

ANIMAL CLUES

ACTIVITY



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

TIME

30 minutes (20 minutes for the activity and 10 minutes for the Science Power Notebook)

MATERIALS

- ✓ Intro Pictures (1 per pair)
- ✓ Animal Pictures (1 per group of 4 children, placed around the room)
- ✓ Animal Body Part Pictures (1 per child, select pictures that match the Animal Pictures you are using)
- ✓ Access to Science Power Notebook for each child

PREPARE AHEAD OF TIME

- ✓ Place the Animal Pictures around the room.
- ✓ Cut apart the Animal Body Part Pictures that match the Animal Pictures you are using.
- ✓ Choose one Intro Picture. Print one copy to display plus one per pair of children.



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?

5 MIN: INTRO (whole group, pairs)

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. Have children identify their own body parts. Call out body parts—eyes, nose, ears, mouth, legs, arms, feet, hands—and have children act out the way they use 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: protect themselves (by talking about safety), meet basic needs for food, water, and air
 - Legs and feet: protect themselves, take in information (by touch), move from place to place
 - Arms and hands: protect themselves, take in information (by touch), move from place to place, get food or water to meet basic needs



15 MIN: EXPLORE (pairs, small groups: 4 children, whole group)

Check in with children while they explore. Listen for Science Big Ideas and Science Talk.

5. Investigate 1: Observe and Describe One Animal's Body Parts

- Show children one of the Intro Pictures. Say, *I wonder how this animal may use the different parts of its body?*
- Give each pair of children a copy of the Intro Picture. Have pairs discuss ways the animal may use different parts of its body.
- 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.

6. Investigate 2: Use Evidence (Clues) to Identify Animals

- Give each pair of children two Animal Body Parts Pictures from the same animal. Tell pairs to observe the body parts. Have them figure out what each body part is and how the animal may use it to survive.
- Have each pair of children use their pictures as evidence, or clues, to find another pair of children who have pictures that match the same animal. Have the children observe all the pictures and discuss what animal they may have.
- Have these new groups of four children walk around the room to find the animal that matches the body parts, using their pictures as evidence.
- (Optional) Groups may identify and discuss other body parts that were not included in the small pictures.

7. Make Sense of Information

- a. Have children do the Parts of an Animal Body notebook activity. They may take a photo of the animals they have been investigating.
- b. Have groups share their notebook pages with each other.
- c. Point out that each group has a different animal. Explain that each animal has a different type of body that helps it survive. Ask, *What do you think is the most important body part for your animal?* Have groups discuss.

5 MIN: REFLECT (whole group)

8. Have the children group the animal pictures according to similarities in body parts. Ask a few children to share their reason for grouping certain animals together.
9. Point out any groupings that highlight the Science Big Idea. For example, all the animals have eyes to see so they can find food and move away from danger.

WRAP UP

10. Say, *We observed and compared different animals body parts, just like scientists.*
11. 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 have legs like frogs and people.*



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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TWIN
CITIES
PBS

Intro Pictures

IGUANA



BEAVER



LEOPARD GECKO



SNOWY OWL



FRUIT BAT



HAWK



Hawk Body Parts



HAMSTER



Hamster Body Parts



FROG



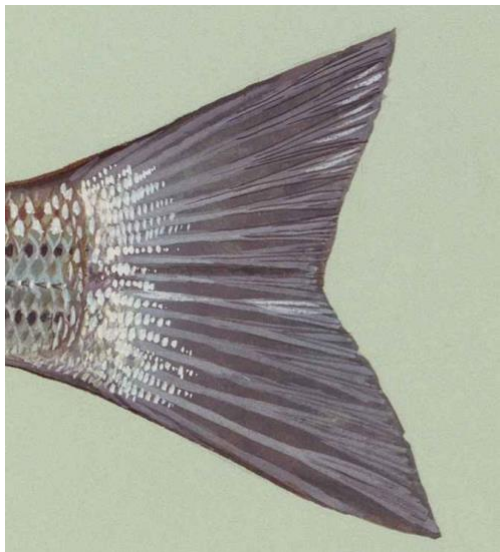
Frog Body Parts



FISH



Fish Body Parts



GAZELLE



Gazelle Body Parts



SEA TURTLE



Sea Turtle Body Parts

