

DICKINSON COUNTY NATURE CENTER

GRADE 3 — “WHICH ANIMALS LIVE IN GROUPS?”

Core expectations

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

Activity Time

One 30-45 minute session

Program Alignment with Iowa Core Curriculum

Disciplinary Core Ideas

- **LS2.D Social Interactions and Group Behavior** : Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups serve different functions and vary dramatically in size.

Investigative questions

- What is the benefit to living in a group?
- What is a solitary animal?
- Which animals live in groups?

Investigative phenomena

Students will be able to learn about animals that live in groups through the use of mounts, furs and other visual aids.

Practices (SEPs)

- Students will be able to construct an explanation of why it is important animals live in groups
- Students will be able to engage in reasoning and arguments based on evidences about animals live in groups.
- Students will be able to clearly communicate the difference between solitary and social animals.

Cross Cutting Concepts students will identify

- Structure and function of the roles of group-living animals
- Patterns of animal roles within different animal groups

Contact

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Supplies

All supplies brought by the nature center unless otherwise arranged.

N/A

Program Overview

Background

There are a number of animals that live in groups all around the world. These social structures give species several benefits for the members of the group. These benefits include but are not limited to protection from predators, the ability to take down larger prey, sharing in care and protection of young, and gathering larger quantities of food. Although these are benefits to being part of a group, there are also negatives to being a social or group animal. Disadvantages include transmission of disease and increased competition for food and mates. Some animals choose to live a solitary lifestyle, which means they spend most of their time alone.

Procedure

- 1) In this lesson the naturalist will introduce the animals of Iowa that live in groups and the reasons why they choose to.
- 2) The naturalist will start out by introducing the terms social and solitary animals and talk about the meaning behind each word.
- 3) After the explanation students will be asked to name animal species they think are social or solitary animals. The naturalist will write these animals on the board.
- 4) The naturalist will then introduce some of Iowa's social or group-living animals. She will bring in hands-on learning items so students gain familiarity with the following animals: Beavers, coyotes, honeybees, and turkeys.
- 5) While introducing the animals, the naturalist will discuss how they live in a group and why that benefits their species.