

## Unit 2: Animals Surviving and Thriving

### WEEK 1 Lesson 1

#### Science and Engineering

##### Using a Field Guide

<b>S &amp; E Big Ideas</b>	Scientists use field guides to help them understand more about the organisms they can observe in their surroundings.
<b>S &amp; E Guiding Question</b>	How can we identify plants and animals in our neighborhoods?
<b>Content Objective</b>	I can use text features in a field guide to gather information about the animals in my schoolyard. (1-LS3-1, Practice 8, RI.1.5)
<b>Language Objective</b>	I can use precise language to describe what I see, in order to find it in a field guide. (SL.1.4)
<b>Vocabulary</b>	<p><b>field guide:</b> a text used for identifying things in their natural environment</p> <p><b>urban:</b> having to do with a city</p> <p><b>wildlife:</b> the plants and animals that live in a particular region</p> <p><b>insect:</b> a small animal with six legs and usually one or two pairs of wings</p> <p><b>social (insect):</b> living together in an organized community</p> <p><b>generation:</b> all of the people or animals born and living at about the same time</p> <p><b>mutual benefit:</b> something good experienced by two or more people or other organisms toward each other</p> <p><b>colony:</b> a community of animals or plants of one kind living close together in an organized way</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● <a href="#">Mammals of Maine</a> poster, color copy for projecting</li><li>● <a href="#">Mammals of Maine</a> poster, black and white copy for printing, 1 per small group</li><li>● projector and screen</li><li>● chart paper</li></ul> Title the chart paper with “Maine mammals are...”

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<b>Opening</b> 1 minute	<i>A <b>field guide</b> is a special kind of informational text. It's used to identify things we find in our environment. A field guide might be used to tell the difference between two similar trees or birds, or it might be used to find out if the animal we think we saw lives in a certain area. Today we will look at a field guide to see what kind of information it offers.</i>
<b>Text</b> 8 minutes	<p>Project the Mammals of Maine poster, in color.  <i>This field guide is about the kinds of mammals that are found in Maine. This is one kind of field guide. Other field guides include more, and more detailed, information.</i></p> <p>Invite children to turn and talk.  <i>Have you seen these mammals in your neighborhood?</i></p> <p>If the children are located in an urban area, explain to the children that urban areas are not always good homes for these animals because of the lack of food, shelter, and interactions with humans. Explain that some of these mammals have adapted to life in urban areas such as raccoons, mice, bats, and squirrels.</p> <p><i>Today we are going to think like scientists and make observations. Today when we make observations we will compare animals. When we compare, we will look for ways that the animals are similar and different, then write a definition for a mammal.</i></p>
<b>Investigation</b> 20 minutes	<p>Give each small group a copy of the Mammals of Maine poster. Ask the children to look at the animals on the poster and decide how they are similar and different. Remind children they will share out some of their observations.</p> <p>Gather the whole group to share their observations. Record the observations on the Maine mammals are... chart. Some of the observations may include:</p> <p>Maine mammals...</p> <ul style="list-style-type: none"> <li>● Are different sizes</li> <li>● Are Hairy</li> <li>● Have tails</li> <li>● Most have 4 legs except the brown bat</li> </ul>
<b>Closing</b> 1 minute	Review the generated definition of a mammal. Explain that in the studios children will create their own field guide.

<p><b>Standards and Practices</b></p>	<p><b>1-LS3-1.</b> Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.</p> <p><b>Practice 8.</b> Obtaining, Evaluating, and Communicating Information</p> <p><b>RI.1.5.</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen in as children describe animals. Do they use precise language?</p> <p>Reflect on the lesson. To what extent are children able to use the field guide to identify animals?</p>

**Notes**