

# ANIMAL CLUES

## ACTIVITY-LIVE DEMONSTRATION



**EXPLORE THE WAYS THAT ANIMALS USE DIFFERENT BODY PARTS TO SURVIVE.**

### TIME

25 minutes (20 minutes for the activity and 5 minutes for the Science Power Notebook)

### MATERIALS

- ✓ Intro Picture
- ✓ Animal Pictures (choose 3)
- ✓ Animal Body Part Pictures that match the Animal
- ✓ Pictures you are using
- ✓ Access to Science Power Notebook for each child



Animals have different body parts that help them survive.

### DOING SCIENCE

Children **observe** and **compare** pictures of animal body parts. They identify how the animal's body parts help the animal survive.

### SCIENCE BIG IDEA

Animals have different body parts that help them move from place to place, take in information, protect themselves, and meet their basic needs for food, water, and air.

### SCIENCE QUESTION

How does an animal use its body parts to survive?

**NOTES FOR DEMO:** You will be doing a live, online demonstration of this activity for your group of children. Everything will be done as a whole group rather than small groups or pairs. To be effective, please keep the materials clearly visible onscreen as much as possible. Consider the best way to show the pictures for discussion. For example, you may print out the pictures and hold them close to the camera, or you may display them on your screen and share your screen.

Encourage children to do the activity at home. They may wish to do the activity with family members.

### SET UP

- Print out one Intro Picture.
- Choose three Animal Pictures. Print them out, and set them in a row on the table.
- Print out the Animal Body Part Pictures that match the Animal Pictures you are using, and cut them apart.
  - Choose one of these three Animal Pictures to use as your main demonstration.
  - Set aside two of the Animal Body Part Pictures that match this Animal Picture.
- Mix up the rest of the Animal Body Part Pictures, and spread them faceup on the table.



## 5 MIN: INTRO

1. Say, *We will use the same Superpowers of Science that scientists use. The question we will investigate is, How does an animal use its body parts to survive?*
2. Point out that people and other animals have different body parts. Say that people use their body parts to survive (in other words, to live and be healthy and safe).
3. Call out these body parts—eyes, nose, ears, mouth, legs, arms, feet, hands—and have children point to or wiggle that body part. For each body part, state what it does that helps people live and be healthy and safe:
  - Eyes and ears: take in information
  - Nose: takes in information and meets basic need for air
  - Mouth: protects (by talking about safety) and meets basic needs for food, water, and air
  - Legs and feet: protect, take in information (by touch), move from place to place
  - Arms and hands: protect, take in information (by touch), move from place to place, get food or water to meet basic needs

## 10 MIN: EXPLORE

5. Display one of the Intro Pictures. Say, *I wonder how this animal may use the different parts of its body?* Have a brief discussion.
6. Ask, *What body part does the animal use to move? Is that body part the same or different from what people use?* Have a brief discussion. Then set aside the Intro Picture.
7. Display two Animal Body Parts Pictures that come from the animal you chose for your main demonstration. Tell children to observe the body parts. For each picture, ask, *What do you think this body part is? How do you think an animal may use this to survive?* Have a brief discussion.
8. Keep displaying the two Animal Body Parts Pictures. Say, *We can use these pictures as evidence, or clues, to find other body part pictures that match the same animal.*
9. Pick up an Animal Body Part Picture, and display it along with the two Animal Body Part Pictures you already have. Ask, *Do you think this new body part belongs to the same animal? Why, or why not?* Have a brief discussion. Encourage children to use the first two photos as clues for what other parts may match.
  - If the picture is a match for the animal, keep it and display it with the other body part photos.
  - If the picture is not a match, discard it.
10. Repeat step 9 until you have four body parts that match the same animal. Display the four photos.
11. Display one of the Animal Pictures next to the four body part photos. Ask, *Does this animal match the body parts we found?* Have the children discuss, using the pictures as evidence.
  - If the animal is a match, keep it.
  - If the animal does not match, discard it.
12. If the animal does not match, repeat step 11 until you find the animal that matches.
13. (Optional) You may wish to ask children to identify and discuss other body parts that were not included in the small pictures.

## 10 MIN: REFLECT

14. Display the three Animal Pictures. Say, *Let's observe these animals.*
  - Ask, *What body parts do these animals have that help them move from place to place?* Have a brief discussion.
  - Ask, *What body parts do these animals have that help them take in information?* Have a brief discussion.
  - Ask, *What body parts do these animals have that help them protect themselves?* Have a brief discussion.
  - Ask, *What body parts do these animals have that help them get food, water, and air?* Have a brief discussion.



## WRAP UP

15. Say, *We observed and compared different animals body parts, just like scientists.*
16. Briefly describe an example of something the group has found out, such as, *We learned that some animals have fins to move like fish and others, like frogs and people, have legs.*
17. Say, *There are more pictures in this activity. You can investigate more animals at home with your family.*
18. Have children do the Parts of an Animal Body notebook activity.

## SCIENCE TALK

Use these words when talking with children. Listen for children to use these ideas.

SUPERPOWERS OF SCIENCE	CHILD-FRIENDLY LANGUAGE
collect information	collect information • find evidence • get data
compare	compare • what's the same and what's different
explain	explain • figure out what happened • use evidence to explain
investigate	find out • investigate
observe	notice • observe
share what you know	share your ideas • share information • talk about what you found out

SCIENCE WORDS
beak • body • claw • clue • evidence • feathers • fin • foot • fur • hair • head • knee • leg • paw • scales • shell • shoulder • skin • snout • survive • tail • wing



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## Intro Pictures

### **IGUANA**





# BEAVER





## LEOPARD GECKO





## **SNOWY OWL**



## **FRUIT BAT**





## **HAWK**



Hawk Body Parts





**HAMSTER**



## Hamster Body Parts





# FROG



## Frog Body Parts

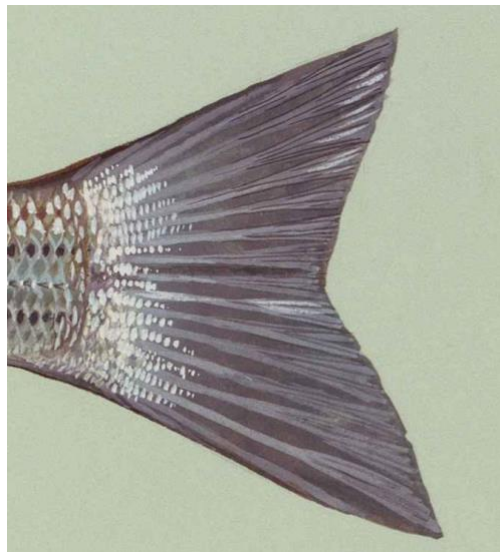




# FISH



Fish Body Parts





## **GAZELLE**



## Gazelle Body Parts





## **SEA TURTLE**



Sea Turtle Body Parts

