Mayville State University

INSTITUTE of Museum and Library SERVICES

STEM Collaborative Cataloging Project

# What's Inside Animals Lesson Plan

## Context (InTASC 1,2,3)

**Lesson Plan Created By:** Rachel Strand
**Created:** April 24, 2016
**Lesson Topic:** Exploring Animals from the Inside Out
**Grade Level:** Kindergarten
**Duration:** Five 20 minute lessons
**Kit Contents:** http://odin-primo.hosted.exlibrisgroup.com/nmy:NMY_ALEPH:ODIN_ALEPH007821007

## Desired Results (InTASC 4)

**Purpose:** The purpose of this lesson is to investigate characteristics of animals on the inside (skeletons) and the outside (what they look like). Students will have a chance to look at animals from different categories (mammals, amphibians, reptiles, birds, and fish) to look at outer traits and skeletons, examine similarities and differences of these animal groups, and find out additional facts about them.

**North Dakota English Language Arts & Literacy Content Standards:**
- Speaking and Listening Standards: Presentation of Knowledge and Ideas
  - SL.6 (Kindergarten) Speak audibly and express thoughts, feelings, and ideas clearly.

**North Dakota Library and Technology Content Standards**
- Personal Learning and Growth: Reading, Listening, and Viewing for Life-Long Learning
  - K-5.PLG.7 Make connections between current knowledge and new learning.

**North Dakota Mathematics Content Standards:**
- Measurement and Data: Classify objects and count the number of objects in each category
  - K.MD.3 (Kindergarten) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**Objectives:**
1. Students will correctly determine which group their chosen animal falls into among mammals, amphibians, reptiles, birds, and fish.
2. Students will list three purposes that bones have, including body support, helping with movement, and protecting the body's insides.
3. Students will discuss with partners and be able to tell at least one similarity and difference between animal groups.

## Assessment Evidence (InTASC 6)

**Evidence of meeting desired results:** Students will complete the parts of the research project including the name of the animal group, picture showing inside and outside characteristics, and an additional fact if possible. Students will also draw a picture showing the three functions that bones have for animals.

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## Learning Plan (InTASC 4,5,7,8)

**Instructional Strategy: (Check all that apply)**

☐ Direct   ☐ Indirect   ☑ Independent   ☐ Experiential   ☑ Interactive

**Technology Use(s): (Check all that apply)**

☐ Student Interaction   ☐ Align Goals   ☐ Differentiate Instruction   ☑ Enhance Lesson

☐ Collect Data   ☐ N/A

**Hook and Hold:**
- o Get students thinking about their bodies by asking questions about what makes up our bodies, such as skin, bones, muscles, heart, etc. Play the following Schoolhouse Rock song to show students the skeleton that makes up their bodies, and discuss how all animals have bones inside of them.
- o Jai123. (2013) *Schoolhouse rock—them not-so-dry bones*. [Video file] Retrieved from http://www.teachertube.com/video/schoolhouse-rock-them-not-so-dry-bones-273127

**Materials:**
- What's Inside: Animals Cards
  Flashlight, light table, or window
- Computer with Internet
- Research Paper with spaces for animal group label, picture, and lines for words
- Science Kids Site:
  - o Smith, R. (2016, February 1) *Science kids: fun science & technology for kids!* Retrieved from http://www.sciencekids.co.nz/sciencefacts/animals.html
- Anchor chart with different animals that fit into categories

**Procedures:**
Each day, focus on one group of animals between mammals, amphibians, reptiles, birds, and fish. Follow the same general procedures for each of the five days.
1. Give explanation of each animal group from the information in the kit. After students are given the information, brainstorm a list of animals that might fit this category to add to an anchor chart.
2. Look at each animal from the group without seeing the skeleton, then with seeing the skeleton. Discuss where the animals live, what they do, and where their bones are located. Encourage student input and sharing with partners during this investigation.
3. Each successive day, have students discuss in pairs how today's animal group is similar and different from the previous group(s).  Each day, discuss and review the functions of bones (support, movement, and protection).
4. When all the animal groups have been covered, allow each student to choose one of the cards from the kit showing an animal to do a small research project about. Using the card, students will determine which of the five animal groups it belongs to and draw a picture including bones (not necessarily in detail, just to show that they are there). If students are able, have them write a sentence or two about what they learned about this animal. Depending on time, they can also use the Science Kids website to find out more information about their chosen animal. They can type in the name to the search and find information within the website to add to their research.

**Summary:** Have students share their research projects in small groups, focusing on the sharing of new

information with their peers. Then have students draw a picture showing the three functions of bones that have been discussed each day.

## Reflection (InTASC 9)

**Reflect On:**
- *Preparation*
- *Planning*
- *Teaching*
- *Student Engagement and Participation*

*Evidence of Student Learning*

## Standards

Council of Chief School Officers. (2011, April) *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: a resource for state dialogue*. Washington DC. Retrieved from http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

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North Dakota Department of Public Instruction. (2011) *North Dakota English mathematics content standards.* Bismarck, ND. Retrieved from https://www.nd.gov/dpi/uploads/87/math.pdf

North Dakota Department of Public Instruction. (2012) *North Dakota library and technology content standards.* Bismarck, ND. Retrieved from https://www.nd.gov/dpi/uploads/87/lib_tech.pdf