

Lesson Title: Group Work: How Plants and Animals Benefit from Each Other

Standards:

3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season

3-LS2-1. Construct an argument that some animals form groups that help members survive

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms

Student Learning Outcomes:

Student learning outcome for part 1: Classroom Visit

After participating in the first modeling activity, students will be able to accurately:

- 1) List different animals and different traits associated with each local animal
- 2) List different features in a skull bone that help determine size and diet of a particular animal
- 3) Identify animal scat by what the animal eats and taking accurate guesses as to which animal it came from
- 4) Identify animal tracks by what size the animal is and clues to its lifestyle

Lesson Summary: Students will be introduced to several local animals from large to small. They will be shown various features and traits that are unique to each animal and how these traits help the animal survive in its environment. Students will then be shown various parts of an animal including different skulls, tracks and rubber scat. They will be shown ways to identify which animal each belongs to by looking for key features. Students will end the lesson by playing an "identify that scat" game where they work in groups to try and figure out which animal laid the scat by looking for these clues. Students will be given a bosque bingo to glue into their notebooks to bring to Whitfield upon their visit.

Student learning outcomes for part 2: Whitfield Visit

After participating in the second outdoor activity, students will be able to accurately:

- 1) Identify biotic and abiotic parts of the ecosystem playing Bosque Bingo
- 2) Observe one group of plants observed and list ways in which this grouping helps it survive in its environment
- 3) Observe/or list one group of animal species that use forming groups to help it survive in its environment
- 4) Completed drawn graph of wind speed/ weather and temperature readings and description of the difference between weather and climate to this particular region
- 5) Draw two different traits of two local animals observed or talked about help it survive in this environment.

Lesson Summary: Students will get a better idea of how plant and animals live in groups through observation and identification. They will learn about the importance of plant and animal groups through various activities as they walk through Whitfield. Students will document the wind speed, temperature and weather patterns for that day in their journal. They will then write the

difference between weather and climate and make a prediction of future weather patterns based on evidence.

Grading Rubric 0-5

1. Finished bingo game worksheet 0-5
2. Draw and label one plant species and explanation of how this plant forms a group to survive 0-5
3. Draw and label one animal species and explanation of how this animal forms a group to survive 0-5
4. Completed graph of wind speed, temperature, and weather and description of it 0-5
5. Completed drawing of two different animals with one trait each labeled and description of how this trait helps that animal survive 0-5