

**Teaching Guide**  
**Can We Help Our Endangered Animals?**

[Click to go to the webquest](#)

**Produced by:**  
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**Topic:** Endangered Animals

**Students:** This webquest will be for third grade students. They are of various learning abilities. One student has an IEP for ADHD and two students have 504 plans for ADHD. There are four students who are in a gifted learning program and two students who are receiving reading resource services.

**Teaching environment:** This webquest will take place in my classroom on iPads. The students will be working in pairs, and each pair will have one iPad. I will be teaching this web quest alone.

**Aim:** The aim for this webquest is for students to learn facts about an endangered animal and understand why they are endangered. Then, they are to determine a way to make others understand that their animal is endangered and feel the need to help this animal.

**Rationale:** The rationale behind having students participate in this webquest is that it helps students become skilled in two of the Next Generation Science Standards for 3rd grade. It also is a real life application of how you can use the skills you learn through the Next Generation Science Standards.

**General Goals:** General goals of this webquest are for students to practice their researching skills, learn about why an animal is endangered, and use their critical thinking and creativity skills to take part in a real life task.

**Instructional strategies-**Students who are considered high in their abilities of science and reading will be grouped together. These students should push each other to go above and beyond in their project rather than possibly having to do most of the work if they were paired with students of lower abilities. Students who are considered average and low in their abilities of science and reading will be grouped together. The average students will be able to help the lower students in a comfortable way in which both students will benefit from the relationship.

I will provide graphic organizers for the students to keep track of their information as they go through the web quest. The text that the students will be reading is kid friendly and the students should be able to work together to read and understand it. I will be walking around to help groups if they are struggling to understand a text or the assignment.

**Curriculum alignment:** This aligns to our Science curriculum. We teach a unit on endangered and extinct animals.

**Learning objectives:**

Students will research an endangered animal to determine what it looks like, what it eats, where its environment is, etc.

Students will identify what is causing this animal to become extinct.

Students will apply what they have learned to determine the best way to help the animals from becoming extinct.

Students will produce a public service announcement to bring awareness to the public of this endangered animal.

**Standards taught within the webquest:**

Illinois Learning Standards-Reading

- RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

NGSS Standards for 3<sup>rd</sup> grade:

- 3-LS4.A.1-Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth are no longer found anywhere.
- 3-LS4-3. -Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all
- 1. Creativity and Innovation
  - b. Create original works as a means of personal or group expression
- 4. Critical thinking, problem solving, and decision making
  - a. Identify and define authentic problems and significant questions for investigation

**Instructional Plan:**

1. Introduce students to the webquest. Explain what a webquest is if this is the first time they will be doing a webquest. Give the students an overview of the site by explaining each page and what they can find on each page.
2. Give them each a device and let them start exploring the webquest on their own.
3. Have each student choose their animal that they will be researching.
4. Discuss with students the PSA examples on the Process page. Talk about what makes each PSA powerful and what each one includes.
5. Give the students time to research and record on their note taking sheet.
6. Introduce the app Pic Collage to the students.
7. Give students time to create their PSAs using the app Pic Collage.
8. Have each student present their PSA while you grade them on the rubric.
9. Give each student their rubric back with feedback on how they did.

**Materials:** Devices for each student, graphic organizer for each student, pencils, nonfiction books at around 3rd grade level that are about endangered animals.

**Plan for Assessment:** Use the rubric to grade each student's PSA along with how they do during their presentation.

**Resources:** Use the sites listed on the webquest for students to research their endangered animal:

- [https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction\\_status](https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status)
- <http://kids.nationalgeographic.com/animals/>
- <http://a-z-animals.com/animals/>
- <http://www.kidrex.org/>

Also, use nonfiction texts about endangered animals as an extra resource for students to use

**Appendixes:** After students complete the webquest, you can grade them using this rubric.

Making A Poster : Public Service Announcement				
Teacher Name: <b>Ms. Yucuis</b>				
Student Name: _____				
CATEGORY	4	3	2	1
<b>Required Elements</b>	The PSA includes information about the animal, reasons for why it is endangered, and specific things people can do to help.	The PSA includes information about the animal, reasons for why it is endangered, and general ways that people can help.	The PSA is missing one of the required elements.	Several required elements were missing from the PSA.
<b>Presentation</b>	Student spoke clearly and at an appropriate volume during the presentation. The presentation was rehearsed and covered each component of their PSA. It had a beginning, middle, and end.	Student spoke clearly and at an appropriate volume during the presentation. Presentation was rehearsed and covered each component of their PSA.	Presentation was missing one of the required elements.	Several required elements were missing during the presentation.
<b>Knowledge Gained</b>	The student could explain how their animal is threatened by one of the four major causes of extinction: overhunting, habitat loss, pollution, or the introduction of new species. The student could explain how the extinction of their animal would impact its ecosystem.	The student could explain how their animal is threatened by one of the four major causes of extinction: overhunting, habitat loss, pollution, or the introduction of new species.	The student could define extinction.	The student could not define extinction.

You can also have students complete the survey to give feedback on the webquest by clicking [here](#).

**Glossary:**

[PSA](#)

[Endangered Animals](#)