

## Lesson Plan

### Prairie Dog Tag

**Book:** *Prairie Dog Burrows*

**Series:** Animal Engineers

**Level:** Beacon

### Objective

To help students practice using topic-specific vocabulary to talk about the habitat and life cycle of prairie dogs.

### Supplies

- *Prairie Dog Burrows* book
- A large, open space where students can run

### Before the Activity

Read through the *Prairie Dog Burrows* book, or assign it to students to read on their own.

### Activity

To start, ask the following questions to review the terms from the *Prairie Dog Burrows* book:

- What are pups? (Answer: Baby prairie dogs)
- What is a coterie? (Answer: A small group of prairie dogs that live together)
- How many prairie dogs are usually part of a coterie? (Answer: One male, two to eight females, and their pups)
- What is a colony? (Answer: Several prairie dog coteries that live together in burrows that are near each other or close together)

Have students gather in a large, open space. Ask students to imagine that they are prairie dogs. Choose one student to be “it.” This student must try to add the other prairie dogs (i.e. the other students) to his or her colony. To do this, he or she must chase after and tag them. Any students who are tagged become part of the colony. Students who are part of the colony must all link arms. Then they can run together to chase after the remaining students.

### Evaluation

The game ends when all the students have been added to the colony.

### Standards

This lesson may be used to address the Common Core State Standards’ reading standards for informational texts, grade 3 (RI 3.4).