



Displaced Turkeys

Grades: 3-8

TEKS:

3: 1B, 2A, 9A, 9B, 9C, 10A

4: 1B, 2A, 9A, 9B, 10A

5: 1B, 2B, 9A, 9B, 9C, 10A

6: 1B, 2A

7: 1B, 2A, 10A, 10B

8: 1B, 11A

Topics:

Behavior vs. Inherited Traits

Food Chains/Webs

Habitats and Ecosystems

Human Activity/Environmental Impacts

Wildlife

Wildlife Management

Methodologies:

Game

Setting: Classroom and Large Area
Required

Activity Time: 45-60 minutes

Objective:

Students will play a game simulating the impact of habitat encroachment due to human development and its effects on the basic needs of wildlife and the food chain.

Materials:

Provided

Texas Turkey article

Range Map

Not Provided

Paper

Pencils

Vocabulary:

basic needs, conservation, consumer, environment, food chain, habitat, omnivore, population, producer, survive, wildlife



Grades: K-3

TEKS:

K: 1B, 2A, 9A, 9B, 10B

1: 1B, 2A, 9A

2: 1B, 2A, 9A, 10A

3: 1B, 2A, 9A, 10A

Topics:

Basic Needs

Biotic (living)/Abiotic (nonliving)

Natural Resources

Wildlife

Methodologies:

Critical Thinking

Poster/Visual Aid

Setting: Classroom

Activity Time: one or two 30-45 minute periods

Additional Subjects: ELAR, Social Studies

Objective:

Students will identify basic needs of living things while recognizing stewardship actions as a way to manage land and wildlife.

Materials:

Provided

Script

Cutouts

PowerPoint

Not Provided

Optional - Butcher paper (3ft x 5ft)

Optional - Paint, markers, or crayons

Scissors

Tape or glue stick

Vocabulary:

basic needs, conservation, habitat, living, nonliving, natural resources, wildlife





Grades: 4-6

TEKS:

4: 1B, 2A, 10A

5: 1B, 2B, 9A, 10A

6: 1B, 2A, 12E

Topics:

Basic Needs

Biotic (living) /Abiotic (nonliving)

Natural Resources

Wildlife

Methodologies:

Critical Thinking

Poster/Visual Aid

Roleplay

Setting: Classroom

Activity Time: 45-60 minutes

Additional Subjects: Art, Social Studies

Objective:

Students will identify basic needs of living things while recognizing stewardship actions as a way to manage land and wildlife.

Materials:

Provided

Script

Cutout pages

Scene

Not Provided (optional)

Banner paper (3ft x 5ft)

Paint, markers, or crayons

Scissors

Tape or glue stick

Vocabulary:

abiotic, basic needs, biotic, conservation, environment, habitat, living, nonliving, wildlife





Grades: K-5

TEKS:

- K: 1B, 2A, 8C
- 1: 1B, 2A, 5B, 8B
- 2: 1B, 2A, 5A
- 3: 1B, 2A, 5B, 5C, 8B
- 4: 1B, 2A, 8B
- 5: 1B, 2B, 8B

Topics:

Water Cycle/Processes

Methodologies:

Critical Thinking
Models

Setting: Classroom

Activity Time: 30-45 minutes

Additional Subjects: ELAR

Objective:

Students will model clouds to understand their purpose in the processes of the water cycle.

Materials:

Provided

PowerPoint

Not Provided

Cloud Models:

Shallow container – one per group
Cotton balls – one per student
Water

Water Cycle Models:

Plastic water bottle with cap - one per group
Food coloring – two drops per bottle
Hot water
Light or heat source

Science journals or paper (optional)
Paper towels as needed

Vocabulary:

condensation, evaporation, natural resource, precipitation, states of matter, water cycle



Grades: 2-8

TEKS:

2: 2A, 9A, 10A
3: 2A, 9A, 10A
4: 2A, 3A, 10A, 10B
5: 2B, 9A, 10A, 10B
6: 2A, 12E
7: 2A, 10A, 14A
8: 2A

Topics:

Adaptations
Habitats and Ecosystems
Predator/Prey
Properties/Characteristics

Methodologies:

Craft
Investigating/Experiment
Observations/Qualitative/Quantitative
Poster/Visual Aid

Setting: Classroom

Activity Time: two 30-45 minute periods

Additional Subject: Art

Written by Jennifer Page and adapted by Texas Wildlife Association

Objective:

Students will explore and simulate camouflage in butterflies.

