

# ANIMAL KINGDOM



## 1ST GRADE | THEMATIC UNIT

### STANDARDS

**Science:** LS1.A: Structure and Function -All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

**Math:** 1.DPS.D.1 Collect, organize and represent data with up to three categories using picture and bar graphs.

1.DPS.D.2 Analyze data by answering descriptive questions.

**ELA:** 1.R.3a Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other text-listening experiences.

1.W.3 Write informative pieces that detail the topic

**Social Studies:** G.3\_5.2 Use geographic tools and technologies to acquire, process, and report information from a spatial perspective.



### LEARNING EXPERIENCES

Students will explore the animal kingdom. They will take a look at how animals survive and how some of their body parts contribute to their survival. We will take a look at animal habitats and environments around the world and use maps to locate the habitats. Students will represent and analyze data about animals on a bar graph. They will interpret it and show understanding by answering follow up questions. The students will also be doing a read and write about different species and habitats.

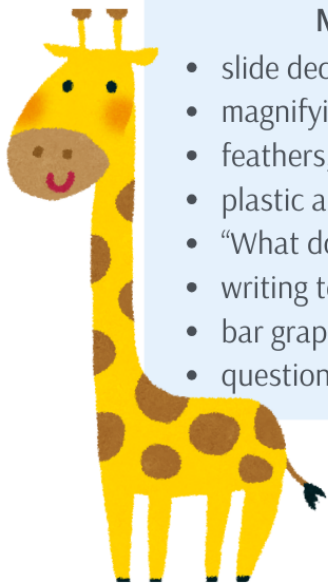




### MATERIALS NEEDED

- slide dec
- magnifying glasses
- feathers, fur, etc.
- plastic animal models
- "What do you do with a tail like this?" book
- writing template
- bar graph
- question prompts
- world map
- animal pictures
- habitat pictures

### ASSESSMENT

Using what they learned and did the students will each create an "Animal Research Book" which will include an animal drawing with labeled body parts, bar graph data/questions, short informative paragraph about their animal and what they learned, and then they will show a world map of the habitats.





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## ELA

We will read the book “What do you do with a tail like this?” and the students will write in their journals what they find interesting about each of the animals in the book. It doesn’t have to be long just a short sentence of what they think is interesting about the animal. Then when the students are done they will pick one of the three topics (nose, tail, feet) about animals to write about. They will start by writing notes about their topic and then start on their rough draft. Once they have double checked for mistakes in their rough draft they will use a pen to write their final draft. They will also color a picture of an animal of their choosing after they are done with their writing.



## SCIENCE

Students will identify how animals use their external body parts to survive. They will sort animals into categories based on if they have scales, fur, feathers, etc. Then students will compare and contrast how animals move. Using a hands-on approach the students will be encouraged to look at things such as feathers, shells, fur samples, etc. using a magnifying glass (bringing in ND Game & Fish would be a huge benefit). The students will do a journal about what they notice. Then the students will do a draw and label an animal.

## MATH

Students will collect, organize, and interpret data about animals. First, take a class vote and talk about who likes what animals and why. This helps further discussion. Then students will work together to graph their answers using a bar graph. This will encourage them to organize their data in a way they can interpret it. After students complete their bar graph (they will be working in pairs) they will answer questions such as, “Which animals are least popular?” “What animal is the most popular?” “How many students like \_\_\_\_\_?” These questions will encourage students to look at the data they have presented and interpret it. It also allows the teacher to see if the students understand how to look at a bar graph/data.

## SOCIAL STUDIES

Students will use maps and geographic tools to locate animal habitats. The students will use the maps and tools to identify habitats around the world. This will be done in a group discussion. Then the students will work independently to place pictures of the animals that live there in the habitats/continents. Then we will take a deeper look into habitats and play a matching game on the board. The students will match the animals to their environments (forest, ocean, desert, artic, etc.). Ensure that there is plenty of discussion in talking about the geography of where the habitats are and why. Then finish off with doing a field trip to the zoo (virtual is an option if unable).

