

Animal Teams

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1. Question & Research Task

Did you know people aren't the only ones who work in teams or with partners?

Animals do too! As you go through this activity, you will learn about lots of different types of teams and why animals form these partnerships!

Watch the video on the right before you get started!



Image and Video Source: Discovery Education by subscription

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

Why is it important for animals to work in teams?

2. Information Sources

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Time For Kids Article
Animal Teamwork



Magic School Bus Clip
(Gobi Fish and Pistol Shrimp)



NatGeo Kids
Clown Anemonefish



Gale in Context Article
Friends 4-Ever



Record your information on the sheet provided by your teacher:

It Takes Teamwork

3. Student Activity

Pick an animal team from the previous slide.

Then complete the activity page about what you have learned!

Use the rubric to help you complete your work.

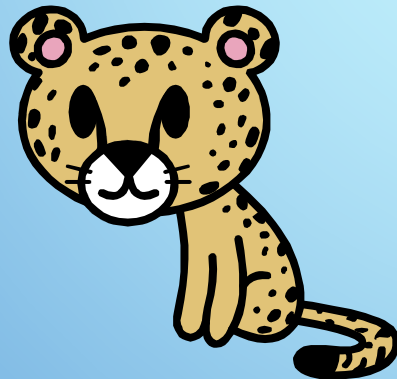


Image Source: Microsoft Office

Animal Teams

Choose your animal team:

How do they help each other?

4. Assessment Activity

Why is it important for animals to work in teams?

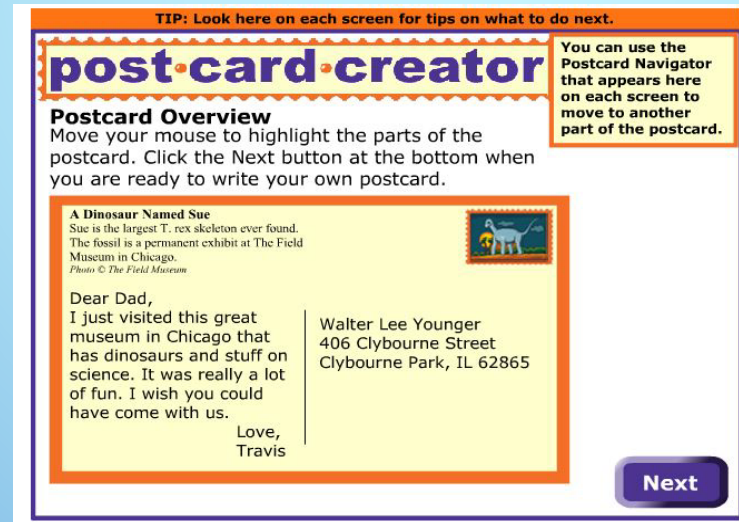
Your cousin who lives in Baltimore City doesn't understand how animals work in teams.

Using what you have learned, write a letter or a postcard to your cousin explaining why it is important for animals to work in teams.



Video Source: Discovery Education by subscription

First watch this video on how to write a friendly letter!



5. Enrichment Activities



Find out how dogs and cheetahs are a team! Click the dog to read about it or your teacher can play the video for you.



Read about how animals team up with people.

*Your teacher/librarian will give you the login for World Book Kids if needed.

Learn about how guide dogs team up with humans who are visually impaired.



6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

[Maryland State Curriculum](#)

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.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Grade 1 Unit 4 ELA

Time Frame: Two 50-minute 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.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.'
- Provide database usernames/passwords if needed from BCPS Digital Content in the [Apps Portal](#).
- Students will need headphones to listen to videos.