



## Is it Wild?

**Objective:** Students will use an inductive approach to understand the term "wildlife".

**NGSS Connection:** K-LS1-1, K-ESS2-2, K-ESS3-1

**Grade:** K, 1, 2

**Time:** 30 minutes

**Background:** Students at this age have developed an understanding of what an animal is based on their own personal experiences. However, the concept of what is "wildlife" can sometimes be a little bit confusing since some animals (like a rabbit for example) might be considered "wild" and "domesticated"(or a pet).

Wildlife are animals that get all their needs on their own from their environment. Animals that are domesticated, need humans to help deliver their needs. We provide food, water, and shelter for pets and farm animals. Wildlife don't need our help to get these needs. (The exception are endangered wildlife who need interventions from us to survive.)

In this short activity, students will look at pictures of animals that have been pre-identified by the teacher as YES or NO and come up with their own reasons for the YES-NO categories.

Don't tell the students the name of the activity "Is it Wild?" to challenge them to use their detective skills to figure out why animals are placed in each category.

**Materials Needed:** wildlife and pet images (printed or ready for display)

### Activity:

1. Print or display images of 6 wildlife animals such as a fox, black bear, squirrel, robin, snapping turtle, and monarch butterfly. These are your "YES" examples. Write YES on the pictures.
2. Print or display images of 6 domesticated (pet or farm) animals such as a dog, cat, goldfish, cow, sheep, and horse. These are your "NO" examples. Write NO on the pictures.
3. Present some of the images (a few yes and a few no) to students and challenge the students to figure out what the YES examples have in common and how they differ from the NO examples.
4. Present additional YES and NO examples and help students refine their list of commonalities and differences.
5. Present more examples as needed. Or challenge older students with pictures of a snowshoe hare (wildlife) and an angora rabbit (domesticated). At this point, students should have refined their list of commonalities and differences - perhaps boiling down to animals found outside versus animals that might be a pet.
6. Help students review all the examples. Then have the students define what wildlife is in their own words, using examples and attributes from the lesson to help them.



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**Extension:** Some students may have pets that always stay outside or have wildlife that they've brought inside for a short period (tadpoles in a tank for science observation, for example). Zoos are also places where humans help deliver the needs of the animals because they can't get their own food, water, shelter, and space. Are these animals wild or not wild? Have a conversation about these animals that are sometimes wild and sometimes not wild. There isn't a wrong or right answer for these discussions.

**Assessment:** Have students identify from 6 pictures, animals that are wild and not wild. If a student answers incorrectly, have them explain their answer since they may have a different experience with that animal (for example, a family that has a pet turtle might not identify it as wild).



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