

Title:	
Alaskan Animal Trading Cards	
Developed by: Jane Blaile 2008 Wells Fargo Teacher on the Trail	
Discipline/Subject: science, art, writing	
Topic: animals of Alaska	
Grade Level: 2-8	
Resources/References/materials Teacher Needs: trading card pattern	
Lesson Summary: Following an introduction to Alaskan animals, students will research further information and make trading cards of the animals and facts about them.	
Standards Addressed:	
national standards:	
NS.5-8.3 As a result of their activities in grades 5-8, all students should develop understanding diversity and adaptations of organisms	
NA-VA.5-8.6 Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts	
NL-ENG.K-12.4 Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes	
Alaska state standards:	
SC1.1[4] The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live.	
A.A.1 A student who meets the content standard should participate in dance, drama, music, visual arts, and creative writing	
W2.2.2 The student writes for a variety of purposes and audiences by writing in a variety of nonfiction forms using appropriate information and structure.	
Arizona state standards:	
SC104-S4-C1-PO2 classify animals by identifiable group characteristics: vertebrates - mammals, birds, fish, reptiles, amphibians invertebrates - insects, arachnids	
SC103-S4-C4-PO1 identify adaptations of plants and animals that allow them to live in specific environments.	
SC105-S4-C4-PO2 give examples of adaptations that allow animals to survive.	
SC103-S4-C3-PO3 explain the interrelationships among plants and animals in an environment	
W05-S3-C3-P01 write functional text	
AV06-E67-02 communicate the curriculum concepts from other disciplines in the visual art	
Learning Objectives:	Method of Assessment for Learning:
The students will:	rubric and observation
<ul style="list-style-type: none"> ○ choose an Alaskan animal from each classification (mammal, fish, bird, etc.) (evaluation) ○ sketch the animal in its habitat on one side of the card (application) ○ list 3 or more unique facts about the animal on the back of the card (knowledge) ○ categorize Alaskan animals (analysis) 	

Procedural Activities:

1. Give mystery questions on some of the unique features of the Alaskan animals to spark student interest.
2. As a class, read through general information on Alaskan animals from a science book or more specific resource.
3. Review animal classifications and list Alaskan animals under each category.
4. Discuss and give examples of Alaskan animal adaptations.
5. Garner facts about different animal habitats in Alaska.
6. Explain trading card assignment and give students the pattern.

Materials Students Need:

books, magazines, and Internet sites on Alaskan animals, coloring and drawing tools, trading card pattern

Technology Used to Enhance Learning:

Internet access to information

www.nationalgeographic.org is a good website for animal information

Other Information:

Publish finished sets of cards in clear plastic pocket pages in a binder to share with others.

Modifications for Special Learners/Enrichment Opportunities:

Allow students who struggle with fine motor skills to create their pictures using computer drawing programs.
Offer an extension for students to create a HyperStudio stack of trading cards.
Create a classroom mural of the animals and habitats.