

# PLANTS AND ANIMALS



**Time:** one to two class periods

## Instructional Goals:

- The student will use the PebbleGo Science database to research and record general information about plants or animals.
- The student will work collaboratively with other students to analyze and compare general information about plants and animals using a Venn diagram.
- The student will begin to discover patterns in living things.

## Materials/Resources:

- **PebbleGo** Science online database
- **Questions for Understanding** handout for *What are Plants?* and *What are Animals?* articles
- **Plants and Animals Venn Diagram**
- Large Venn diagram, on butcher paper or projected for class to see

## Procedures/Lesson Activities:

### Focus

1. Divide the class into small groups or teams.
2. Tell the students you are going to play a game—Plants versus Animals. First you will give the teams 1 minute to draw, write, or record the names of as many animals as possible. Each animal name is worth 1 point. Next you will repeat the game and see how many plant names the students can draw, write, or record in 1 minute.
3. Start the 1 minute timer and have students draw, write, or record the names of as many animals as possible. After 1 minute have the teams share the animal names and write them down on a list.
4. Repeat the game for plants. Start the 1 minute timer and have students draw, write, or record the names of as many plants as possible. After 1 minute have the teams share the plant names and write them down on a list.
5. Note whether plants or animals received the most points.

## Teach/Model



6. Read through the animal list. Ask students what they already know about animals. Write this information next to the list of animal names. Ask if the information is true for only some animals or for all animals. Circle the information they believe to be true for all animals.
7. Ask students what they already know about plants. Write this information next to the list of plant names. Ask if the information is true for only some plants or for all plants. Circle the information they believe to be true for all plants.
8. Ask students if any of the information is the same for both plants and animals. Star information they believe to be true for plants *and* animals.
9. Explain to students that they need to determine what information is true for all plants and what information is true for all animals. They will check their ideas by researching plants or animals.

## Guided Practice

10. Demonstrate the process of accessing the PebbleGo Science database.
11. Show students how subject directory searching works by clicking on the different directories. Have students guide you to where they believe the information about plants and animals would be located.
12. Demonstrate how to retrace your steps by using the bread crumb trail in the blue bar above the subject directories and articles. Show how the home button navigates back to the main directory of PebbleGo Science.
13. Open a sample article, such as *What are Humans?* Demonstrate the read aloud function and point out the media section below the article. Show how the article tabs take you to additional information.

## Independent Practice

14. Divide students into pairs. Assign half the pairs the topic of plants and the other half animals.
15. Read through the *Questions for Understanding* and *Share What You Know* handouts as a class. Make sure students understand that they will be recording their research notes on the *Share What You Know* paper.
16. Students research their assigned topic and complete the *Questions for Understanding* and *Share What You Know* for that topic. (Each pair will complete one copy of the appropriate *Questions for Understanding* and *Share What You Know*.)
17. After students complete the *Questions for Understanding* and *Share What You Know*, combine pairs into new groups of four. Each new group will have two students who researched plants and two who researched animals.
18. Each group shares their *Questions for Understanding* and *Share What You Know* information with their new partners. Ask the groups to analyze what they have learned to compare plants and animals—how they are the same and how they are different.
19. If ability level allows, have each foursome complete the *Plants and Animals Venn Diagram* by drawing or writing their comparisons in the appropriate sections.

## Closure



20. As a class discuss what students discovered when comparing plants and animals. Combine their ideas onto a large Venn diagram for the class to see.
21. Ask the class to pay particular attention to the information that is in the center of the Venn diagram. Use these observations to introduce patterns and commonalities of living things.

