

Survival: Packs, Herds, Flocks, and Communities

Animal Adaptations

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Grade Level	3rd Grade	**Time Frame**	2-3 class period(s)
		Duration	120 minutes

Essential Question

Why do animals live in groups?

Summary

This is the first lesson in a series called, “Survival.” In this lesson students will observe different groups of animal groups and why the animals form groups to survive.

Snapshot

Engage

Students begin an "I Used to Think ... But Now I Know" strategy to describe what they think about why animals live in groups.

Explore

Students watch videos of animals in groups and make observations about various animals' grouping behavior.

Explain

Students draw conclusions about the animal groups and share their observations with the class.

Extend

Students compare animals that live in groups to those that live in solitude.

Evaluate

Students review the essential question and revise their previous thinking, completing the "I Used to Think ... But Now I Know" activity.

Standards

Next Generation Science Standards (Grade 3)

3-LS2-1: Construct an argument that some animals form groups that help members survive.

Oklahoma Academic Standards (3rd Grade)

3.PS2.3: Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

Attachments

- I Used to Think, Now I Know.docx
- I Used to Think, Now I Know.pdf
- Survival Group Discovery Lab.docx
- Survival Group Discovery Lab.pdf

Materials

- Survival Group Discovery Lab Handout
- I Used to Think, Now I Know Handout
- Internet-enabled device(s) to watch videos about animal groups

Engage

Introduce the I Used to Think ... But Now I Know strategy and pass out the accompanying student handout (attached). Ask students, “Why do animals live in groups?” Have them respond in the “I Used to Think” column. After students have completed this portion of the assignment, have them put the paper aside. Let them know they will return to it at the end of the lesson.

Sample Answers:

Some possible responses you may expect from students are, "They are friends," "They can help each other," "They can find food together," "They can protect each other," or "They are safer."

Explore

In small groups, assign students to observe one of the following videos about animal groups (links can be found below and the full URL for each video is listed in the Resources at the end of the lesson):

- Bees (video link here)
- Wolves (video link here)
- Birds (video link here)
- Zebras (video link here)
- Fish (video link here)

Teacher's Note: Additional Viewing Options

Another option is to have the small groups observe several or all of the animal videos. This option will take more time, but it will help the students form more comparisons. By observing more videos, you may also allow students the option to choose which videos they watch, in addition to assigning small groups.

Pass out the attached Survival Groups Discovery Lab handout. Using this tool, students will answer the following questions about one or more of the animal groups:

- About how big is the group?
- Why do these animals live in a group?
- What roles do the members play?
- What are the benefits of the group?
- What are the risks of the group?
- What other things do you notice and wonder?

Explain

Have each group share out their observations about one of the animal groups, based. After each presentation, have students use a Think-Pair-Share strategy to answer the question, "Why does THIS animal live in a group?"

Help students make the connections and discover that animals live in groups to help the members of the group survive.

Extend

Have students compare animals that live alone and those that live in groups. Watch this short Kratt's Creatures video (full URL listed below) that talks about animals that live in solitude. After watching the video, lead a group discussion having students compare animals that live in groups to animals that live in solitude.

Evaluate

In addition to the artifact from the Extend, have students complete the “I Used to Think … Now I Know” activity by answering the following question on the “But Now I Know” side: Why do animals live in groups? Students should support their claims with details from the lesson.

Resources

- K20 Center. (n.d.). I used to think . . . but now I know. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f50639f2
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- PBS, N. O. (2018, January 05). Wolf Pack Teams Up to Fight Off Intruder. Retrieved from https://www.youtube.com/watch?v=VcTsWXOZMzQ
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- Productions, J. D. (2012, January 11). ULTIMATE MURMURATION - PEREGRINE HUNTS STARLINGS IN ROME - EARTHFLIGHT. Retrieved from https://www.youtube.com/watch?v=V-mCuFYfJdI
- Rangers, E. (2012, July 25). School of Fish. Retrieved from https://www.youtube.com/watch?v=su1en9Vxpog
- Solitary on the African Savannah: Kratts Creatures. (2019, July 08). Retrieved from https://ninenet.pbslearningmedia.org/resource/48130444-f7c3-4766-820e-66297b2d64bc/48130444-f7c3-4766-820e-66297b2d64bc/