### GPS Extension Activity:
**Gifted Resource Classroom**

**Animal Rescue**

**Activity Description:**
Recently, 7 animals were rescued from natural disasters that occurred around the world, but there is a problem: the rescuers only identified the animals by their scientific names, the type of scientist who studies them, and each group’s collective noun. Your job is to identify each animal, using this information to help you find each animal’s identity. After you have identified the animals by completing the Animal Rescue Investigation Matrix, you must choose one of these plans:

1. Your first option is to determine each animal’s natural habitat so that it can then be returned. You must devise a plan to return each animal to its habitat. You will need to decide on a means of transportation. What type of container can safely transport the animal and what type of food will it need? How many days will it take to get there and what basic needs will need to be met in order for the animal to survive? Create a visual representation of your plan to present to your class.

2. Your second option is to create a new wildlife park with an area for each animal. To do this you will need to learn about each animal and its natural habitat and provide for all the basic needs of each animal in order for it to survive. Your wildlife park should contain a realistic habitat for each of the rescued animals.

**Grade Level:** 1st  
**Quarter:** 3 & 4  
**Bloom’s Taxonomy Level:** Analysis, Evaluation, Synthesis  
**Related Strands:** Globe Skills, Geographic Understandings, Technology  
**Related Standards and Elements:**

**G1CG4: Relationships and Connections: Students will make relationships and connections among various topics and disciplines.**

- d. Research topics or real-world problems to develop a body of knowledge and depth of understanding beyond the Georgia Performance Standards.

**GPS:**
- Element: **S1L1b Basic Needs of Animals**
  Identify the basic needs of an animal.
- Element: **S1L1d Compare and Describe Various Animals**
  Compare and describe various animals - appearance, motion, growth, basic needs.

**Checklist for Providing Guidance:**
1. Use the Animal Rescue Investigation Matrix to gather information during your investigation.
2. Research animal common nouns to help identify each animal. Use these online resources to help you:
• Fun With Words – Collective Names:  
• Animal Group Names:  
  [http://www.thealmightyguru.com/Pointless/AnimalGroups.html](http://www.thealmightyguru.com/Pointless/AnimalGroups.html)

3. Research animal scientific names. Use these online resources to help you:
• Animals of Africa – Scientific Names:  
• Animal Scientific Names:  
  [http://www.scientificname.net/animals/](http://www.scientificname.net/animals/)
• Animals of Australia:  
• Scientific Names of Birds:  
  [http://www.xs4all.nl/~sbpoley/scinames.htm](http://www.xs4all.nl/~sbpoley/scinames.htm)

4. Research types of scientists and science studies. Use the online resources to help you:
• Types of Scientists:  
• Sciences and Studies:  
  [http://phrontistery.info/sciences.html](http://phrontistery.info/sciences.html)

5. Look around and find objects and materials that you can use/recycle to build your habitat or visual presentation.

6. Using your found materials, design a wildlife park with habitats for each of the rescued animals; or create a visual representation of your plan to transport each of the animals to their former habitats.

7. Create a presentation to share your learning and creations with your class.

**Critical Objectives to Assess:** Student will use critical thinking skills (divergent, convergent, & evaluative) to determine the animal identities, complete the matrix, and create a final project (student choice).

**Assessment Type:**
- ☑ Constructed response
- ☐ Informal assessment
- ☑ Performance task
- ☐ Selected response

**Brief Description of Assessment:**
  Students will correctly complete the Animal Rescue Matrix. Students will complete a Task Checklist indicating completion of all tasks and a performance task will be assessed with a Performance Task Rubric.
Animal Rescue Task

Recently, 7 animals were rescued from natural disasters that occurred around the world, but there is a problem; the rescuers only identified the animals by their scientific names, the type of scientist who studies them, and each group’s collective noun. Your job is to identify each animal, using this information to help you find each animal’s identity. After you have identified the animals by completing the Animal Rescue Investigation Matrix, you must choose a plan from below to ensure the safety of the rescued animals.

1. Your first option is to determine each animal’s natural habitat so that it can then be returned. You must devise a plan to return each animal to its habitat. You will need to decide on a means of transportation. What type of container can it be safely transported in and what type of food will it need? How many days will it take to get there and how much food must be provided to make the journey? Create a visual representation of your plan to present to the class.

2. Your second option is to create a new wildlife park with an area for each animal. To do this you will need to learn about each animal and its natural habitat, and provide all of the necessities that it will need to survive. Your wildlife park should contain a realistic habitat for each of the rescued animals. Be prepared to present your park.
Research Websites

Fun With Words – Collective Names:
http://www.rinkworks.com/words/collective.shtml

Animal Group Names:
http://www.thealmightyguru.com/Pointless/AnimalGroups.html

Types of Scientists:
http://www.buzzle.com/articles/types-of-scientists.html

Sciences and Studies:
http://phrontistery.info/sciences.html

Animals of Africa – Scientific Names:
http://www.wackywildlifewonders.com/files/index_scientific.html

Animal Scientific Names:
http://www.scientificname.net/animals/

Animals of Australia:
http://wwwpublic.jcu.edu.au/discovernature/mammals/JCUDEV_008120