Materials:

Provided

Activity Page
Camouflage 101
Template

Not Provided

Colored pencils or crayons
Tape

Vocabulary:

adaptation, camouflage, habitat, inherited trait, offspring, predator, survive





Grades: K-5

TEKS:

K: 1B, 2A, 3C, 5A
1: 1B, 2A, 3C, 5A
2: 1B, 2A, 3C, 5A
3: 1B, 2A, 3C, 5A, 9A
4: 1B, 2A, 3C, 5A
5: 1B, 2B, 3C, 5A, 9A

Topics:

Habitats and Ecosystems
Human Activity/Environmental Impacts
Natural Resources
Scientists/Naturalists
Wildlife

Methodologies:

Critical Thinking
Journaling
Measurement
Observations/Qualitative/Quantitative

Setting: Classroom and Outdoors

Activity Time: 45-60 minutes

Objective:

Students will recognize Aldo Leopold as a famous conservationist and discover the methods he used to collect data through observation. These methods include use of his senses and standard and non-standard measurement.

Materials:

Provided

Activity Page
C.A.R.E. Acronym

Not Provided

Journals
Pencils
Hand lenses
Metric rulers
String or yarn
Balance or triple beam balance scales

Vocabulary:

conservation, environment, living, nonliving, natural resources, wildlife



Grades: 6-8, Biology, Environmental Systems

TEKS:

6: 1B, 2A, 3D, 12E

7: 1B, 2A, 3D, 10A

8: 1B, 2A, 3D

BIO: 1B, 3D, 3F

ES: 1B, 3D, 3F

Topics:

Habitats and Ecosystems

Human Activity/Environmental Impacts

Natural Resources

Scientists/Naturalists

Wildlife

Methodologies:

Critical Thinking

Journaling

Measurement

Observations/Qualitative/Quantitative

Setting: Classroom and Outdoors

Activity Time: 30-45 minutes

Additional Subjects: Art

Objective:

Students will recognize Aldo Leopold as a famous conservationist as they distinguish between observations he used to collect data, including both qualitative and quantitative information.

Materials:

Provided

Activity Page

C.A.R.E. Acronym

Not Provided

Journals

Pencils

Hand lenses

Metric rulers

Vocabulary:

abiotic, biotic, conservation, environment, ecosystem, natural resources, observations, wildlife





Grades: K-3

TEKS:

K: 1B, 2A, 9B

1: 1B, 2A, 9A

2: 1B, 2A, 9A, 10A

3: 1B, 2A, 9A, 10A

Topics:

Adaptations

Basic Needs

Habitats and Ecosystems

Natural Resources

Properties/Characteristics

Soil

Wildlife

Methodologies:

Critical Thinking

Models

Poster/Visual Aid

Setting: Classroom

Activity Time: 45-60 minutes

Additional Subjects: Art, ELAR

Objective:

Students will identify the basic needs of various animals in the ecoregions of Texas while emphasizing good stewardship practices.

Materials:

Provided

Gould Ecoregions of Texas map

Ecoregion Cutouts (10)

Animal pictures

C.A.R.E. Acronym page

Not Provided

Pencils

Crayons or markers

Vocabulary:

basic needs, conservation, ecoregion, environment, habitat, native, survive





Texas Ecoregion Puzzle

Grades: 4-8, Biology, Environmental Systems, Aquatic Science

TEKS:

4: 1B, 2A, 7C, 10A
 5: 1B, 2B, 9A, 9C, 10A
 6: 1B, 2A
 7: 1B, 2A, 10A, 11B
 8: 1B, 2A, 11C
 BIO: 1B, 12B
 ES: 1B, 9E
 AS: 1B, 2E, 12D

Topics:

Adaptations
 Agriculture
 Habitats and Ecosystems
 Human Activity/Environmental Impacts
 Landforms
 Natural Resources
 Renewable/Non-renewable
 Soil
 Wildlife

Methodologies:

Models
 Poster/Visual Aid
 Research

Setting: Classroom

Activity Time: 45-60 minutes

Additional Subjects: Art, Social Studies

Objective:

Students will identify animals, plants, and habitats that exist among the ecoregions of Texas. Ecoregion diversity will provide reasons for making good choices regarding stewardship practices.

Materials:

Provided

Ecoregions of Texas map
 Ecoregion Cutouts (10)
 Ecoregion Fact Sheets (10)
 C.A.R.E. Acronym page

Not Provided

Pencils
 Crayons or markers
 Research materials

Vocabulary:

adaptation, caretaker, conservation, ecoregion, ecosystem, habitat, native, non-renewable, renewable

