Animal Watch Exchange

Activity Information

> **Grade Appropriate Level:** kindergarten
> **Duration:** a full week of classes, depending on what section you choose to complete as a supplement to the e-pal exchange
> **Materials:** The teacher will prepare a chart with a list of wild animals and birds, photographs of birds and animals, computer with Internet access.
> Note: A parent volunteer could help by maintaining the e-mail communication.

Objectives

Kindergarten students will contribute to a class chart with the number of wild animals and birds they have seen in their neighbourhood. This list will be shared with a partner class in Canada or in the United States through the Internet (web site or e-mail).

Prescribed Learning Outcomes

Language Arts, Science, Social Studies, Math, Computer Technology

Students will:
- Learn the difference between wild animals and domestic animals, between bird and animals.
- Create a seasonal chart to show the variety and numbers of animals and birds in our area during each season. A comparison with the partner class will show differences in climate and geography.
- Sharpen their observation skills.
- Develop an awareness of seasonal changes
- Develop an awareness of wild animals and their habitat.
- Compare the kinds of animals in our area to those of our partner class.
- Develop counting and graphing skills.
- Learn to identify animals and birds.
- Show respect for wild animals and birds.
- Use technology to communicate (Internet, e-mail).

Skills

Describing, observing, communicating, identifying, classifying

Introductory Activity

- Teacher will conduct a search on the Internet to find a kindergarten class to participate in this project.
- Teacher will collect photographs of animals and birds to display in the classroom. (Students can also bring some in.)
- Discuss with the students how they live and what they eat. Which animals live in our neighbourhood?
- Present general knowledge about animals and birds. Give the students a chance to contribute facts that they know.
- Invite guest speakers from a local naturalist club, go for walks in the neighbourhood to listen to sounds and do sightings, and visit a local pond or stream.

Suggested Instructional Strategies

- Send a message to your partner class welcoming them to the project. Establish time periods for observations. For example: weekly, monthly or seasonally for the observation periods. A class could exchange sighting information at each seasonal change such as fall (October), winter (January), spring (April).
- Describe the differences between birds and wild animals, wild animals and domestic animals. Discuss migration and hibernation of birds and animals. Note their seasonal activities.
- Make a tally of the animals seen by the students.
- Send the information to the partner class through the Internet. Make a chart of the partner class' observations for comparison.
- Publish this information in the school newsletter or community newspaper.
- Draw pictures and write stories of your animals and send them to your partner class.

Suggested Assessment Strategies

- Observe students to see if they participate in the animal/bird watch. Do they understand what wild animals are, what differences and similarities there are between birds and animals? What do these animals eat? Where do they live? Why are these animals in town? Can the students use the chart to compare the number of sightings?

- Do the students understand where their partner class lives? What kinds of differences and similarities are there between the two classes? What climate and regional differences are there between the two communities?
- Do the students demonstrate an increased knowledge and interest in our wild animals?

Extension Activity

- Create a class booklet of your collected information.
- Publish this information in the community newspaper and in the school newsletter.
- Participate in other wildlife activities.
- Make bird feeders in the winter and hang them in the neighbourhood.
- Take seasonal walks to listen for animal and bird sounds and sightings.

Cross-Curricular Interests

Environment & Sustainability
Science-Technology-Society
Information Technology