

Lesson Plan for Life Science

Unit: Dogs

Lesson: Dogs Have Special Parts

Objective Statement:

Students will learn how dog bodies are naturally designed to help them survive in different environments.

Standard(s) Addressed: Life Science

Please refer to specific state standards as they may vary.

Grouping for Instruction: **Large Group** **Small Group(s)** **Individual**

Large Group – Class will be in Large Group for Modeling and Guided Practice.

Small Group(s) - Class will work in pairs using flash cards to activate prior knowledge.

Individual - Students will work independently on self-assessment worksheets.

Methods/Activities/Procedures:

Strategies	Student Learning Activities <i>(Before, During, After)</i>
<ul style="list-style-type: none"> Activate Prior Knowledge 	<p>Teacher will ask questions about animals. "How do you know a cat is a cat?", "What does a dog look like?" etc. Questions will differ from class to class. List the following words on a board in columns: <i>fur, teeth, claws, fins, ears</i>. Make sure children understand each of the terms. Discuss how animals use each word (part) to survive in the environment. Briefly discuss how humans are able to adapt even though we do not have specific body parts.</p>
<ul style="list-style-type: none"> Model Lesson 	<p>Pair up students and ask them to think specifically about dogs. Can they list specific dogs with special body parts that allow for adaptation in special environments? Do the dogs have body parts that allow them to do special tasks? Give the example of the Husky fur suited for the cold or a Great Pyrenees dew claw which makes the dog's paw suited for walking in the snow, etc. (Try to include pictures of the dogs, or go to one of the websites listed in the Resources box for better understanding.) Bring group back together to discuss findings and ensure understanding.</p>
<ul style="list-style-type: none"> Individual Assessment 	<p>Students will individually complete the worksheet, My Dog has Special Parts, using internet sites or printed materials about dog types. For younger students, printing out pictures and corresponding info will make the task easier. (I rewrote info pages to highlight the special body part associated with a specific breed and what that specialty allowed the dog to do.)</p>

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Resources (Materials/Texts/Visuals/Technology):

- **My Dog Has Special Parts** Worksheets
- Printed materials for younger students
- Computer with internet access – the list below has some great info
- www.Dogbreedinfo.com
- [Extraordinary Dogs: Stories](#)
- [Guide Dogs of America: Training](#)
- [Guide Dogs for the Blind, Inc.](#) (see "Guide Dog Training")
- [Dogs for the Deaf, Inc.](#)(see "Our Dogs")
- [Assistance Dogs International Inc.](#)(see links about guide dogs, hearing dogs, and service dogs)
- [Sled Dogs: An Alaskan Epic](#)
- [International Association of Assistance Dog Partners](#)(see "Educate")
- [Yahooligans: Service Dog Links](#)

Evaluation Method: TO, SP, WW

Assessment will be visual (**teacher observed**), **student participation** and **written work** (worksheet). The children will demonstrate understanding of animal body parts and how they allow them to survive. Knowledge confirmation will be checked through student participation/discussion and individual work. The rubric for the worksheet is as follows: Total points – 8 (Dog Type – 2 pt., Picture of dog – 2 pt., What is special about this dog? – 2 pts., It is special because it helps the dog do these things – 2 pts.) Students should score 6/8 points to show acceptable understanding of lesson.