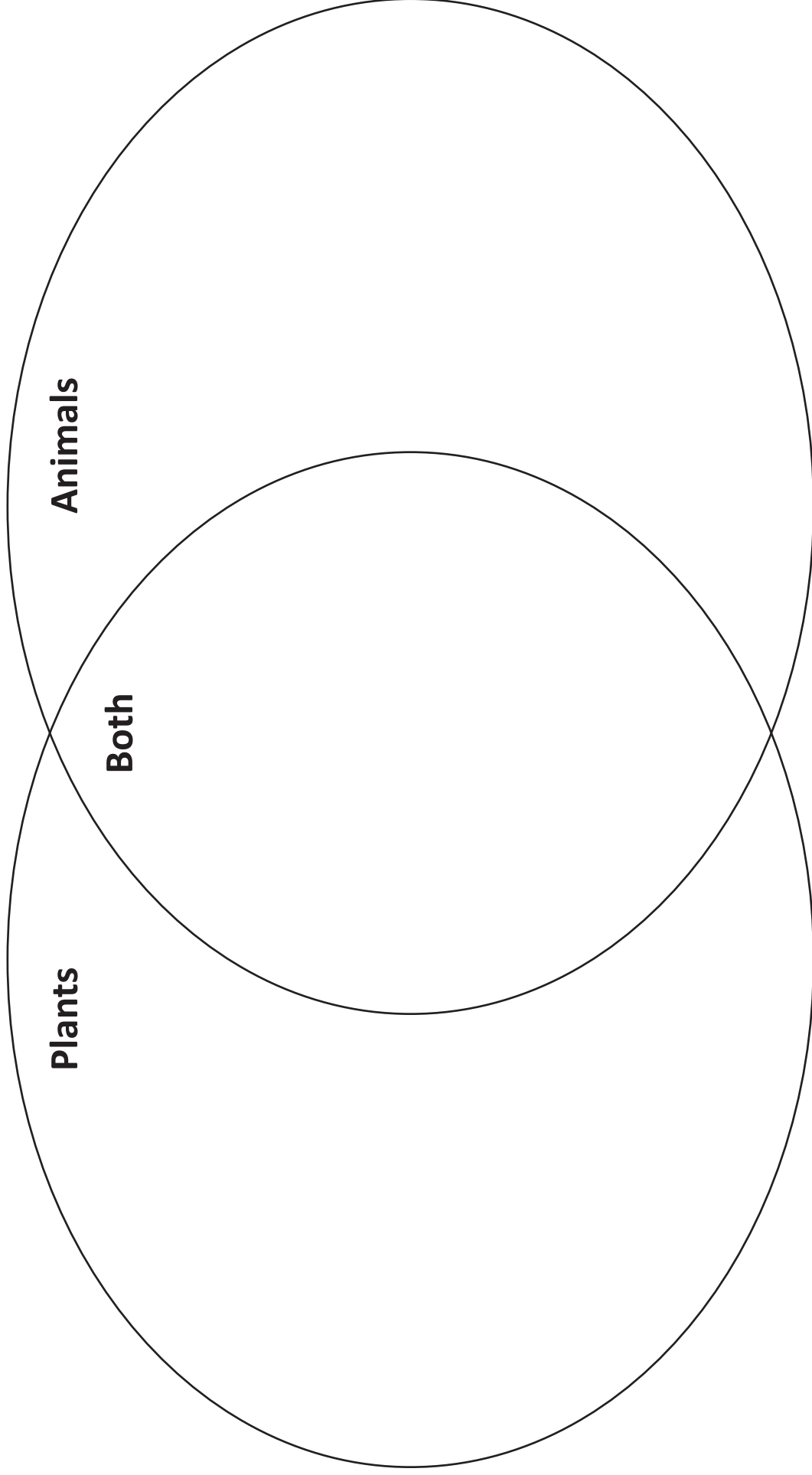
## Extend/Enrich

- Students research humans and complete the *Questions for Understanding* and *Share What You Know* for the PebbleGo Science article titled *What are Humans?* Students compare plants, animals, and humans.
- As a class discuss patterns noticed in what animals (including humans) and plants need to survive. Students create a t-chart of what living things need to survive versus what living things may want to have in order to make their lives more comfortable and enjoyable.

# Plants and Animals Venn Diagram



Name \_\_\_\_\_



Bibliography: \_\_\_\_\_