

Helping Endangered Species

1. Question & Research Task

Many species are endangered and going extinct. There are over 6,000 endangered species in the world, and they need our help. In 1973, President Nixon passed the Endangered Species Act, which provided the conservation of [species that were endangered or threatened](#) throughout all or a significant portion of their range, and the conservation of the ecosystems on which they depend.

Click the image of the butterfly to watch a video about endangered species and what humans can do to help preserve these species.

As you watch...

- Think about why the species might be endangered.
- Think about what humans can do to help!

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can humans help prevent endangered animals from going extinct?



Image Source: NBC News

2. Information Sources

You will use the information sources linked here to complete the Student Activity on Slide 3.

- First, click on the links below to gain background knowledge about endangered species.

Saving Endangered Species	Creatures Close Up	Red List
World Book Kids	Brain Pop Jr: Extinct and Endangered Species	

- Next, pick an endangered species to study. Choose links from each box to explore the species.

Panda Pebble Go Animal Facts World Book	Frog Pebble Go Defenders World Book	Fish Pebble Go A Fish Out of Water World Book
Manatee Pebble Go Defenders World Book	Dolphin Pebble Go Animal Facts World Book	Elephant Pebble Go Animal Facts World Book

Important Note

Your teacher or librarian will provide username/password if needed for World Book links.

3. Student Activity

- Use the information sources on Slide 2 to collect information on an endangered species.
- Record your findings on the [graphic organizer](#).
- As you research, think about the different things humans can do or stop doing to help these endangered species.



Image Source: Panda, Red From Discovery Education. Image.
<http://www.discoveryeducation.com> (accessed 08 July 2021).

4. Assessment Activity

How can humans help prevent endangered animals from going extinct?

Create a Public Service announcement that will inform the community of why there are endangered species and what we can do to preserve these species.

You may create a...

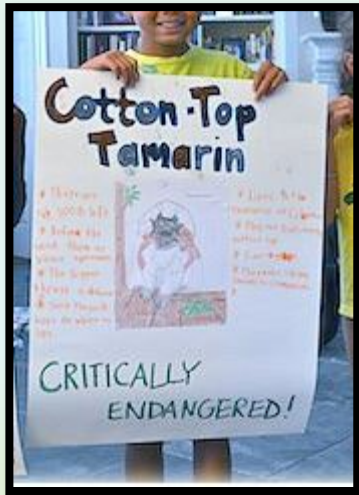
- **Poster**
- **PowerPoint**
- [ABCya Animation](#)
- **Wixie**

Use this [scoring tool](#) to assess your work.



Image Source: Crocodile, Siamese From Discovery Education.
Image. <http://www.discoveryeducation.com> (accessed 08 July 2021).

5. Enrichment Activities



Do you want to spread the word?

Try these other activities:

- Create a newspaper article about the endangered species of their choice. Include the following:
 - Explain why the species is in trouble
 - Describe its habitat, food sources, and predators
 - Write ideas of how people can help
- Think of 20 key words related to your endangered species, including adjectives, nouns, and verbs. Use these words in the [Word Clouds ABCYa activity](#) to create a work of word art all about your animal.
- Write a proposal to your principal to make a morning announcement about endangered species!

6. Teacher Resources

Learning Standards Alignment

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

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Grade 3 Content Area: English Language Arts

Unit 3.1 A Delicate Balance – The Relationship between Humans and Nature

Objective: Students will gather information from print and digital sources and take brief notes to demonstrate understanding of the informational texts.

Time Frame: 3 – 5 Days

Differentiation strategies for this lesson:

☐ Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson. Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide database usernames/passwords if needed from BCPS Digital Content in the [Apps Portal](#).
- Here are some other lesson resources:
 - [National Geographic Education](#) - Endangered Animals of the Americas What can be done to protect endangered or threatened animals?
 - [Scholastic](#) – Endangered Animals Student Research Unit
 - [Endangered Species Coalition](#) – Teacher Resource Center

Last updated: July 2022 Report broken links to BCPS Library Media Programs using the [Library Media Broken Links Form](#).

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