

3: Illustrated Beauty

Based on the Idaho quarter reverse



OBJECTIVES

Students will identify information about the peregrine falcon. Students will understand and apply the basic tools of research to collect, interpret, and present the information.



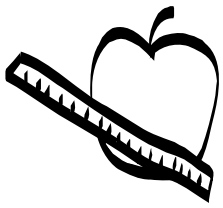
MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “Idaho Quarter Reverse” page
- 1 overhead transparency of “Falcon Facts” worksheet
- 1 class map of the United States
- Copies of the “Falcon Facts” worksheet
- Copies of the “Picture This!” worksheet
- Locate copies of texts that provide basic information about falcons, such as:
 - *Wild Birds of Prey! Falcons* by Deborah Kops
 - *The Peregrine falcon* by Carl R. Green and William R. Sanford
 - *Flight of the Falcon* by Michael Tennesen
- Chart paper
- Markers
- Construction paper in various colors
- Crayons and colored pencils
- Single-hole punch
- Yarn



PREPARATIONS

- Make copies of the following:
 - “Falcon Facts” worksheet (1 per student)
 - “Picture This!” worksheet (7 per student)
- Make an overhead transparency of the following:
 - “Idaho Quarter Reverse” page
 - “Falcon Facts” worksheet
- Locate texts that relate to basic information about falcons (see examples under “Materials”).
- Bookmark Internet sites about peregrine falcons.
- Arrange to use the computer lab for one session.



Illustrated Beauty



GROUPINGS

- Whole group
- Pairs
- Small groups
- Individual work



CLASS TIME

Five 45- to 60-minute sessions



CONNECTIONS

- Language Arts
- Social Studies
- Science
- Art



TERMS AND CONCEPTS

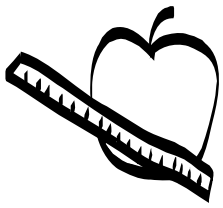
- Obverse (front)
- Reverse (back)
- Peregrine falcon
- Migrate



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Research techniques
- Writing process
- K-W-L CHARTS
- Nesting
- Habitat
- Prey
- Mating



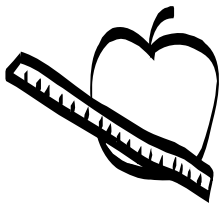
Illustrated Beauty



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Display the “Idaho Quarter Reverse” overhead transparency. Locate Idaho on a classroom map. Note its position in relation to your school’s location.
2. With the students, examine the design on the coin’s reverse. Tell the students that “reverse” is another word for the back of the coin and “obverse” is another name for the front of a coin.
3. Read the coin inscriptions to the class. Discuss that “Esto Perpetua” means “let it be perpetual” or “let it be forever.” Show them the date at the top of the coin and tell them that is the date Idaho became a state.
4. Tell the students that the outline of the state is the state of Idaho and compare it to the shape of Idaho on the class map. Explain to the students that the star represents Boise, which is the state capital.
5. Tell the students that the image of the peregrine falcon on the coin is a symbol of Idaho. Tell the students the word “peregrine” means wandering or migrating. Ask the students why they think that the falcon might be important to Idaho, and accept all responses.
6. On a piece of chart paper, create a K-W-L chart. Ask the students what they know about peregrine falcons and write the student responses in the “K” portion of the chart.
7. Ask the students what they want to learn about the falcon and add the student responses to the “W” portion of the chart.
8. Display the “Falcon Facts” overhead transparency. Distribute a “Falcon Facts” worksheet to each student. Review the directions and the content. Point out the different categories to research.
9. Tell the students that they will be reading and researching about the peregrine falcon to collect information and learn more about it. They will work in research pairs to gather the information and then each student will create a picture book about the falcon. Each section of the book will have 4 to 5 sentences of information and an illustration to go with them.
10. Allow the students time to look at the resources available in the classroom and begin completing their worksheets.
11. Collect the “Falcon Facts” worksheets.



