Who's New at the Zoo?

1. Question & Research Task

Animals have external features that help them to survive. Their external features are similar to some animals yet different from others. Why is that?

You will help the zookeeper bring a new animal to the zoo. You will need to determine which section of the zoo the animal will live in. How will the body parts of the animal help you decide where it will live in the zoo?

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In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How do external features help us to classify animals?

2. Information Sources

Visit the sites and find out about your chosen animal. Click on the picture below to write notes.

Name _____

Animal _____

Grade 1 Unit 8 Lesson 2

External Feature	How does it help them survive?

External Feature	How does it help them survive?

*NOTE: Your teacher/librarian will give you the database logins if needed.

Image from: WorldBookKids

Image from: PebbleGo

Look for your groups' animal on World Book Kids!

Kangaroo
Alligator
Spider Monkey
Hammerhead Shark
King Penguin

Look for your groups' animal on Pebble Go!

Kangaroo
Alligator
Spider Monkey
Hammerhead Shark
King Penguin

3. Student Activity

1. Click the links below to learn more about different habitats.
2. Record information about your animal's habitat on your graphic organizer.

Wetlands

Arctic

Desert

Oceans

Rainforest

Where would your animal live in the zoo?

Click the picture below to see a map of the Maryland Zoo.

Image source: marylandzoo.org

4. Assessment Activity

How do external features help us to classify animals?

Become a Newscaster

1. First, introduce your new animal to the zoo! Complete the script.

2. Next, record yourself using the digital tool your teacher allows (Flip, VoiceThread, Wixie)

3. Finally, create a poster to help introduce your animal to the zoo including its external features and how they help it survive in their habitat.

This Photo by Unknown Author is licensed under CC BY-SA

Click the picture below to write your script!

Grade 1 Unit 8 Lesson 3

Script Organizer

Directions: Fill in the blanks below. Record yourself!

Hi! Please welcome the _____ to the zoo. This animal has many external features that make it special. It has _____ that helps it _____. It has _____ that helps it _____. These features make this animal a perfect fit for the _____ section of the zoo. We hope you come visit this animal at the zoo!

Baltimore County Public Schools Library Media Programs   July 2019

5. Enrichment Activities

Click the pictures to learn more!

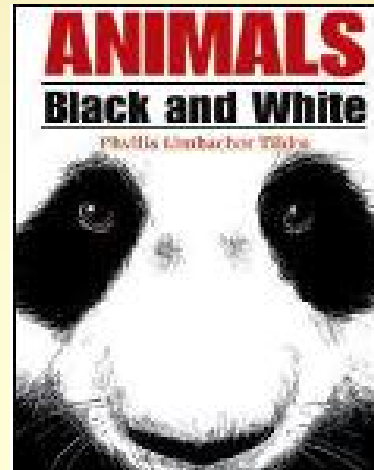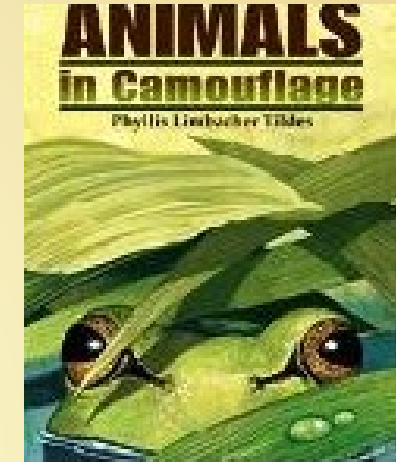Image source: MarylandZoo.org

Image Source: TumbleBooks

Image Source: TumbleBooks

Image Source: BrainPOP Jr.

Image Source: DiscoveryEducation.com

6. Teacher Resources

Learning Standards Alignment

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners

Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:
    I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:
    I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
    I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:
    I.D.2 Engaging in sustained inquiry.

Grade 1 Content Area: Who's New at the Zoo?

Objective: Students will conduct brief, focused research about animals in order to identify external features and how these features help the animals adapt to their environment.

Time Frame: Three class periods

Differentiation strategies for this lesson:
- Have students use learning supports provided in any BCPS Digital Content in the Apps Portal included in this lesson.
- Refer to Digital Content Snapshot/Support pages as needed.
- Consider printing worksheets on Slides 2 and 4 prior to instruction.

Notes to the teacher:

- Direct links to PebbleGO, BrainPOP, and BrainPOP Jr. will not work in the PowerPoint version of this Slam Dunk; however, they will work in the PDF version. If you wish to personalize this Slam Dunk, make your modifications in PowerPoint and then save your changes as a PDF. Students should view this Slam Dunk as a PDF.

- YouTube Videos must be displayed to the whole class using the teacher's account.

- Students must use the learning supports provided in any BCPS Digital Content in the Apps Portal to access digital content and tools such as Flipgrid, Wixie, VoiceThread, WorldBook Kids, etc.

- Slide 3- Students will need instruction on how to research the animals and their habitat. A paper copy of the student web paper will be needed for each student.

- Slide 4- Students will need direct instruction on how to fill in the script. A paper copy of the student script paper will be needed for each student. Assistance may be needed to teach students to use flip cam or other recording device.

- Consider using the Schoology Assignment Apps feature to assign Microsoft or Google documents and files for students to access, edit, and submit through Schoology.