What Do We Do Now?

Summary
Students will have the opportunity to review all the key concepts of the Invasive Animals Unit. This lesson serves as a means to review the plethora of information covered on the impacts of invasive animals of Hawai‘i. Students will create a booklet of the activities covered, making an individual reference book for future use. This type of product development allows a type of personal ownership of the information. Students will write a reflection of the unit as they review their previous work and past experiences.

Objective
• Students will be able to demonstrate their cumulative knowledge of Hawaiʻi’s invasive animals and their impact.

Materials
Activity 1: Hawai‘i Flora and Fauna
For each student:
2 sheets of white cardstock (8 ½” x 11”)
1 permanent marker
writing utensil
variety of crayons
2 lamination pouches for cardstock (optional)
For class:
laminating machine (optional)
variety of pictures of native animals of Hawaiʻi

Activity 2: Putting it All Together
For each student:
1 “Reflection” worksheet
1 plastic binding ring
individual booklet (completed)
writing utensil
For class:
binding machine

Making Connections
This lesson aims to culminate the learning experience of the students during the Invasive Animals Unit. It appeals to the students’ memory and emotion by reviewing all the projects, activities, and work completed during the unit. This lesson is one of the closing lessons and can be used to tie up any loose ends and/or clear up any misconceptions that students may still have.

Concepts
Review of the key concepts of this unit, including:
interdependence of organisms; types of animals in Hawai‘i; the effects of invasive animals; and, the control of invasive animal populations.

HCPS III Benchmarks
SC.3.3.1.
SC.3.4.1.
SC.3.5.1.
SC.3.6.1.
FA.3.1.2.

Duration
2 hours

Source Material
PRISM
Partnership for Reform through Investigative Science and Math

Teacher Prep for Activity

Activity 1:
Obtain material (cardstock, lamination pouches, and permanent markers) and equipment (laminating machine) needed for the activity. Obtain variety of pictures of native and endemic animals of Hawai‘i from the Internet (http://www.hawaii-forest.com/natural-history/hawaiians-native-birds.asp; http://www.instanthawaii.com/cgi-bin/hawaii?Animals)

Activity 2:
Make one copy of “Reflection” worksheet for each student. Obtain material and equipment (binding rings and machine) as needed. To save time, make the booklet before class begins. For each student, compile his/her past work from the unit (in chronological order) and add the “Reflection” worksheet as the last page. Sandwich this material between the two cardstock covers that the student created. Bind all material together. Have this ready for each student before class.

Procedure

Activity 1: Hawai‘i Flora and Fauna (1 hour)
1. Begin lesson by explaining to students that they will be creating a booklet, “Animals of Hawai‘i.”
   a. The book will contain all their work from the Unit.
   b. They will be creating the front and back covers of the booklet.
2. To create the covers, explain that each student will receive two pieces of white cardstock.
   a. They will write the title, “Animals of Hawai‘i” on one cardstock with pencil. They may trace this with permanent marker when teacher allows. This will become the front cover.
   b. Under the title, they will write, “By: _(Name)_”. They will also write this in pencil first, then permanent marker.
   c. After title and authorship has been created, students will draw, in pencil, different native and endemic animals on both cardstock. They will only draw on one side of the cardstock.
   d. Only native and endemic animals may be drawn. Drawings of invasive animals must be erased. Plants can be drawn as well.
   e. After they create ample amounts of pictures on both covers, they will trace over these pictures will permanent marker, and color in with crayon.
   f. If covers will be laminated, remind students not to color too darkly with crayons and not to color with colored pencils.
   (Elapsed time check: 10 minutes)
3. Pass out cardstock (2) and permanent marker to students.
4. Allow students time to create their covers.
5. Remind students that only native and endemic animals should be drawn.
6. Acknowledge drawings and help students along to finish within the hour.
7. If time permits, ask students to compile all work to be placed in the booklet. Have students help to get booklets ready for binding.

Activity 2: Putting it All Together (1 hour)
1. Before the activity begins, have student booklets ready for student use during the lesson.
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1. “Reflection” worksheet should already be included as the last page of the booklet for students to use during lesson.

2. Explain to students that this is their final product for the Unit.
   a. This compiles all their hard work over the past ten weeks.
   b. They should be proud of the amount of work and effort they put into this Unit.

3. Review each activity with the students. This will refresh their memory of the activity and their personal experience, evoking emotion and stored knowledge.
   a. Ask students:
      i. What do you remember from this activity?
      ii. What was the main idea of the activity?
      iii. Explain what you wrote for an question on the worksheet.
      iv. What other activities did we do that related with this worksheet?
     v. Review vocabulary associated with lesson.

(Elapsed time check: 25 minutes)

4. Highlight that on the last page, there is a Reflection worksheet. This worksheet will be worked on in class.

5. Explain to students that they are to write a reflection on their favorite part of the Unit.
   a. It can be one activity or a combination of a few activities.
   b. The reflection must be at least 5 sentences long.
   c. The reflection must include descriptive words of emotion.
   d. The reflection must include an explanation of what he/she learned.
   e. The reflection may explain the activity, using the vocabulary learned.

6. In the box above the lined space, students must draw a picture relating to their reflection paragraph.

7. Give students some sentence starters to help them begin their reflection:
   a. “My favorite activity was…”
   b. “I enjoyed the activity where…”
   c. “I learned…”
   d. “I experienced…”
   e. “I felt…”

(Elapsed time check: 35 minutes)

8. Allow students time to finish up their reflections (writing and drawing).
   a. Allow those students who may not finish during allotted time to finish at a later time.

(Elapsed time check: 50 minutes)

9. If time permits, have 5 willing students share their reflections with the class.

Assessments
Drawings of various native and endemic animals for booklet cover.
Thoughtful reflection writing and drawing.

Art Connection
If time and resources permit, have students use a different medium to create their booklet covers. Watercolor and permanent marker may be used to create their booklet cover drawings. This allows for a different artistic medium and a change to casual drawings as a part of the Invasive Animals Unit. Another approach is to create the cover using material from magazine clippings.
(i.e., from Hawai‘i brochures or National Geographic) or the Internet. Also, students may create the booklet covers with computer programs (i.e., KidPix, Adobe Photoshop).
Reflection