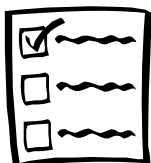
Illustrated Beauty

Sessions 2 and 3

1. Distribute the “Falcon Facts” worksheets to the students and take them to the computer lab.
2. Allow the student pairs a sufficient amount of time to do their research. Return to the classroom and discuss as a class the information found. Add any new information to the “L” portion of the K-W-L chart from the previous session.
3. Model for the students how to create complete sentences from research notes. Allow the students time to create complete, descriptive sentences and begin their rough draft on writing paper.
4. Have the students use the writing process to create their paragraphs, giving detailed facts about the peregrine falcon.
5. Collect the students’ worksheets and writing.

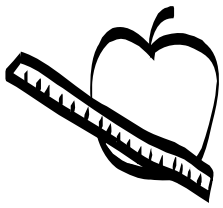
Sessions 4 and 5

1. Display the K-W-L chart and review the material covered in the first three sessions. Distribute the “Falcon Facts” worksheet to the students.
2. Allow the students time to talk with their research partners about the information gathered on the peregrine falcon.
3. Distribute a “Picture This!” worksheet to each student. Tell them they will work independently and will use this worksheet to create their “picture frame” for the illustrations that will go along with the writing. Each frame will contain an illustration. The final writing of the falcon facts will go on the lines underneath. All of the pages will be bound into a picture book.
4. Tell the students they will receive six additional pages to complete their picture book.
5. Allow the students sufficient time to complete the written information for each area of the falcon they researched.
6. Allow the students sufficient time to complete their writing and illustrations.
7. The students should create a book cover for the picture books using construction paper, then bind the books using yarn.
8. Have the students share the books in small groups. Display the books in the classroom.



ASSESSMENT

- Review the students’ research outlines to evaluate whether they have met the lesson’s objectives.
- Evaluate students’ worksheets and picture books for the integration and accuracy of the information taught.



Illustrated Beauty



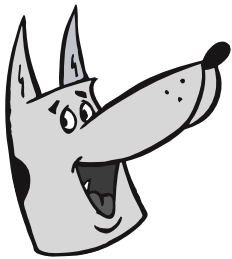
ENRICHMENT/EXTENSIONS

- Have students create a poem or a song about the peregrine falcon.
- Have students share their books with buddies in other grades.
- Have students draw a peregrine falcon, label the parts, and describe its unique characteristics.
- Have students use multimedia software to present their information.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to dictate the writing portion to a scribe.
- Allow students to work in pairs to produce their books.
- Provide research materials at a variety of reading levels.



CONNECTIONS TO WWW.USMINT.GOV/KIDS

- Have students learn more about animals and nature by visiting the Games page and playing the Lewis and Clark Adventure at <http://www.usmint.gov/kids/index.cfm?fileContents=games>
- Have students learn about other birds by visiting the Coin of the Month page and learning more about the California Condor and the California quarter at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/02.cfm



Name _____

Falcon Facts

Partner's Name _____

Directions: Research the peregrine falcon. Write the detailed information on the lines below.

