



Animal Alphabet: Educator Handout

OVERVIEW

The animal alphabet is a series of slides that introduces students to Wisconsin wildlife species and other basic ecology vocabulary. Each slide has a letter of the alphabet and associated animal or ecology term. Educators can use this as a daily activity, introducing one slide each day, or present all in one sitting. The activity utilizes photographs from Snapshot Wisconsin trail cameras (except where noted) and can be used to assist in introducing the Snapshot Wisconsin program.

KEY CONCEPTS

- Basic wildlife characteristics including: diets, sleeping patterns, and life cycle
- Identification and familiarity with Wisconsin wildlife species

LEARNING OBJECTIVES

Students will be able to:

- Name several Wisconsin wildlife species
- Become familiar with basic ecology vocabulary

CURRICULUM CONNECTIONS

Curriculum	Standards
Wisconsin's Standards for Science	SCI.LS1.C.K, SCI.LS1.A.1, SCI.LS1.D.1, SCI.LS4.D.2

KEY TERMS

See slides associated with this lesson plan

TIME REQUIREMENTS

5-10 minutes daily

SUGGESTED AUDIENCE

This activity is appropriate for grades K-2

PRIOR KNOWLEDGE

No prior knowledge is necessary

MATERIALS

- Slides (supplied as Google Slides & Microsoft PowerPoint Slides)
- Projector



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PROCEDURES

- If used as a daily activity, project two slides and read descriptions.
- Optional: Use print outs of the “Practice Letters” document. Have the students practice drawing the letter and prompt them to draw the critter or object from the slide.
- Optional: can be supplemented with further discussion at discretion of educator; see sample discussion questions below

SAMPLE DISCUSSION QUESTIONS

A: What’s your favorite wild animal? Does it live in Wisconsin?

B: Have you ever seen a badger? In the wild, at a zoo, or maybe on a Wisconsin t-shirt?

C: If you had a trail camera in your backyard, what animals might it catch?

D: What do you call a baby deer? A Fawn!

E: What other types of living things used to roam the earth and are now extinct? (i.e. dinosaurs)

F: What do you do in the winter to stay warm?

G: Why might it be beneficial for animals to climb trees? Can you think of any other Wisconsin animals that do? (i.e. squirrels, bears, bobcats)

H: Do humans go through hibernation? What other animals go through hibernation (i.e. frogs, turtles, skunks).

I: You have probably seen invasive plants before. Another invasive plant is garlic mustard. Have you smelled garlic before? That’s what those plants smell like.

J: What sound does a blue jay make? Play audio from: <http://www.audubon.org/field-guide/bird/blue-jay>

K: What animals have you seen in the wild?

L: What sound does a loon make? Play audio from: <http://www.audubon.org/field-guide/bird/common-loon>

M: Can you think of another animal that starts with M? Hint: Cats like to chase them.

N: Can you name another animal that is nocturnal or active at night? (i.e. bats)

O: What did you eat for dinner last night? Are you an omnivore, like a bear?

P: When would a porcupine need its quills?

Q: What kind of noise does a snake make?

R: Rabbits are very fast.. runners! What letter does “Run” start with?



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S: Can you name another animal whose colors warn others to stay away? (i.e. bee or butterfly)

T: What sound does a turkey make? Play audio from: <http://www.audubon.org/field-guide/bird/wild-turkey>

U: Why might some animals live in urban areas instead of in the wild? (i.e. adapting to eating human food, shelter)

V: Have you or your family ever volunteered for an organization?

W: Do you remember what other canid (species in the dog family) we learned about? Hint: they climb trees!

X: When else do we use the letter X? Have you ever played bingo?

Y: Could human “yearlings” survive on their own?

Z: Wrap up the last letter and ask the students what their favorite thing was to learn about.