1. The demographics of my middle school class are very diverse. It is an 8th grade class and is comprised mainly of White Caucasian students and the other half of the class is a mix of African American and Hispanic Students. There are a total of 31 students in the class and there is a fairly even ratio of boys to girls as one does not extremely outweigh the other with 15 boys and 16 girls. The cognitive development of my class is as diverse as the race of my students. We have many students who are English Language Learners, 5 to be exact, 4 students who are learning disabled and 1 student with Autism. The 4 students who have learning disabilities are several grade levels behind in reading and writing so most of the UDL strategies that are employed for the ELL students will work for them as well. The majorities of my students are low SES and are on free and reduced lunch plans. With the relative high number of ELL and LD students in the class I have made several adaptations throughout the lesson to help cater to the needs of those students. I have also included a few adaptions for my student with Autism so that student can feel comfortable and still participate.

Wildlife Management

Mr. Knapp

8th Grade Natural Resource Management

04/29/11

|  |  |
| --- | --- |
| Unit Goal | The students will learn 4 different game bird species and the 3 main nesting requirements shared by each. |
| Unit Objective | Having learned the game bird species and requirements the students will be able to communicate why they are an important piece of our Kansas Economy. |
| Lesson Objective | The students will correctly identify 2 out of the 4 game bird species with 100% participation on their exit card. |
| New &/or Guarded Vocabulary | Brush  Grassland  Woodland  Habitat |
| Materials, equipment, resources | \*Japanese Quail (2)  \*Computer  \*Power Point  \*Graphic Organizer  \*Assorted Habit pictures  \*Small Poster Paper  \*Glue Sticks  \*Pencils  \*Scratch Paper |
| Classroom Set Up | The classroom will be set up into clusters. The desks will be set into groups of 4 with two students facing the other two students.  (Setting the students in groups allows for collaborative thinking and also enables the students to ask their peers for assistance. If a student with learning disability or ELL student is falling behind on notes they can get help from their neighbor.) |