Habitats _____

Body of the falcon _____

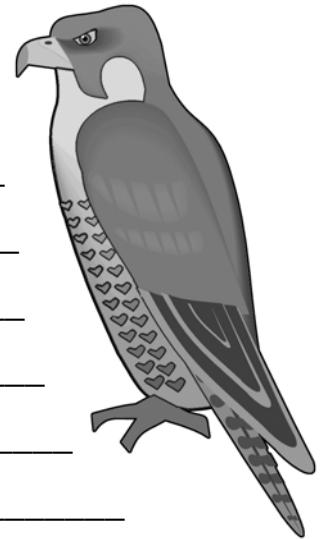
Special characteristics _____

Food sources and prey _____

Mating and nesting _____

Taking care of young _____

Background and other interesting facts _____

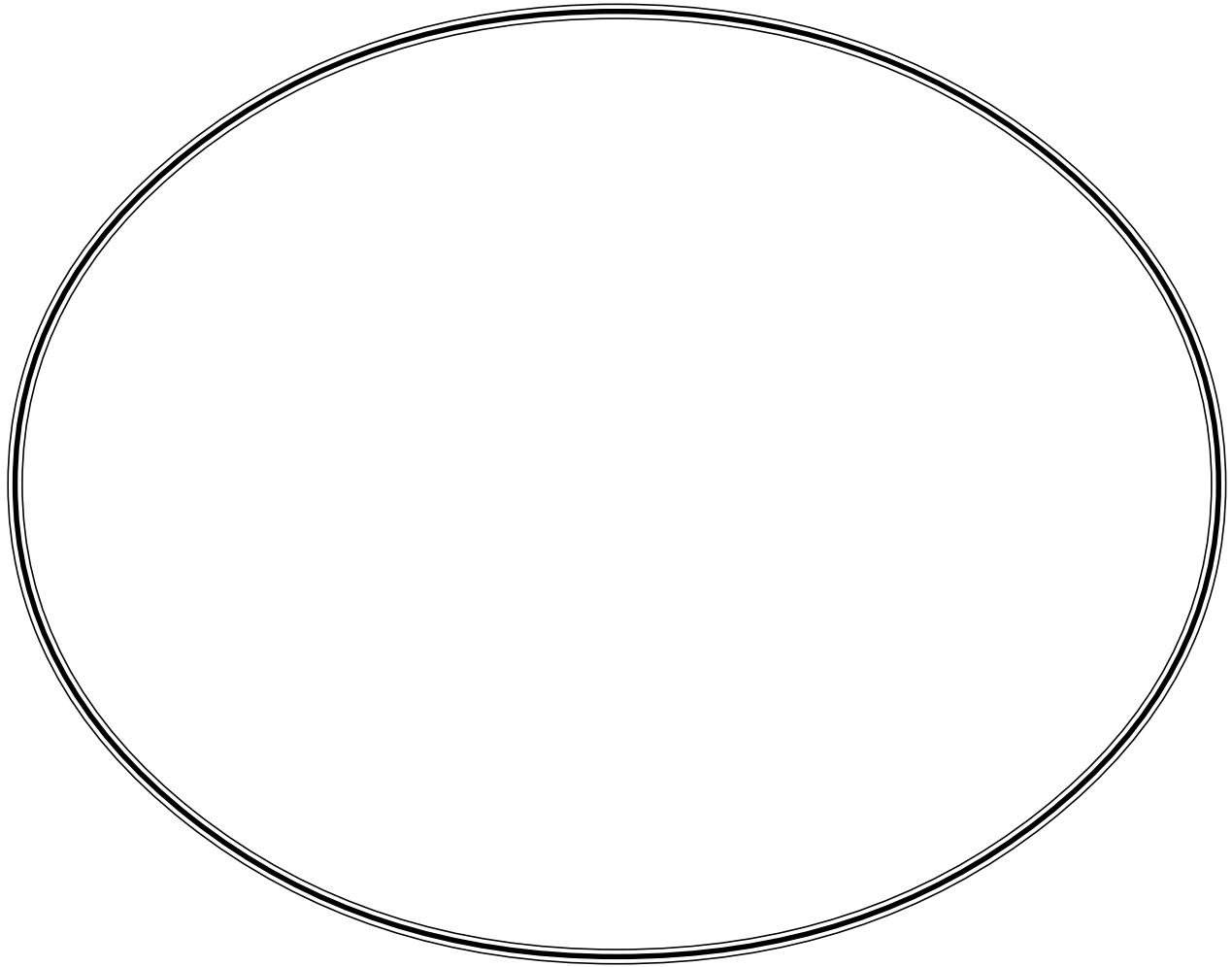


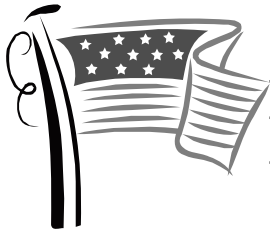


Name _____

Picture This!

Section Title _____





Idaho Quarter Reverse

