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| **Name:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****-------------------------------------------------------****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Explore your outdoor classroom and look for an insect, worm, or snail. (Be careful not to hurt any animal!)**

**Draw a picture of it.**

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**Where did you find the animal?**

**❒in the grass ❒on the ground ❒in the soil**

**❒in a tree ❒in water or a pond ❒an a flower**

**1. Is the animal’s color dark? light?**

**2. Is it the same color as**

 **the place you found it? Yes No**

**3. Is the outside hard? soft?**

**4. Does it have a shell? Yes No**

**5. Does it have legs? Yes No**

 **How many?\_\_\_\_\_\_**

**6. Does it have wings? Yes No**

**Compare an insect, a worm, and a snail. Which one is Longest? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Shortest? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**In the middle? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher’s Tips Page**

**This is a guided exploration. Be alert to all discoveries – not just the ones described.**

**Main ideas:** Small critters can be fascinating to everyone. Students think like scientists when they make observations and hypothesize answers to questions.

**Outdoor Classroom Learning Stations**

The entire area of your outdoor classroom can have insects, worms, and snails. Decomposing logs are the first place to look. If you have a worm bin, that’s a sure thing.

**Note:** Spiders are not insects. They have eight legs and insects have six.

**Another Note:** Caution students about bees and ants that may sting. A student with a known allergy to bee stings can be instructed to deal with worms and snails.

**Preparation for Activity**

Show pictures or videos of insects, worms, and snails. Insect videos and songs can be found at <https://www.youtube.com/watch?v=jstEyNWqE_I> & <https://www.youtube.com/watch?v=SYawa4piO4k>

**Questions for Discussion**

**How does an animal use its color?**

Camouflage – A worm is brown and so is the dirt around it. Moths have patterns that look like tree bark. Humans mimic nature when we use camouflage prints on our clothes.

**How does an animal use its shell?**

Shells – The snail’s shell protects its soft body. A bicycle helmet protects the head.

**How does an animal use its legs? Why would it be good to have no legs?**

A six-legged insect uses legs to crawl. A no-legged worm tunnels through dirt where legs would just get in the way. A baby crawls with four legs (including arms). A diver streamlines the body by putting arms and legs together so the body shape is like a worm.

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| **Description: OC Butterfly LogoAlabama Course of Study Objective Correlations for 1st Grade** |
| **Language Arts:** 34.) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [SL.1.4]35.) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [SL.1.5] |
| **Math:** 15.) Order three objects by length; compare the lengths of two objects indirectly by using a third object. [1-MD1] |
| **Science:** 5.) Design a solution to a human problem by using materials to imitate how plants and/or animals use their external parts to help them survive, grow, and meet their needs (e.g., coat imitating animal fur for insulation, gear mimicking tree bark or shells for protection). |