**Name:** Andrea MacMurray **Grade/Developmental Level:** 2/3 Grade

**Subject Area:** Science-Bear Masks

**Length of Time:** 40 Minutes **Date Taught:** 11/16/10 & 11/18/10 +++

**Purpose:** To help the children differentiate between different types of bears.

**Curriculum Standards:** Life Science - LS1– All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

Living Things and Organization

***Second Grade***

1. S:LS1:2:1.2 Recognize plants and animals as living things and describe how they are alike and different.
2. S:LS1:2:2.1 Recognize that plants and animals have features that help them survive in different environments.
3. S:LS1:2:3.1 Recognize that parents and offspring of many species closely resemble one another; and describe the similarities in appearance of given plant and animal families.
4. S:LS1:2:3.2 Recognize that living things have a life cycle, during which they are born, grow, and die.

***Third Grade***

1. S:LS1:4:1.2 Sort/classify different living things using similar and different characteristics; and describe why organisms belong to each group or cite evidence about how they are alike or not alike.
2. S:LS1:4:2.1 Recognize that living organisms have certain structures and systems that perform specific functions, facilitating survival, growth and reproduction.
3. S:LS1:4.2.2 Identify and describe the function of the plant structures responsible for food production, water transport, support, reproduction, growth and protection.
4. S:LS1:4:2.3 Identify and explain how the physical structures of an organism (plants or animals) allow it to survive in its habitat/environment (e.g., roots for water; nose to smell fire). [LS1(K-**4**)FAF-**4**]
5. S:LS1:4:2.4 Identify the basic needs of plants and animals in order to stay alive (i.e., water, air, food, space).
6. S:LS1:4:3.2 Recognize that living organisms have life cycles, which include birth, growth and development, reproduction, and death; and explain how these life cycles vary for different organisms.

**Objectives:**

1. The children will be tracing and cutting out bear masks.
2. The children will be researching various types of bears.
3. The children will be writing facts associated to the bear they chose to make a mask out on the back of their mask.
4. The children will create masks with the characteristics of the bears they chose to research.

**Background Knowledge Needed:** What have the children been learning about bears so far in this unit? Do the children know that there are different types of bears? Have the children done research projects before? Do the children know what a fact is or a characteristic? Who does the child work well with in class? Who will the child not work well with?

**Materials Needed:**

1. Books and magazines with pictures of different kinds of bears

2. Construction paper and oak tag

3. Yarn or string

4. Hole Punch

5. Bear Fact Note Taking Worksheet

**Student Grouping:** Partners

Bonnie, Haley C

Andrew, Haven

Emerson, Ethan

JoDee, Hailey T

**Preparation for Experience:**

1. Prior to science have tracers cut out and ready for the children to use
2. Locate the oak tag, yarn and hole punch.
3. Photocopy 8 copies of the Bear Facts Worksheet

**Outline of Experience:**

**Introduction:** Who can tell me a type of bear? Does anyone know another kind of bear? (I will be writing their answers on the board.) There are eight types of bears.

1. Giant Panda

2. Sun Bear

3. Spectacled Bear

4. Sloth Bear

5. Polar Bear

6. Asiatic Black Bear

7. American Black Bear

8. Brown Bear

Today you will be learning about different types of bears. You will be working in partners to research one bear.

**Body of the Lesson**:

AGENDA

1. Types of Bears
2. Bear Fact Worksheet
3. Partners
4. Choose a Bear and Research it
5. Trace and Cut Out Bear Mask
6. Color
7. Write Facts on the Back
8. Share with the Class

There are eight types of bears in the world. Today you will each be choosing a different bear and researching the specific characteristic to that bear. You will want to jot notes down on your bear facts worksheet, such as size, color, etc… You will be creating a mask that resembles your bear and your facts will be written on the back. You will research the bear’s individual characteristic. What makes this bear different from other bears? What do you find interesting. You will have the classroom library and the internet for your resources. On the computer’s I have found a couple of websites that will be helpful in finding facts about bears. The websites are written on the board. If you need help finding them or typing them in please raise your hand. The classroom library book and magazines are a great resource there is a lot of information within the library. Look to find your bear!

**WEBSITES**

<http://kids.poisson.org.uk/bears/types.htm>

**Conclusion**: Now that everyone has finished creating their masks, we are going to meet in a circle and share our masks. We will share what we learned about our bears.

**Assessment Plan**:

I will know that my objectives have been met when I observe the children researching their bears. I will be able to know what the children learned through their masks. The conclusions circle will be another assessment strategy I will be able to hear what the children learned. They will have the opportunity to tell me and their classmates in their own words what they have learned.

**Child Guidance/Classroom Management Plan:** I will be walking around assisting the children in finding information. I will remind them if they are getting off track, that they have a job to do and they need to get it done.

**Extension Plan:** This could extend into a bulletin board where the children’s masks and facts are on display. They could show this to families and friends and educate them on bears. The children could create habitats of their bears. They could use materials that they find around the rural setting of the school.