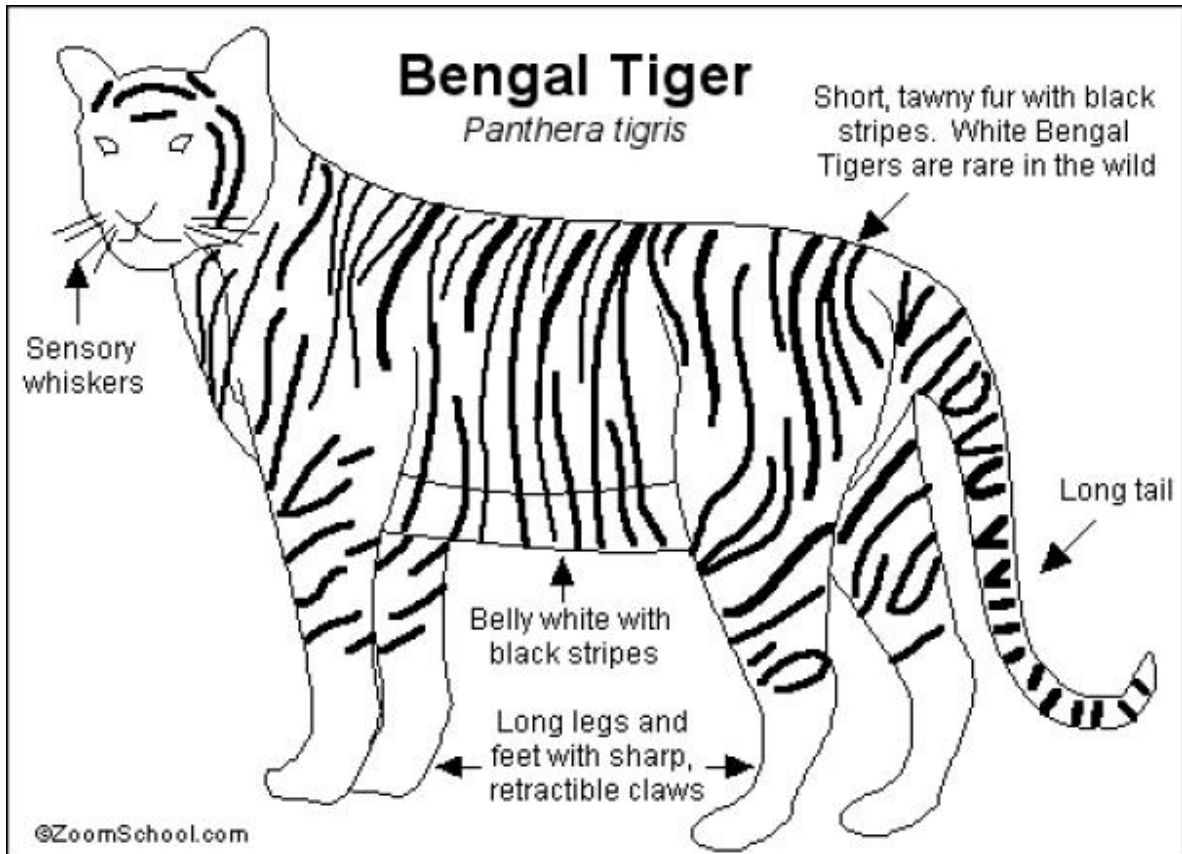
TIGER WORD SEARCH

Caleigh Lester

L E E C R I B S I G H T N
I Y L E G S H O U L D E R
N E C K S S K U L L B E L
D L C N I G H T I G E R H
O L L Y A L N H I E S R U
C O M M U N I C A T I O N
H W H I T E I H H I B A T
I P H I P J O I N T E R I
N B H H J O I N T A R I N
E L S B E N G A L I I T G
S U M A T R A N O L A E A
E E E O B A C K B O N E E
E C L A W S O P F E E T L
E U L P R E Y E S P E H I

backbone	Bengal	blue
claws	communication	eyes
feet	hipjoint	hunting
Indochinese	joint	legs
necks	night	prey
ribs	roar	shoulder
Siberian	sight	skull
smell	SouthChina	Sumatran
tail	teeth	tiger
White	yellow	

Name: _____



The Bengal tiger is a large, striped cat from India, Bangladesh, Nepal, Bhutan, and Burma. It lives in a variety of habitats, including rainforests and dense grasslands. The Bengal tiger can live to about 18 years in captivity, and probably a few years less in the wild. Bengal tigers are mostly solitary, but sometimes travel in groups of 3 or 4. These tigers are in danger of extinction due to over-hunting by poachers.

