I. Profile

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<th>Animal Parts Match The Environment</th>
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Standards:  

**Life Sciences**  

2a Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.  

2d Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

General Description of Lesson:
Students begin by viewing a video and having a discussion on animal parts. The lesson focuses on eating and movement parts with video interaction and animal cards. The culminating project is making an animal puppet from a paper bag with the correct mouth parts and movement parts.

II. Objectives:
1. Students will be able to identify animal body parts that help animals get food, such as wings, legs, or fins.
2. Students will be able to describe animals by body structures that help them eat, such as teeth, beaks, or claws.

III. Materials and Equipment

Materials:  
1. A set of 10 or more picture cards of animals that differ in many ways. Make sure you have more than one beak type and that you can see the teeth of some animals. Also, try to have animals that have wings, claws, hooves, fins and other ways of moving. The cards need to be large enough for all the students to see. It is helpful to have magnets or tape on the back for sticking them to the board.
2. One "lunch-size" paper bag for each student  
3. Construction paper in many colors (for parts of the puppet)  
4. A class set of scissors  
5. Glue or paste for each student or small groups  
6. Optional - templates for children to trace for beaks and sharp or flat teeth  
7. Video - "Animal Parts and Their Uses"  
8. VCR hooked to a television for class viewing  
9. One Assessment Rubric for grading each student's performance

Equipment: VCR, Television
IV. Procedure:

PART ONE
1. Begin the lesson by telling the students that they will be watching a video about animal parts and their job is to listen for the answer to this question, "Why do animals have different body parts?"
2. PLAY the video Animal Parts and Their Uses from the beginning.
3. PAUSE the video when you hear, "....and some are very different." At this point you are seeing a pig's face.
4. Ask the students, "Why do animals have different body parts?" (to move, get food, and stay warm) If the students can't recall the answer, it is fine to rewind and let them listen again.
5. Tell the students, "Today we are going to focus on the different parts that help an animal move and the parts that help it to eat. You are going to hear more of the song now, but this time try to listen for parts that are movement or eating parts. Can anyone think of some parts that she might mention in the song?" Allow for responses from the students,
6. PLAY the video from where you paused it.
7. PAUSE when the song ends and you see a girl in the colorful triple-stacked box.
8. Ask the students to name some movement parts. Write the names of those parts on the board under a title of MOVEMENT.
9. Ask the students to name some eating parts. Write those names on the board under a title of EATING.
10. FAST FORWARD (while watching the video) until you see a cartoon boy have an x-ray pass over his middle section.
11. PAUSE on the picture of the little girl in the triple box with wings.
12. Say to the students, "You will now be watching for special parts that different animals have to help them move around in their own environment. Remember to watch and listen for as many different parts as you can."
13. PLAY the video until the narrator says, "Fish use their fins to help guide them through the water."
14. PAUSE as you see the girl in the triple-stacked box.
15. Ask the students if they can recall any of the movement parts that were just mentioned that we don't already have on the board. List them on the board.
16. Say to the students, "Now we are going to hear about animal parts that help them to eat. We listed some on the board, but try to listen for new ones that we don't have yet."
17. PLAY the video from where you left off.
18. STOP the video when you see the girl at the dinner table eating a carrot and the narrator has said, "...so we need flat teeth and sharp teeth."
19. Ask the students to recall parts that help an animal eat that aren't already on the board. Write any new responses. If the students aren't recalling all the necessary parts, you can either rewind, or use questioning techniques to elicit the necessary responses.
20. Put the animal cards on the board and say to the class, "Can anyone name these animals?" Call on various students to name the animals on the board.
21. Ask the students, "Can anyone choose an animal and tell me how it moves, and the parts it uses for moving?"
22. Repeat step 21 for all the animal cards.
23. Ask the students, "Can anyone choose an animal and tell me what it eats, and the parts it uses to eat?"
24. Repeat step 23 for all the animal cards.
25. For closure on the first segment of the lesson, ask the class what we've learned about animals today. It will help the visual learners if you put the key words on the board in an organizing fashion as the students recall the information.

PART TWO
1. If the puppet is being created on a different day, this segment should begin with a short review of what animals eat and the parts that help them eat. Also, review how animals move and the parts they use to help them move.
2. Say to the children, "Today each of you are going to make an animal puppet from a paper lunch bag. Your puppet will be an animal with parts that are used for eating and parts that are used for moving."
3. Hold up an example puppet and say, "This is the puppet I made for myself. It is a _______. It eats ________ so it has __________ as the part(s) it uses for eating. In order to get its food, it needs to move, so it has __________ for moving.
4. Show the students the materials that are available for their puppet while giving them some idea of how to place teeth or a beak on the fold of the bag.
5. Give students time to think of different animals that would make a good puppet. Discuss some choices. Tell the children that they can choose any animal to create as a puppet, but they will have to say what it eats, what parts help it to eat, and how its movement parts help it to get food.
6. Give the students time to work while roaming the room to guide the students who are experiencing difficulty. If you would like to guide the students as a group through each step of the creation process, use these steps:
   a. Students need to cut out the teeth or beak from construction paper (template tracing optional).
   b. Students need to draw or cut from construction paper the claws, wings, or other movement parts for their puppet.
   c. Students need to glue or paste the parts onto the puppet and decorate the rest of the puppet as they wish.
7. After the puppets are finished and the glue is dry, tell the students, "Now each of you gets a chance to tell us about your puppet. You will stand up and tell us (write what is needed on the board as a reminder) what the animal is, how it eats, and how it moves to get food. As you are telling us, please point to the parts of your puppet that you are talking about. Who would like to go first?"
8. You will use a separate rubric for assessing each student. If a student forgets to mention an important part, use questioning techniques to elicit a response.
9. Fill out the rubric based upon the necessary information the student can tell the class.
V. Assessment:

**Assessment Type(s):** Interviews, Projects, Rubrics

**Assessment Plan:**
During the group work with the animal cards and the presentation of the video segment, a general verbal assessment is conducted with students to determine the mastery level of the standards.

The student projects will be assessed based upon the appropriate eating parts (beak, teeth, etc,) and movement parts (wings, legs, fins) that the students place on their puppet. The presentation of the puppet to the class will require the student to identify the animal, how it eats, and how it moves in order to get its food.

**Reference:**