

Created by Jenny Willmer  
Third Grade Science-Animals and Their Habitats

### Endangered Animals

Michigan Benchmark 5: Ecosystems SCI.III.5.E.5 Human Effects

Goal # 7 The student will know that the earth's environmental balance can be easily disturbed.

**Objective:** Students will be able to describe the positive and negative effects of humans on the environment.

Students will utilize the science process by classifying, inferring, predicting, and communicating.

Children will utilize map skills.

Lesson: Post a large world map. Find your country and state location and mark the spot. Ask children what they know of endangered or extinct animals. Why are some animals endangered? Share expository texts of some of these animals. As the children learn about different animals, provide children with the opportunity to find pictures from magazines, the computer, or to draw and label their own picture of the endangered animal to affix on a card. Together, locate where that specific animal could be found on the world map.

Encourage each child to find out why the animal they chose is endangered. Then provide sharing experiences for the whole group. Look for patterns or similarities in the causes of endangered animals. Chart and/or web these causes.

Engangered Animal	Reason

Tell the children that you chose to focus on the jaguar as an endangered

animal. Direct them to the Tides site:

[jaguar study](#)

Post the following questions for the children's focus as you share the Tides information with them.

1. Where do jaguars live?
2. What do they eat?
3. Is a jaguar a predator or prey?
4. Why is it endangered?
5. What can people do about this?

As a group, explore this site and answer the questions above.

Extension: Each child can make a pamphlet about the endangered animal he or she chose. Each pamphlet should include:

1. A picture of the animal
2. The animal's habitat
3. Why the animal is endangered
4. What can we do to help?
5. An interesting fact about that animal

Bonus: Draw a food chain, including the animal they chose.

Extension: After gathering the data from the class, graph the results for the causes of animals becoming endangered.

Extension: Choose a specific cause to focus on, such as habitat destruction- study rainforests and the animals in them. *The Lorax* by Dr. Seuss and *The Great Kapok Tree* by Lynne Cherry provide good discussions of rainforests, endangered animals, food chains and habitats.

Extension: Look at the "situation cards" on the [jaguar study](#) Create your own situation cards-- "What would happen if".

Extension: Read the poem, 'Flowers Won't Grow' to the class. Encourage children to write their own poem involving the concepts of conservation, pollution, or endangered animals.

# Flowers Won't Grow

Words by Tom Paisley

Flowers won't grow  
If we throw junk on the ground  
And stuff all around.  
The flowers won't grow.  
The flowers won't grow.

Birds go away,  
They won't play where there's junk on the ground  
And stuff all around.  
The birds go away.  
The birds go away.

If the flowers won't grow  
And the birds go away,  
Well, where would we go to have fun and play?

Now that you know,  
I bet you won't throw  
Junk on the ground  
And stuff all around  
So the birds will stay

And  
Flowers will grow,  
Flowers will grow,  
Flowers will grow.