Scientific Names of Birds:
http://www.xs4all.nl/~sbpoley/scinames.htm
<table>
<thead>
<tr>
<th>Animal Name</th>
<th>Collective Noun</th>
<th>Type of Scientist</th>
<th>Scientific Name</th>
<th>Indigenous Continent</th>
</tr>
</thead>
<tbody>
<tr>
<td>mob</td>
<td></td>
<td>zoologist</td>
<td><em>Macropus agilis</em></td>
<td></td>
</tr>
<tr>
<td>streak</td>
<td></td>
<td>zoologist</td>
<td><em>Panththera tigris</em></td>
<td></td>
</tr>
<tr>
<td>sleuth</td>
<td></td>
<td>zoologist</td>
<td><em>Ursus arctos horribilis</em></td>
<td></td>
</tr>
<tr>
<td>clamor</td>
<td></td>
<td>ornithologist</td>
<td><em>Corvus frugilegus</em></td>
<td></td>
</tr>
<tr>
<td>clan</td>
<td></td>
<td>zoologist</td>
<td><em>Crocuta crocuta</em></td>
<td></td>
</tr>
<tr>
<td>huddle</td>
<td></td>
<td>zoologist &amp; ornithologist</td>
<td><em>Sphenisciformes</em></td>
<td></td>
</tr>
<tr>
<td>bed</td>
<td></td>
<td>ophiologist</td>
<td><em>Eunectes murinus</em></td>
<td></td>
</tr>
<tr>
<td>Animal Name</td>
<td>Collective Noun</td>
<td>Type of Scientist</td>
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<tr>
<td>-------------</td>
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<td>-------------------</td>
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<td>----------------------</td>
</tr>
<tr>
<td>Wallaby</td>
<td>mob</td>
<td>zoologist – studies animals</td>
<td><em>Macropus agilis</em></td>
<td>Australia</td>
</tr>
<tr>
<td>Tiger</td>
<td>streak</td>
<td>zoologist – studies animals</td>
<td><em>Panththera tigris</em></td>
<td>Asia</td>
</tr>
<tr>
<td>Grizzly bear</td>
<td>sleuth</td>
<td>zoologist – studies animals</td>
<td><em>Ursus arctos horribilis</em></td>
<td>North America</td>
</tr>
<tr>
<td>Rook</td>
<td>clamor</td>
<td>ornithologist - studies birds</td>
<td><em>Corvus frugilegus</em></td>
<td>Europe</td>
</tr>
<tr>
<td>Hyena</td>
<td>clan</td>
<td>zoologist – studies animals</td>
<td><em>Crocuta crocuta</em></td>
<td>Africa</td>
</tr>
<tr>
<td>Adelie Penguin</td>
<td>huddle</td>
<td>zoologist &amp; ornithologist – studies animals &amp; birds</td>
<td><em>Pygoscelis adeliae</em></td>
<td>Antarctica</td>
</tr>
<tr>
<td>Anaconda</td>
<td>bed</td>
<td>ophiologist – studies snakes</td>
<td><em>Eunectes murinus</em></td>
<td>South America</td>
</tr>
</tbody>
</table>
Animal Rescue - Task Checklist

Complete each task listed below. Check off each task as it is completed.

___ 1. Read Animal Rescue Directions and Matrix.

___ 2. Research and complete Animal Rescue Matrix.

___ 3. Choose and complete one Animal Rescue Project.

___ 4. Prepare a project explanation (poster or list) detailing your thinking and work.

___ 5. Present your project and explanation to the class using good presentation skills.

___ 6. Turn in completed checklist with project.
# Extreme Weather – Extension Performance Task Rubric

Name ____________________________

<table>
<thead>
<tr>
<th>Task Components</th>
<th>Meets Gifted Standards</th>
<th>Progressing Towards Gifted Standards</th>
<th>Does Not Meet Gifted Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Components</strong></td>
<td>The Animal Rescue Task Checklist was complete and all tasks were completed with great detail and accuracy.</td>
<td>The Animal Rescue Task Checklist was complete and all tasks were completed with only one or two minor details missing.</td>
<td>The Animal Rescue Task Checklist was not complete. More than two tasks were missing or incomplete.</td>
</tr>
<tr>
<td><strong>Convergent Thinking &amp; Evaluative Thinking</strong></td>
<td>Animal Rescue Investigation Matrix was complete and correct.</td>
<td>Animal Rescue Investigation Matrix was missing one or two components, and one or two components were incorrect.</td>
<td>Animal Rescue Investigation Matrix was missing more than two components, and more than two components were incorrect.</td>
</tr>
<tr>
<td><strong>Divergent Thinking</strong></td>
<td>The Animal Rescue Habitat or Plan was presented in a way that engaged the audience. Excellent presentation skills were evident.</td>
<td>The Animal Rescue Habitat was somewhat engaging to the audience. Presentation skills are progressing.</td>
<td>Extreme Weather News Bulletin did not engage the audience. Little or no flexibility or originality in thinking was evident in the creation and development of Animal Rescue Habitat or Plan.</td>
</tr>
<tr>
<td><strong>Respect for Others</strong></td>
<td>Teammates are shown respect. Other points of view are considered. Constructive feedback from others is accepted and utilized.</td>
<td>Teammates are shown respect some of the time. Other points of view are considered most of the time. Constructive feedback from others is accepted and utilized some of the time.</td>
<td>Teammates are not shown respect. Other points of view are not considered. Constructive feedback from others is not accepted.</td>
</tr>
</tbody>
</table>

**Personal Goal:**

**Teacher Feedback:**