Anatomy: Male Bengal tigers are up to 10 ft (3 m) long; females are up to 9 ft (2.7 m) long. The tail is about 3 feet (0.9 m) long. The fur is usually orange-brown with black stripes. The fur on the belly is white with black stripes. White Bengal tigers (with white fur and black stripes) are very rare in the wild. Tigers have long, sharp teeth in powerful jaws.

Diet: The Bengal tiger is a **carnivore** (meat-eater). The tiger often kills its prey with a bite on the neck. It eats [deer](#), [pigs](#), [antelopes](#), cattle, young [elephants](#), and buffalo.

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NAME: _____

Animal: _____

Anatomy (size, color,...)	
Diet	
Habitat (biome)	
Range (where it lives)	
Reproduction (Lifecycle)	
Enemies	
Protection	
Endangered?	
Classification	
Interesting Facts	

Critter expert _____ has completed his/her study of _____
(Your name) (Animal)

Below are her/his findings.

1. Brief description of animal's appearance:

2. Habitat (environment it lives in):

3. Food source (what it eats and how it acquires its food):

4. Reproduction (how it reproduces, and how its young are cared for):

5. Enemies:

6. Is it endangered? If so, how is it being protected?

7. Special traits and interesting characteristics:

8. I chose to become an expert on this animal specifically because:

9. List of references (websites, books, etc.) used:

Management Plan

I have 3 academy students who work for me during the day and I would put them in charge of this center to help and trouble shoot if a problem arises. I will set up a schedule for afternoon use and rotate the children though at least once. The children may work with a partner, or in small groups, or independently. Then depending on the tasks and the additional time needed another afternoon rotation schedule will be set up.

Ethics Plan

Software will be installed on the two computers to block and filter inappropriate material. Before the school year started each student and their parents had to sign a technology agreement about appropriate use. I will go over safety issues with the children found at <http://www.fbi.gov/kids/k5th/kidsk5th.htm> before they are allowed on the internet. I will also instruct the students how to cite information found and give credit to the author. Students will also be instructed not to copy anyone else's work.

Assessment/Evaluation

Worksheets

Research: Writing out information on Critter Form and will be Rubric scored (**See Below**)

Project: Making a Poster and it will be Rubric scored (**See Below**)

The Following is a Rubric For Assessing each Part of Your Research Report:

	Beginning 1	Developing 2	Accomplished 3	Excellent 4	Score
Introduction	Disorganized, no information on what is to come	Gives too little information.	Summarizes report	Concise, well-written introduction	
Research Part 1 (name, anatomy, locomotion, diet, habitat, range, adaptations)	Does not cover all appropriate topics	Covers some of the appropriate topics.	Covers most of the appropriate topics.	All appropriate topics covered well. Also includes interesting facts.	
Research Part 2 (life cycle/reproduction, behavior, defense/offense, enemies, species survival status, classification, etc.)	Does not cover all appropriate topics	Covers some of the appropriate topics.	Covers most of the appropriate topics.	All appropriate topics covered well. Also includes interesting facts.	
Spelling/Grammar	Many spelling and grammatical errors	A few errors	Only one or two errors	Spelling and grammar perfect	
Presentation	Illegible, messy	Almost illegible	Legible writing, accompanying illustrations	Well organized presentation, typed or written using a word processor, accompanying illustrations	
References	No references	A single reference, incomplete citation	Several references with incomplete citations	Many references, listed in appropriate format	
Timeliness	Over a week late	A week late	A day or two late	Handed in on time	

Making A Poster : Saving the Tigers

Teacher Name: **Mrs. Kaatz**

Student Name: _____

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

Date Created: **Mar 19, 2006 09:33 pm (CST)**

Follow-up Activities

- ❖ Student will present their findings to the class.
- ❖ Student will present their slide show to the class.
- ❖ Student will put up their saving the tiger poster for others to become aware of the problem.
- ❖ Student will write to others about their concern for tiger protection.
- ❖ Student may want to contribute to a saving the tigers fund.
- ❖ At home make a collage from magazine pictures of tigers and bring it to school to present.