

Unit 2: Animals Surviving and Thriving

WEEK 1 Lesson 2

Science and Engineering
Observing Animals

Big Idea	Animals, including humans, are connected to each other and to their environments. Animals have special structures that help them function in their habitats.																					
S & E Guiding Question	How can I observe animals around me? What structures do animals have that help them function and survive?																					
Content Objective	I can collect data in different ways about animals around our school. (1-LS1-1, Practice 3)																					
Language Objective	I can describe how my senses help me observe animals in my environment. (SL.1.4)																					
Vocabulary	sense: a way to perceive the environment and objects around us																					
Materials and Preparation	<ul style="list-style-type: none"> ● teacher science journal Be ready to bring this outside, along with a writing tool. ● sticky notes ● markers ● chart paper, 2 pieces Create the following Observing with Four Senses chart. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="3" style="text-align: center;">Observing with Our Senses</th> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Date: _____</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Weather condition: _____</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Temperature: _____</td> </tr> <tr> <th style="width: 33%;">We used our...</th> <th style="width: 33%;">We predict we might observe...</th> <th style="width: 33%;">We actually observed...</th> </tr> <tr> <td>Ears</td> <td></td> <td></td> </tr> <tr> <td>Eyes</td> <td></td> <td></td> </tr> </table>	Observing with Our Senses					Date: _____			Weather condition: _____			Temperature: _____	We used our...	We predict we might observe...	We actually observed...	Ears			Eyes		
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	<p>Across the top of the second sheet of chart paper, write Animals Spotted in the Schoolyard or Webcam</p> <p>Part of this lesson will take place outdoors or in a school location with viewing accessibility to the outside. If animals are not present in your schoolyard, use the webcam links.</p> <ul style="list-style-type: none"> ● Puffin Nesting Cam ● Ryan’s Bird Buffet <p>Prepare to take notes (teacher model journal) while children are conducting observations; these notes will be used for reference during the closing.</p>
<p>Opening 1 minute</p>	<p><i>In the last unit, we talked about weather conditions that we can observe outside. What else can we observe in our schoolyard?</i></p> <p>If children do not suggest observing animals, introduce this idea.</p> <p><i>Over the next several weeks, as we learn about different kinds of animals, we will spend a lot of time learning about animals that are in our state, Maine.</i></p>
<p>Investigation Indoors 7 minutes</p>	<p><i>We’re going to organize our observations of animals by the ways we observe them, which senses we use. And we’ll keep track of our observations on this chart.</i></p> <p>Introduce the Observing with Four Senses chart. Record the date, weather condition, and temperature.</p> <p>Review each row of the chart, beginning with ears.</p> <p><i>When we are observing animals outside, it is important that we make as little noise as possible for two reasons: so that we can hear the other animals, and so that we do not scare them away. If we are observing animals through a video, it is important that look closely at the habitat of the animal and its behavior. We also need to listen to the sounds that we hear. What might we observe if we are using our <u>ears</u>? [bird chirping, squirrel rustling leaves]</i></p> <p>Record children’s responses in the second column, We think we might observe...,</p> <p><i>There may be animals outside that we cannot hear well, but we will be able to see them using our <u>eyes</u>. What animals do we predict we might see on the ground, in the trees, or under a rock?</i></p>

	<p><i>There are some animals that we might not see or hear, but we could find evidence that they were around recently by using our <u>noses</u>. What animals have a very strong smell? [e.g, skunk, fox]</i></p> <p>If going outside: <i>We've made some predictions about animals we might observe in our schoolyard. Let's go outside and see what we find!</i></p> <p>If watching webcams: <i>Let's work like scientists and make careful observations about the animals we see today.</i></p>
<p>Investigation Outdoors/ Video Observation 14 minutes</p>	<p>Once outside, gather in a circle. Spend one-minute listening, focusing on what the group can discover about the presence of animals by using their ears. Use the teacher model journal to record what the group hears.</p> <p>Establish physical boundaries for the observation, and remind children to use their four senses to discover the animals around the schoolyard.</p> <p>As children investigate, use the teacher model journal to take notes about children's behaviors and discoveries. Transfer these notes to the class chart once back inside.</p> <p>Video Observation option: Project the webcam video for the children to watch. Have them listen to the sounds they hear, then focus in on behaviors they see. At the conclusion of the video, record the observations on the chart.</p>
<p>Closing 5 minutes</p>	<p>Facilitate a conversation to collect data from children's observations, recording this data in the third column, We actually observed...</p> <p><i>What do you notice about what we predicted compared to what we actually observed?</i></p> <p><i>We recorded the weather conditions and temperature like this: [refer to the top of chart] How might these conditions have affected what we observed today?</i></p> <p><i>How might our observations be different in different seasons and conditions?</i></p> <p><i>At the Science Literacy Station, you'll be writing about your observations. You'll be able to use this chart as you do this.</i></p>
<p>Standards and Practices</p>	<p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p>Practice 3. Planning and Carrying Out Investigations</p> <p>SL.1.4. Describe people, places, things, and events with relevant details,</p>

	expressing ideas and feelings clearly and using appropriate vocabulary.
Ongoing assessment	<p>What background knowledge do children draw upon as they make predictions about animals?</p> <p>Observe children’s behaviors during the outdoor investigation.</p> <ul style="list-style-type: none"> How do children interact with the natural world? What discoveries capture their attention? What questions do they ask? How do children respond to animals? <p>As children work in their science journals, collect and review them.</p>

Notes