



Revised 4/16/20
Neal Smith National Wildlife Refuge

Animal Families and Homes

1st Grade

60 Minutes

Spring

Summary

Students share their definition of a family. Next, using the **K**(now) **W**(onder) **L**(earn) model, students design an investigation based upon their own questions about animal families. Their field work will help answer those questions and allow for additional discovery. Students go outdoors on a hike to search for animal families. As a class they record the different animal families. Afterwards, students reflect on the animal families they found and describe any personal observations they made about prairie animal families.

Next Generation Science and Iowa Core Standards

Next Generation Science

- **1-LS1-2**
 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- **1-LS3-1**
 - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Literacy

Writing

- **W.1.8**
 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



Speaking and Listening

- **SL.1.1**
 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.1.2**
 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.6**
 - Produce complete sentences when appropriate to task and situation.

Materials and Resources

- KWL chart on chart paper or white board, plus markers
- Pictures of prairie animal families
- Animal families data sheets
- Dry erase markers
- Clip boards

Presentation

What does the word “family” mean to you? Today we are going to learn about prairie animal families. Create a KWL chart and record student background knowledge under the **K**now column:

- What do you already know about prairie animal families? If students need additional guidance,
- Do all animal families look the same? Are they bigger or smaller than your family?
- What about animal parents? Do they care for their babies the same as your parents care for you? What do they do for their babies?
- What prairie animal families do you think you will find outside?

Next, record what students **W**onder about animal families. Explain that they will learn the answers to some of their questions by reading a book and then going outdoors to make observations and collect data.

Directions



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1. Ask for a student volunteer. Ask the volunteer how many brothers or sisters they have. Tell them while humans only have a few or no siblings, some animals can have thousands. If you were a leopard frog, you'd have 5,000 brothers and sisters! If you were an ant, you could have millions of sisters!
2. "Do you think it'd be easy for frog parents to take care of that many babies?" No! For some animals, it's easier to have more babies, but give them less care. For example, very few frogs will protect their babies. But a benefit of many babies means there is safety in numbers. I'm a tadpole swimming when a hungry fish comes. If there are thousands of other tadpoles around me, I'm less likely to be eaten.
3. Numbers can also help with care. If you're an ant, for example, you and your millions of siblings only have one mother. But you have millions of relatives caring for you. Does a grandparent or older brother/sister ever help take care of you? Like us, some animals get help from their relatives.
4. Explain to the students that in a few minutes they will be going outside to find and explore animal families. When the class gets outside, students should record on the data sheet all of the animal families that their group of naturalists observe.
5. Once outside, guide students through the prairie and point out different animal families they could see. Remind students to guess the size of the family, and what the parents do for their babies. After about 15 minutes of searching, have students come together. Tell students that they are going to head back inside. While they are walking to go back inside, ask them to think of something to share about the animal families they saw.



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Resources

Journal Prompt



Once inside, have students review their data and describe the animal families they observed. Record what they Learned on their KWL chart.

In their science journals, have students individually reflect on what they experienced. What surprised them? What did they find interesting? What did they learn? How did the animal families compare to their own?

Animal Families



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Animal	Family Size			How does the family help the baby?
	Small (2-5)	Medium (6-25)	Large (25 or more)	
Ex: Bird 	X			Food, nest
Ex. Frog 			X	No care



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