



Meet Your Animal Neighbors

Introduction

Peter Rabbit does not live alone near Farmer McGregor's garden, many animals share this environment. Students will discover and share their findings about the animals that live in this environment and how they survive. Partners of students will conduct research and create a book about their animal.

Learning Outcomes

Ohio Standards

- Second Grade # 6: Investigate the different structures of plants and animals that help them live in different environments
- Third Grade # 2: Relate animal structures to their specific survival functions
- Third Grade # 3: Classify animals according to their characteristics

Getting Started

Materials

- Data collection sheet
- Construction or tagboard paper
- White copy paper
- Markers or crayons
- Collection of animal books and magazines
- Animal picture/fact cards
- Plastic spiral bindings

Technology

Use the Internet for research. Be sure to check recommended sites first.

Vocabulary

- Protective covering
- Shelter
- Enemies
- Body structure
- Environment
- Life characteristics
- Organism
- Protection
- Survival

Lesson

Orientation Activity

- Make a list of the animals in “The Rockin’ Adventures of Peter Rabbit”: rabbit, cat, bluejays, mouse, sparrow.
- Review the category of animals (mammals, birds, etc.)
- Identify the environment in which these animals live in the production & in the natural world.
- Talk about common things within their environments.
- Assign partners within the class.
- Draw for, or assign, the animal that each set of partners will research.
- Discuss resources available for conducting research including picture book, encyclopedia, non-fiction books, magazines, etc. **Conduct this section of the lesson in the school library so that the students can become acquainted with the location of these materials within the school.

Learning Activity

- Using a transparency of the Data Collection Chart and Farmer McGregor as the “animal,” model how to fill in each of the areas. Students who finish early could then design and create the book for Farmer McGregor.
- Handout the Data Collection Chart to each set of partners. (Either one sheet for the two students or one sheet per student, depending upon your needs for individual assessment.)
- Review the sections of the sheet with the students.
- Discuss what types of information they should be looking for that answer the question in each section.
- Discuss places for them to obtain the information. Be sure to have a set of non-fiction and picture books available in the classroom. A set of encyclopedias and animal fact/picture cards might be helpful as well. Allow time for students to collect the information, circulating to help those that are having difficulty. (This might be accomplished in the school library as well or with the librarian’s assistance.)
- Students should also sketch a simple drawing that will help them to remember the information they are writing.
- Each set of students takes the information they have collected and organizes it into a picture book. These books, upon completion, will be loaned to the Kindergarten and 1st grade classrooms for reading materials in their classroom libraries.
- Each book should have a tagboard or construction paper front and back cover, possibly laminated upon completion for durability. The students will draw a picture of their animal on the cover and write the animals name and their names as the authors and illustrators.
- Each book should have several white pages inside, at least one for each of the categories on the Data Collection Chart. The students will

illustrate and write the answers to each of the questions. Leave the pages blank for the students who can organize and create for themselves.

- Put labels on the tops of the pages for the students who are still working on organization and following directions.
- Write sentences leaving blanks for information to be added for the students who are still developing sentence structure and spelling skills.
- Each book, pages and covers are bound with plastic spiral bindings.
- Before sending to the other classrooms, have each group of students share their book and facts about the animal they researched.
- Organize the animals according to their common characteristics and body structures.
- Talk about these characteristics and how the animal lives within its environment because of these characteristics.
- Conduct a class discussion and record information on a T chart comparing the environment that the animal would live in naturally and the environment as shown through “The Rockin’ Adventures of Peter Rabbit.” What did each of the animals do within their environment to survive? How was life different within the environments? How was the mouse’s life different from the bluejays? (Other two animal comparisons could also be made.)

Handouts

Data Collection Chart

Evaluation and Follow-up

Assessment Tools and Methods

- Observe where and how students obtain their information. Look for cooperation within the partners.
- Collect data collection sheets to identify the factual information each partnership found.
- Look at completed books to see sentence structure and organization of information as well as relevance of scientific data.

Interdisciplinary Connections

Language Arts: Writing and research skills, organization of information, location of resources, evaluation of importance of information.

Data Collection Chart

<p>What kind of covering does the animal wear?</p>	<p>How is the animal's body shaped? What special parts does it have?</p>
<p>How does the animal get its food?</p>	<p>Where would the animal live? What would its home look like?</p>
<p>What does the animal do to escape and/ or hide from its enemies?</p>	<p>What is really neat and/ or different about the animal?</p>