

Maria the Mockingbird



Grades: K-3

TEKS:

K: 1A-C & E-G, 3A-C, 5F-G, 11, 12B, 13B

1: 1A-C & E-G, 3A-C, 5F-G, 11B-C, 12A, 13A

2: 1A-C & E-G, 3A-C, 5F-G, 11B, 12A, 13B

3: 1A-C & E & G, 3A-C, 5F-G, 11A-C, 13A

Topics:

Basic Needs
Biotic (living)/Abiotic (nonliving)
Habitats and Ecosystems
Human Activity/Environmental Impacts
Natural Resources
Predator/Prey
Wildlife

Methodologies:

Critical Thinking
Poster/Visual Aid
Roleplay

Setting: Classroom

Activity Time: one or two 30-45 minute periods

Additional Subjects: ELAR, Social Studies

Objective:

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

Materials:

Provided

Script
Cutout Pages
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

Maria the Mockingbird

Background:

Stewardship is defined as the responsible planning and management of resources such as land, water, and animals. The science of wildlife management attempts to balance the needs of wildlife with the needs of people using the best available science. Therefore, the two are closely related. As land stewards, we must accept responsibility for wildlife in a wide variety of ways that can benefit both the land and its wildlife. It does not matter if the land is owned by individual people or owned by the state; wildlife located throughout Texas belongs to everyone.

Activity Preparation:

- This lesson may take one or two days depending on whether you use the premade (projected) scene in the PowerPoint or have students create one using banner paper (Activity #1).
- Make copies of the provided cutout pages. Cut out the objects. If needed, write the corresponding word from the script on the back of each image. If copies are in black and white, allow students to color.

Procedure:

Discussion

1. Engage students by asking them if they have observed birds where they live or around the school. Next, ask if they have heard of or seen a mockingbird. Hold up the provided image of the mockingbird and tell students that this mockingbird's name is Maria. Explain that the Northern Mockingbird is the official state bird of Texas and lives in habitats across the state.
2. Maria is a type of wildlife that lives in Texas. Introduce or review the term "wildlife" as a plant or an animal that lives in nature without having caretakers.
3. Maria and other wildlife are also natural resources. Introduce or review the term "natural resources" as something found in nature including plants, animals, water, rocks, soil, trees, metal, gas, etc.

Activity

1. You may choose to project the provided scene onto a board or wall, or have students make one. To create a scene as a class, hang the banner paper for students to recreate the scene with paint, markers, or crayons.
2. Pass out the provided cutout pictures. There are 30 pictures including Maria the Mockingbird. Depending on the class size there may be more cutouts than students; either provide students with more than one or keep the extras and place them on the scene yourself.
3. Ask students to look at their pictures and then put them down in front of where they are seated.

4. Explain that the scene will be helpful in telling the story about Maria the Mockingbird's experiences. Tell students they will participate in the story as it is read aloud.

Note: The words highlighted in the story correlate with the provided cutouts. The "Group" separation on the script only applies to the grades 4-8 version of this lesson, so disregard it as you read aloud.

5. Instruct students to listen for the word that identifies their picture as the story is read. Assist students as needed in attaching their pictures to the scene in the appropriate location. Use glue sticks or tape to affix cutouts to the scene.
6. Begin reading the story. After reading each paragraph, ask the following questions that are most relevant to the content of that paragraph:
 - Of the pictures added to the scene, which were living things and which were nonliving things? How are living and nonliving things different?
 - What were the basic needs mentioned?
 - What were the acts of stewardship?
 - Did the land benefit from stewardship actions? How?
 - Did wildlife benefit from stewardship actions? How?
 - Why are actions of stewardship important?