

## Grade Levels Design: 3-5

### Introduction:

Connecticut has HUNDREDS of plants and animals on its endangered and threatened species list; check out this list from just ONE area of Connecticut:

[Connecticut Department of Energy and Environmental Protection](#) This loss



will affect the future of our community. In this series of tasks you will explore and propose a solution to the following question:

What are the best ways to maintain and encourage the survival of Connecticut native plants and animals?

### GRASPS

<b>Goal</b>	You will explore nature and the world around you. You will find as much information as you can about plants and animals that live in Connecticut. This will help you to create a proposal to ensure that these plants and animals continue to thrive in Connecticut.
<b>Role</b>	You are a CT Nature scientist and researcher
<b>Audience</b>	<p>Possible choices for your audience can include:</p> <ul style="list-style-type: none"> <li>● Neighbors</li> <li>● Classmates</li> <li>● Family Members</li> <li>● Community Leaders</li> </ul>
<b>Situation</b>	Some CT animal and plant species are dying out and need you to help save them! What can you do to make sure they survive in our communities?
<b>Product</b>	<p>Possible products to consider:</p> <ul style="list-style-type: none"> <li>● Create a plan for a community garden.</li> <li>● Create a flyer using a computer for your neighborhood.</li> <li>● Create a public service announcement (PSA) and video record it</li> </ul>

## Grades 3-5 Activities

	<ul style="list-style-type: none"><li>● Create poster/collage for your neighborhood.</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I analyzed information from my observations and research to support my proposal.</li><li><input type="checkbox"/> I revised my thinking as I learned more.</li><li><input type="checkbox"/> I used the most important information and evidence in my product.</li><li><input type="checkbox"/> I created a product that presents a possible solution to the question.</li><li><input type="checkbox"/> I presented my product in a clear and organized way.</li><li><input type="checkbox"/> I used what I know about spelling and grammar.</li></ul>

**Task 1:** How can you learn about what animals and plants live in Connecticut? Write a list of plants and animals that you are familiar with that live in your backyard and/or Connecticut.



As you make your list, think about what you see in your backyard. Think about what you see when you go to the park/playground. Think about what you see when you go to the beach. Think about what you see when you go on a walk.

Share your list with a family member. Ask them if they can add any more plants and animals to the list.

**Task 2:** Research some of these plants and animals using the following resources:

- [Connecticut Endangered and Threatened Species Website](#)
- [Connecticut Department of Energy and Environmental Protection](#)
- [Connecticut Audubon](#)

As you research, here are some questions you can consider:

- Are any endangered or threatened?
- What is threatening them?
- Are there any invasive species?
- How do the plants and/or animals contribute to your environment?
- Why is it important to learn about plants and animals that live in Connecticut?

With permission from a parent/guardian, explore the [DEEP Website](#). What else do you learn?

**Task 3:** Create your plan to help one or more of these fragile species.

### Grades 3-5 Activities

Determine your most important evidence to include in your product. Write your answers to the following:

- What is your message?
- Who is your audience?
- What is your purpose?

Now consider:

- How are you going to communicate what you have learned?
- What will your product look like?

**Task 4:** Review your project and check the boxes of your Success Criteria that you completed:

<b>Success Criteria</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I analyzed information from my observations and research to support my proposal.</li><li><input type="checkbox"/> I revised my thinking as I learned more.</li><li><input type="checkbox"/> I used the most important information and evidence in my product</li><li><input type="checkbox"/> I created a product that presents a possible solution to the question.</li><li><input type="checkbox"/> I presented my product in a clear and organized way.</li><li><input type="checkbox"/> I used what I know about spelling and grammar.</li></ul>
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### Materials/Resources needed:

- Device with internet accessibility
- Paper and/or Writing Journal

### Optional Resources (dependent on chosen product)

- Markers/Crayons/Pencil
- Poster board
- Access to audio recording, e.g. voice memo on an iphone, [Online Voice Recorder](#)
- Access to video recording, e.g. camera on any smartphone