

Home on the Range

Grade Level: 1 - 3

Content Areas: Music, Art, Geography, Technology, and Language Arts

Time Frame: 45 minutes

MATERIALS

-[Home on the Range](#) Book

-[United States map](#) One for Each Student

- Paper and Markers or Crayons

OBJECTIVES

Students will:

- Identify the geographic features, climate conditions, and natural resources of the local area
- Identify and color in ranges on a map of the United States
- Write a poem, including three informational facts about ranges

VOCABULARY:

Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

Antelope - A horned animal similar to a deer, but smaller

Brilliant - Flashing with light

Discouraging - Trying to stop something or to keep it from happening

Gazed - Looked at

Meadowlarks - Small birds with yellow and black feathers

Prairies - Large areas of flat or rolling grassland

Range - Open, flat land where animals can eat grass

FREE SONG

[Click here](#) to download or stream the Home on the Range song.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.



PROCEDURES/ACTIVITIES

Preparation:

Start this lesson by asking students to look outside. Ask them what they see. For example, do they see mountains, oceans, flat roads or ground, hills, or rivers?

Read the class [Home on the Range](#).

Lesson Procedure:

1. Discuss what kinds of different geographic features and animals a range has. Write the answers on the board for students to reference back to later in the lesson.
2. Give each student a map of North America and show students where ranges are located on the map.
3. Have students color in the range areas on the United States map.
4. Discuss with students if they have ever visited any ranges and what they saw or thought of the range.
5. Tell students they are now going to write an acrostic poem using three major ideas about ranges in the United States.
6. Remind students to look back to the board for help and that ranges have:
 - Lots of grass
 - Flat
 - Fields of flowers
 - Few trees
 - Animals, such as the Antelope
7. Have students draw a picture that goes along with their poem.
8. Have students share their pictures and poems with the class.
9. To finish the lesson, ask students if they would like to live on the range and why or why not.



Art Extension:

Have student build a range in a shoebox or other type of lid, cardboard, etc..

Technology Extension:

Have students create a digital postcard sharing a specific range in the United States. Have them pretend they are their visiting and need to describe it in a letter or postcard to family or friends. They can choose where they want to go and who they want to send it to.

They can also use [eduBuncee](#) or [Canva](#) to create their digital postcard.

The [National Parks website](#) would be a wonderful place for the students to reach online. They can also use PebbleGo.

Standards:

First Grade: CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.1.2, CCSS.ELA-LITERACY.W.1.2, CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.1.2, CCSS.ELA-LITERACY.SL.1.5, CCSS.ELA-LITERACY.L.1.1

Second Grade: CCSS.ELA-LITERACY.RI.2.1, CCSS.ELA-LITERACY.W.2.2, CCSS.ELA-LITERACY.SL.2.1, CCSS.ELA-LITERACY.SL.2.3, CCSS.ELA-LITERACY.SL.2.5, CCSS.ELA-LITERACY.L.2.1

Third Grade: CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.3.2, CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.SL.3.1, CCSS.ELA-LITERACY.SL.3.3, CCSS.ELA-LITERACY.SL.3.5, CCSS.ELA-LITERACY.SL.3.6, CCSS.ELA-LITERACY.L.3.1

