



Lesson: A New Hampshire Wildlife Magazine

(To follow Amplify CKLA 3, Knowledge 2: Animal Classification)

At a Glance

In this lesson, students apply all the classification and text feature identification skills they have learned in the unit to the creation of a New Hampshire wildlife magazine.

Primary Focus Objectives

- Students will select and read about a species common in New Hampshire.
- Students will examine examples of magazines and brainstorm a list of article types.
- Students will select a type of article and write one about their chosen New Hampshire species.
- Students will work in small groups to format pages to be compiled into a short magazine.

Formative Assessment

- New Hampshire species article
- Group-created magazine page

Standards

CCSS.ELA-LITERACY.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-LITERACY.RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Materials

- "New Hampshire Animal and Plant Species"
- Animal Fact Sheets: [quahog](#), [cod](#), [brook trout](#), [red-spotted newt](#), [common loon](#), [purple finch](#), [eagle](#), [bobcat](#), [beaver](#), [moose](#)
- Access to New Hampshire Fish & Game species information (<https://www.wildlife.nh.gov/wildlife-and-habitat/species-occurring-nh>) or UNH Cooperative Extension native plants information (<https://extension.unh.edu/resource/new-hampshire%E2%80%99s-native-trees-shrubs-and-vines-wildlife-value-chart>)
- Examples of children's magazines (e.g. *Ranger Rick*, *Highlights*, *Time for Kids*)
- Paper for writing and formatting magazine pages

Time Needed

Two to three 30-40 minute class sessions



Learning Activity

1. **Introduce the project** Ask students about magazines they have read and explain that they will work together to make a short magazine all about New Hampshire wildlife. *(10 minutes)*
2. **Review the species.** Project the Animal Fact Sheets and (if needed) the New Hampshire Fish & Game site and review the species common to New Hampshire. Give students time to look at materials and select the species they want to write about for the magazine. *(30 minutes)*
3. **Explore magazines and brainstorm article types.** Distribute copies of children's magazines and direct students to look through them and find at least three different types of articles. As a group, brainstorm a list of the kinds of articles they think their magazine should have. Work together to assign article types to students. Begin drafting articles. *(30 to 40 minutes)*
4. **Complete articles and format magazine pages.** Support students as they complete their articles. Place students in small groups and give them a large piece of paper to lay out their articles, images, headlines, bylines, and captions. *(40 minutes)*



Educator Rationale and Answer Guide

Connection to Amplify

In this lesson, students make use of all the classification and text feature identification skills they learned in Amplify CKLA 3, Knowledge 2: Animal Classification through the creation of a short magazine about New Hampshire animals and plants. After selecting the species that interests them the most, students determine what kind of article they will write, use short non-fiction sources to research and write the article, and then work with classmates to format a page of the magazine. This activity is recommended to begin after students have completed the Amplify Unit, but could begin at any point in the interest of time management.

Introduce the project

Remind students that the primary way they have learned about animals is by reading short articles. Explain that a magazine is a collection of short articles, usually connected by a theme. Ask students about magazines they have read and ask them to share what they already know about what makes magazines similar to and different from books, newspapers, and websites. Consider starting a list of these features; the class will return to the list later in the lesson.

Review the species

Tell students they will select a species common to New Hampshire and read and write about that species for class magazine on the theme of New Hampshire Wildlife. Project or distribute copies of "New Hampshire Animal and Plant Species" and give students time to think about which one interests them most. (This list is not exhaustive; it is intended to focus student thinking. If students think of a different plant or animal they would like to explore, confirm its occurrence at the New Hampshire Fish & Game website.) Use the chart to record which students will write about which species; encourage students to choose different species so the magazine has a lot of variety. However, if more than one student is interested in the same species, the students can create different types of articles about that species.

This is a good place to pause if dividing the lesson across multiple sessions.

Explore magazines and brainstorm article types

Provide small groups with copies of children's magazines. Give each group three small pieces of paper or index cards. Ask each group to look closely at the magazines and find three different types of articles (e.g. essay, puzzle, interview, photo essay), write the type on the card and briefly describe its features. As a whole group, add these cards to the list started at the beginning of the lesson. Then, decide which types of articles are most important and interesting to include in the class magazine. Reminding students that the magazine needs a variety of article types, allow students to choose the type of article they will create about their chosen species. If time allows, distribute relevant Animal Fact Sheets or print outs from the New Hampshire Fish & Game site so students can begin reading, taking notes, and drafting their articles.

This is a good place to pause if dividing the lesson across multiple sessions.

Complete articles and format pages

Students may need more support or time, depending on the type of article they choose to create. If some students finish before others, consider giving them the task of creating a cover and title for the magazine. After the articles are complete, talk as a whole group about how the magazine should be organized. By species class? Alphabetically? Put students into small groups accordingly and give them



blank pages to layout their articles and any images they want to include. Provide groups with the "Magazine Checklist" to help them ensure their pages are complete. Once the pages are finished, bind them together to make a booklet. Give students turns taking the magazine home to read with families or put it out for browsing in the school library. (Consider laminating it for extended use.)



NEW HAMPSHIRE ANIMAL AND PLANT SPECIES

BIRDS

bald eagle
barred owl
broad-winged hawk
common loon
purple finch

MAMMALS

beaver
bobcat
little brown bat
moose
New England cottontail
white-tailed deer

REPTILES

eastern box turtle
eastern painted turtle
northern water snake
snapping turtle
timber rattlesnake

PLANTS

eastern hemlock
pink lady's slipper
purple lilac
red oak
sugar maple
white birch

AMPHIBIANS

bull frog
red-spotted newt
spotted salamander
spring peeper
wood frog

FISH & SHELLFISH

American oyster
brook trout
quahog
striped bass



MAGAZINE PAGE CHECKLIST

Review your page to make sure all of these tasks are complete.

Check off each task after you have made sure it is complete.

- ☐ The page has a **headline**.
- ☐ Every group member has created an **article**.
- ☐ Every article has a **title**.
- ☐ Every article has a **byline**.
- ☐ Every article has at least one **image**.
- ☐ Every image has a **caption**.
- ☐ All writing has been checked for **spelling, capitalization, and punctuation**.
- ☐ All items are glued to the page.