



Idaho Rangelands Activity

Created by: Joan Deurloo	Time Required: 30-45 min. class period
Subject: Science	Grade Level: 3 rd +

Overview	Study of Rangelands , plants & animals found on the range.
Goal(s) & Objective(s)	Students will be able to : 1- Correctly define rangeland. 2- Appreciate and understand what rangelands are.
Materials	1- Rangeland PowerPoint presentation 2- Glue 3- Chart paper for definition
Teaching Activities: <i>Instructional Approaches/Strategies</i>	<p>Introduction Introduce rangelands-discuss what characterizes rangelands have students brain storm a definition of rangeland and then chart their ideas on the board.</p> <p>Procedures</p> <ol style="list-style-type: none"> 1. Show pictures of several different environments (See PowerPoint) and discuss whether or not each picture would be considered rangeland. 2. Come up with a description of what rangeland is (or is not) – land that is not cultivated, not heavily forested, and not barren – including prairies, steppes, savannahs, and deserts <p>Closure</p> <ol style="list-style-type: none"> 1. Review rangelands using Power Point. 2. Have students revise their definition of Rangeland. <p>HW:</p> <ol style="list-style-type: none"> 1. Students will bring a picture from a magazine showing a rangeland picture 2. Place pictures in a booklet or on a bulletin board.
Assessment:	Have students write a list of items (plants, animals etc.) that they are attributes or found on rangelands, that they will look for in a magazine.



Idaho Range Plants

Name: Joan Deurloo	Date:
Subject: Science	Grade Level: 3 rd +

Time Required: 30-45 min. class period	Standards: <u>Standard 3:</u> Biology <u>Standard 5:</u> Personal and Social Perspectives; Technology
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Overview	Categorizing Rangeland Plants as Forbs, Grass, Shrubs, or Grass-Like
Goal(s) & Objective(s)	Students will be able to : 1- Identify four types of plants found on rangelands – forbs, grasses, grass-likes, and shrubs
Materials	1-Examples of the four types of plants found on the rangeland. 2-Plastic bags to hold plants 3-Plant press or chart paper 4-Paper for mounting plants 5-4 copies of the booklet, “Backpack Guide to Idaho Range Plants”
Teaching Activities: <i>Instructional Approaches/Strategies</i>	Introduction Discuss the different plant types found on rangelands. Show the students examples of each: Forb, grass, grass-like, and shrubs. Procedures 1- Put students into 4 groups, each with a booklet 2- Have each group collect the 4 plant types and put them in their plastic bags. 3- Upon returning to the classroom, each member of the team can put their example of a range plant in a plant press or you could have students glue their plants onto a piece of paper & display them on a bulletin board according to their plant type. 4- Students will share their plant with the class & state which category it fits into & why.
Assessment:	Give each student a plant & have them decide what kind of range plant it is.

Extension:

- Have a book of the various range plants and their names. Students can identify which plant they found.
- Discuss noxious weeds.



Animals on the Range

Name: Joan Deurloo	Date:
Subject: Science	Grade Level: 3 rd +
Time Required: 30-45 min. class period	Standards:

Standard 3: Biology
Standard 5: Personal and Social Perspectives;
 Technology

Overview	Study of animals found on the range.
Goal(s) & Objective(s)	Students will be able to : 1-List several animals found on rangelands and whether or not they are considered Wildlife. 2- Students will know the meaning of wildlife, domestic, and feral. 3- Students will know that rangelands are shared by many animals.
Materials	1- Chart paper 2- Paper for drawing pictures 3- Magazines containing a variety of animals
Teaching Activities: <i>Instructional Approaches/Strategies</i>	<p>Introduction Have students draw a picture of a wild animal found in their area. Share their pictures and make a list of the animals.</p> <p>Procedures</p> <ol style="list-style-type: none"> 1- Discuss what wildlife signs could be. How would we know an animal or insect has been there? (feathers, droppings, etc.) 2- Have students walk around the classroom and observe what wildlife or signs of wildlife are there. 3- Go outside or on a field trip and follow the same procedure. Add new animals to your list 4- Discuss the definitions of wildlife-wild animals living in a natural, undomesticated state. 5- Make a list of domesticated animals. Discuss feral animals – those that have returned to a wild lifestyle such as pigeons and “wild” horses. 6- Using your list of animals decide if the animal is wildlife or not 7- Make a list of the animals found on a rangeland. 8- Decide if these animals are wildlife or not. 9- Make a list of animals found in your town 10- Make a list of the animals found on rangeland. 11- Make a list of the animals that live in your town and also on the range. 12- Discuss why the animals live where they do.
Assessment:	Have students bring to class a picture of wildlife found on rangelands and a picture of an animal that is domestic or feral.

Extensions

1. Search magazines and books for pictures of wildlife from around the world.
2. Discuss why animals live where they do.
3. Discuss the different environments of the animals.
4. Make an animal out of clay and tell what kind of an environment it lives in.