

## What's the Story? Connecting Art & Literacy 3<sup>rd</sup> Grade – Where the Buffalo Roam

### Classroom Activities

#### **Subject: Fine Arts, Visual Arts**

**Standard:** [VA3C.1](#) Applies information from other disciplines to enhance the understanding and production of artworks.

**Materials:** colored pictures of buffalo found on the internet; drawing paper, crayons, colored pencils, cotton balls, glue

**Activity:** Draw a Buffalo

- \* Students will use the internet to find information about Molly Goodnight
- \* Teacher and students will compare her to other Americans studied in Grade 3 and discuss how she helped keep the buffalo from becoming extinct
- \* Teacher will download color pictures of buffalo to show students
- \* Teacher and students will discuss characteristics of the buffalo; where they lived; what they ate, etc.
- \* Teacher will give students drawing paper and pencils and ask them to watch and listen as she/he demonstrates step-by-step instructions for drawing a buffalo head
- \* When the teacher finishes students may use other materials to complete the buffalo head

#### **Subject: Math**

**Standard:** [MGSE3.OA.3](#) Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**Materials:** copies of word problem activity sheet

**Activity:** Buffalo Math Worksheet

#### **Subject: Science**

**Standard:** [S3L1](#). Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

- a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.
- d. Explain what will happen to an organism if the habitat is changed.

**Materials:** map of original range of buffalo, internet, additional research materials including textbooks, books, etc.

**Activity:** Buffalo in Georgia

- Using the map provided, students will observe where in Georgia buffalo lived prior to 1780.
- Students will use the internet to research what type of habitat buffalo need in order to thrive.
- Students will use the internet, textbooks, books, charts, posters, etc. to determine which of Georgia's habitats provided the best opportunity for buffalo to thrive.
- Students will list Georgia's habitats and place a check beside those where buffalo could have lived.