|  |  |
| --- | --- |
| Minutes | Activities |
| 5 Min  Visual  Auditory  **9 Minutes**  Visual  Auditory  **8 Minutes**  Visual  Auditory  Kinesthetic  **8 minutes**  Visual  Auditory  **20 Minutes**  Visual  Auditory  **15 minutes**  Visual  Auditory  **5 Minutes**  Visual  Auditory | **1.Activity 1 Set: Kansas and Tourism**  [T] “Good afternoon. I want to begin today’s class by asking a question. Can anyone tell me where Kansas ranks in tourism out of the 50 states in the U.S.? Don’t be afraid to guess, it could be anywhere between 1 and 50.”  [S]Possible answers: 10, 33, 29, 45, 18.  [T] “Those were all very good guesses and a few of you were even pretty close to the right number. Out of the 50 states in the U.S. Kansas is actually ranked dead last when it comes to tourism. That means when you think of the most boring state you could possibly visit; we are even ranked behind them.”  [T] “Now, is there anyone that knows what the number one tourist attraction is in our state? I will give you a hint, it is in the northeast section and the number 2nd most visited tourist attraction is right next to it.”  [S] Possible answers: Kansas State University, KU, Kansas City, Power and Lights District, Big Brutus, Cabelas.  [T] “Those were all very good answers, and one of you almost got it correct. The number 1 tourist attraction in the state of Kansas is Nebraska Furniture Mart, closely followed by the number 2 attraction which is Cabelas that sets right next door.”  [T] “Are any of you starting to wonder why any of this matters? Maybe you are trying to figure out how this fits into wildlife management perhaps? Those are both very valid questions to be asking. I used these examples because I wanted to illustrate that Kansas has no real tourist attractions like most other states do. Instead, Kansas relies on something else to bring revenue in; its wildlife via eco-tourism.  **2.Activity 2 Input: Game Bird Species**  [T] “Many of the people coming and going out of our state are stopping in to take advantage of our surplus wildlife population and do a little shooting, either with a gun, or with a camera.”  [T] “So what wildlife species is it I am referring to? Can anyone help me name one of the main 4 species?  [S] Possible answer: Deer, Turkey, Pheasant, Quail, Duck, Goose  [T] “Yes, that is very good! The four main game species that attract out of state eco-tourists, or hunters, into our state are Deer, Turkey, Pheasant and Quail.”  [T] Refer to slide 2 of the PowerPoint: “Here are a few numbers to think about. Keep these in the back of your head because you will want to refer to them later. Every out of state eco-tourist that wants to have an opportunity to shoot a deer pays $322 for their tag. Likewise, that same eco-tourist will have to pay $47.50 to try and shoot a turkey. The last number I want to leave you with is the cost to hunt our main game birds, pheasant and quail, and that will cost the non-resident $73 dollars to have a shot.”  [T] “You all have in front of you a Graphic Organizer. On this GO there are 4 different sections. 3 of the sections have pictures, each of one the game birds we are going to be talking about. As we talk about each bird species, jot down whatever notes you need to or draw pictures of the information we are going over. Make sure and take good notes because there will be an exit card at the end of the period.”  (I used several things that would be helpful to ELL or LD students here. By using pictures of the Bird Species as Labels on my GO it helps those students who struggle with words still be able to comprehend where I want them to put the information. Also, by allowing them to draw pictures instead of having to write it keeps them within their comfort zone and still participating.)  [T] “Now can I get a show of hands, how many people have ever seen a pheasant or a quail before?”  [S] Students will raise their hands, some will not.  [T] “Alright, well, for those you have never seen one before fear not, because the main focus of our lesson is going to be on our three game bird species, what is required to manage them and for their population to thrive, and lastly, why they are important to all of us in Kansas.”  [T] Refer to slide 3: The first game bird species we are going to discuss is the Ring Neck Pheasant. They get the name Ring Neck literally from the white ring they have on the feathering around the neck. There are two different looking birds on the slide, a male and a female. Can anyone tell me which one is which?”  [S]Possible answer: The colored one is the male and the brown one is the female.  [T] That is absolutely correct. Like with most birds, the male is brightly colored and beautiful and the female is just a drab color of browns and blacks. The male is pretty, but the female more camouflaged and better protected.”  [T] While pheasant have found a way to thrive in Kansas they are not actually native to our State. Can anyone tell me where pheasant originated from?”  [S] Possible answers: South Dakota, South America, England  [T] “Those were all very good guesses but the pheasant were actually brought over from Japan a very long time ago and they did so well on the plains of Kansas that they flourished and stayed here.”  [T] “Does everyone remember how much it cost an eco-tourist to hunt pheasant in our state? $73. Remember to keep that number in the back of your head. Also, has everyone filled in the section on their graphic organizer over this species? Does anyone need me to re-explain anything? Ok, remember when you are taking down information that there will be an exit card.”  (Checking for understanding benefits all students but especially those who struggle to keep up or understand English, either verbal or written. I asked to make sure the students are keeping up with the information. Also, by reminding them to continue to fill out their GO it helps keep them on task and aware of what is to come at the end of the period.)  [T] Refer to slide 4: “The next game bird species we are going to look at are Quail. The native and most common quail found in Kansas is the Bob White which is pictured above. Quail are considerably smaller then pheasant and live in groups which are called coveys. A covey of quail can range anywhere from 5 birds to as many as 50, just depending on what the habitat can hold. As you can see the birds here look a lot more similar to one another then did the pheasant. Can anybody tell me which one is the male and which one is the female?”  (Using lots of pictures helps those students who struggle with English gain a better insight to what it is I am trying to teach them.)  [S] Possible answers: They are both male, the taller one is the male and the shorter the female, I don’t know.  [T] “In this example, the bird on the right is the male and bird on the left is the female. You can tell the difference with Bob White Quail by the coloration on the face. The male will have two large streaks or sections of bright white on his face and those same sections on the female will be a dull color of yellow or brown once again helping her to blend in better. Give me a thumbs up when you are done writing this information down on your graphic organizer. Is everyone still doing alright with the information? Remember, I can’t help you if you don’t ask.”  [S] Students will finish writing in their GO.  [T] “Now that everyone has had a chance to see the how the male and female birds are different in the pictures, I want to test to see how you do with a few real live birds.”  **Activity 3: Applied Learning**  [T] “I have brought in two game birds for you all to get to see today. They are a close relative to the species we just went over so the characteristics of the male and female are going to be very similar, but not quite the same. The birds I have brought in are Japanese quail. Now, listen carefully to my directions, you are going to come up in your table groups, 4 at a time to look at the birds.(Getting students out of their seats is a great break from the lecture and response time that usually eats up the majority of the period. This can give a brief reliever to those ELL and LD students who feel stress under the confines of the normal class structure.) You are not to talk while you are out of your seat, tap on the cage or push or shove to see the quail. Everyone will get a chance to look at the birds and we want to be respectful as they are live animals. We are going to start with the tables in the back and work clockwise around the room until all groups have had a chance to see the birds. After your group has a chance to look at the quail I would like you to return to your seats and discuss as a group which one you think is the male and which one you think is the female and come up with the reasoning why. You will share your thoughts with the class once everyone has had a chance to discuss. Are there any questions?”  [S] Possible questions:?, No.  [T] “Ok, the table in the back, come on up and let’s get started”  [S] Students will rotate up to the cage and look at the birds and formulate their own ideas on which one they think is which. They are not to talk while out of their seats and each group will be given 1 minute to look at the birds.  [T] “Alright, now that everyone has had a chance to look at the two quail and had the opportunity to discuss things over with their group, which of you all would like to volunteer to share with the class what your group decided?”  (I wanted to highlight two points in this section that cater to my students. One was that I allowed them time to work in groups. Students who struggle can gain a lot of insight from their peers and when they feel like they have a better understanding they are more comfortable and apt to participate. Secondly, I asked for volunteers rather than calling students out. Students who are not comfortable with the material will feel put on the spot and will not be comfortable at all so I avoided that by calling on the students who wanted to volunteer their information)  [T] I will call on one of the groups, whichever one has their hand up the fastest. After that group has a chance to share I will move on to another group so they can share their opinions and maybe get different ideas of which one is which.  [S] Possible answers: They are closely colored so our group thinks they might be the same. While they are very similar, we think the one that has the brighter white on their head is the male and the duller colored of the two is the female.  [T] “That is exactly right and you all were good on your hypothesis. The bird that has the more brightly colored streaks on the head is the male and the one that has duller streaks is the female. Unlike their cousin the Bobwhite quail, they do not have large sections of bright colors on the head so it is much more difficult to distinguish between the two of them.”  [T] “Before we continue through our tour of game bird species can someone remind me what it cost a non-resident eco-tourist to hunt quail in our state?”  [S] Possible Answer: $47, $322, $73  [T] $73, exactly. You all are good! Before we move on is there anyone who needs me to go back over any of the information? Doing alright? Good, now let’s move to the last bird on our list, the Turkey.  **Activity 4: Input**  [T] Refer to slide 5: “Turkeys are an abundant species in the state of Kansas. At one point in time the majority of the birds in the state had all but died off but they have recently rebounded in such a way that they are becoming a nuisance in some areas. Quality management practices and predator control have contributed significantly to this success. There are three different sub-species of turkeys that walk the fields and plains of Kansas and they are the Eastern, Rio Grande, and Merriam. Turkeys, like other games birds like to live in groups. For game birds there is safety and numbers and turkeys take advantage of that, especially during the winter months of the year when I have seen groups of turkeys has large as 500 or more. That is a lot of birds. Now that everyone has had chances to look over the picture on the overhead does someone want to volunteer to tell me which one is the male and which one is the female?”  [S] Possible answers: The one that is taller is the male. The one with more red on the face is the female; the one with the beard is the male.  [T] “Those were all really good answers. From this picture it is a little more difficult to tell which one is the male and which one is the female because in a normal situation the males and females look incredibly alike. In this picture the male is the one that has more red on the face and the beard or long hairs that are growing from the chest of the bird. The female is a little smaller in stature and often has a blue-ish colored head. In the next picture I am sure you will be able to tell which one is which.”  [T] Refer to slide 6: “Can everyone tell me which one is which now?”  [S] Possible Answers: The big and colorful one.  [T] “Great answer. The male turkey is definitely the one that is fanned and looking beautiful. This is actually a technique that is used both to attract females and show dominance to other males in the group. They are pretty birds. Everyone give me a thumb up when you have your notes done. ”  [T] Wait until the majority of the classroom is ready and continue with lesson.  [T] “Now that you know a little bit about the 3 main game bird species of Kansas I want to move on and talk about the 3 main habitat requirements they all need for survival. Before we do that though, who wants to volunteer to tell me and remind the rest of the class how much it cost for an eco-tourist to try and hunt the great turkey in our state?”  [S] Possible Answers: $73, $322, $47.50  [T] “$47.50 is exactly right. You all are doing great at remembering. That’s quite a bit of money for our state right?”  [T] So, now that we know the species and how much money they can bring into our state let’s take a look at what they need in their habitat to survive and keep bringing us revenue.  **Activity 5: What do you need to Survive?**  [T] “Would everyone please take out a pencil and piece of paper please? I want each of you to write your name in the top right hand corner of the page. After that, move to the top left hand of the paper and write the numbers 1, 2, and 3 going down the page. I will give you all 30 seconds to get this done, starting now.”  [T] I will give them the time to complete the task and then start with the rest of my instructions.  [T] “I want everyone to think imagine with me for a second. Imagine that you could only have 3 things and those 3 things had to keep you alive. On your paper write down what those 3 things are and wait. I will give you all 2 minutes to complete this task and then when everyone is ready we will share some with the group. Start now.”  (For this section I allowed time for individual thought and reflection. This generally would cater to the students who are autistic as they do not always like social settings and group work.)  [T] After the 3 minutes I will randomly call on people to see what ideas that came up with.  [S] Possible answers: Food, Clothes, Shelter, Water, House, Coat, Gun, Parent  [T] “Those were all very good answers and most all of those are indeed things we need for survival. I had you all only write down 3 things to help illustrate to everyone that the game species in Kansas require 3 different forms of habitat in order to survive. Like most of you, without one of these 3 things they would not be able to thrive and live from year to year or reproduce and increase the population. So what are these 3 habitat requirements? Does anyone have any guesses?”  [S] Possible Answers: Food, water, trees.  [T] “Those are all great ideas and they do indeed need each of those to survive. The 3 habitat requirements of these game species in Kansas, however, are grasslands, brushy areas, and woodlands. These are the main points you want to fill in on the last section of your graphic organizer. Everyone take a second to make sure and get this done.  (For this section I made it a point to tell the students exactly what it was I wanted them to have on their GO. This helpful to both the ELL students and LD because once they have it down they know that they have the information exactly how I am going to be asking for it on the exit card. It may take them a little longer to write it down, but, they will have the assurance once it is done that they have the right information)  [T]Wait to see that they are done writing and then continue  [T]Each one of these serves a specific purpose to the birds. For pheasant and quail grasslands serve as both a nesting area and an area where they sleep. Turkeys also use tall grasses as nesting areas, but, unlike pheasant and quail turkeys roost in trees rather than on the ground. The brushy areas serve as refuge and areas for food late in the season when food is becoming scarce. The woodlands serve a dual purpose. Pheasant and quail use it as way to escape predators as there number one predators are birds such has hawks and eagles. They can evade the large birds by flying quickly through the trees. Turkeys use the woodlands for the trees when they roost at night. That is how they keep themselves protected from predators. It is imperative that each one of these components is in place in the habitat because they rely on each one of them to survive. That was a lot of information I just gave you all. Does anyone need me to explain anything further? Everyone is good? Alright, we’ll keep moving right along.”  **Activity 6: Build your own Habitat**  (This whole activity caters to those students who are ELL or LD. They get to be creative in their own way while still taking part in the lesson and the assignment is picture based so it is fully visual for them in ways that they understand. They don’t need a word to show tree because they can use the image. This activity gives those students a chance to feel like they can shine and like they are on an even playing field with the rest of the students. The student with Autism should also enjoy this activity as it focuses on individual work and ideas.)  [T] “Now that everyone knows the 3 required parts to a healthy habitat for our game bird species I am going to have everyone build their own ideal habitat to accommodate these important animals to our State. In the center of each group of desks are a stack of pictures. These pictures contain all different forms of habitat, not just the 3 required for survival (By providing pictures it caters to those students in the room who don’t feel like they are artistic or creative. It allows them to put together their own art without the stress of being embarrassed about not being good artistically. This caters to all students in the room.) Using these pictures, and the glue sticks provided, I want you all to create your own ideal habitat or paradise for the animals. It does not have to be somewhere out in the country or on a farm, but rather can be nestled in a city park or a large backyard so long as each contains all of the 3 habitat requirements for our birds. Be as creative as possible and have fun with the assignment. Remember while you are working that these birds are an important part of our economy as they bring in the majority of the tourist revenue our state sees. If you wish to draw your own habitat you are welcome to do that as well. (By giving the students the option to draw it gives the ELL and LD students a chance to shine because you don’t have to know English well or how to write to be able to draw. Art is a universal language and one that many of them speak well.) I will give everyone 15 minutes to work on this and then we will share. Are there any questions?”  [S] Possible Questions: Can we use markers? Can we use more than 3 different forms of habitat? Do we have to use the 3?  [T] “You can use markers, or pens, or whatever medium you would like to use on the assignment. You are more than welcome to use more than 3 forms of habitat. It is your creation so you can make it as complex or as simple as you would like for it to be and you do not have to use the 3 different forms, but, if you don’t the birds will not survive and your habitat would not be a good enough place for them to live. Keep that in mind when you are making them. Alright, you all have 10 minutes starting now.”  [S] Students will work individually on this assignment and create the habitat however they see fit.  [T] I will walk the room and help when it is needed and answer whatever other questions the students might have.  [T] Once the 10 minutes is up I will bring their attention back to me.  [T] “Ok class, now that everyone has had a chance to create a habitat I want each of you to share with your group your habitat and why you chose to use what you did. You will all have 5 minutes to share with the group starting now.”  [S] The students will share with each other in their groups.  (Group sharing allows the students who are LD and ELL to show the other students something they might excel at even if they are behind in reading and writing so sharing projects can be a great thing for them.)  [T] After the 5 minutes is up I will bring their attention back in and Wrap up the lesson.  [T] “Alright, those were all good ideas and I can’t wait to look over each one of your habitats for myself. To wrap up our class period today I want to end with an Exit card so I would like each of you to take out a sheet of paper and put your name at the top and number 1-5 please.”  (An exit card provides a pressure free test of the students’ knowledge so I can gauge how well my LD and ELL students were understand my lesson)  **Activity 7: Closure**  [S] Students will take out a sheet of paper, put their name, and numbers 1-5 on the paper.  [T] “Now that you all have your exit card ready I will give you the questions”. Refer to slide 7 and read questions aloud. (Reading the words aloud will help those ELL students and LD students who struggle with reading to be able to get the information verbally and still be able to participate and feel comfortable with the activity) “1. What is the name of one of the game bird species in Kansas? 2. What is one of the types of habitat required for game birds in Kansas? 3. How much will an eco-tourist have to pay in order to hunt pheasant and quail in Kansas? 4. What is another name of type of game bird in Kansas? 5. Why are game birds important to Kansas and why should you care about them? That wraps up the exit card. When you are done please bring them up to my desk, along with your habitat poster and then you are allowed to go to your next class period. Thank you for paying attention so well today.”  [S] Students will fill out exit card and then bring them up along with the habitat poster and turn them in.  [T] Congratulations on a job well done… |

V. Reflection Questions:

Did I do everything I could to ensure my students met the Lesson and Unit Objectives I created for them?

Were my UDL Strategies effective or was there something else I could have done to do a better job of catering to my student’s needs?

What can I change in my lesson for next time to make it more effective or do I need to make any changes?

After reviewing the posters and exit card did the students really take away the main points from the lesson that you had wanted them to? If not, what do you need to change to help them understand the concepts you are teaching?

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wildlife Management

 Kansas Game Bird Species

Roost in trees

3 different sub-species

Rio Grande

Merriam

Eastern

$73 to Hunt

Live in Coveys

Can be up to 50 birds per covey

Male has brightly colored head

From Japan

$73 to Hunt

Nest in Grassland

Male is brightly colored

Habitat Requirements

1. Grasslands
2. Woodlands
3. Brush Cover