### Elementary Lesson Plans Page

<table>
<thead>
<tr>
<th>Grades 3-6</th>
<th>Science Birds*</th>
</tr>
</thead>
</table>

#### Overview
This lesson will allow students to learn more about different kinds of birds. It will enable students to identify at least two kinds of birds and at least three parts of each of those birds. The students will find these birds in nature, take a picture, and then upload the picture to Pix.ie. They will then have a quiz over naming the birds and the parts of the birds.

#### Standards
- **The Nature of Science & Technology: 3.1, 4.1, 5.1, 6.1** - Students will work collaboratively to carry out investigations. They will use tools to record observations in journals and communicate their findings in written and verbal forms. They will be able to integrate these findings with technology.
- **Scientific Thinking: 3.2, 4.2, 5.2, 6.2** - Students will be able to different skills and techniques to solve their problems. They will also be able to integrate technology into their problem solving skills. [http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx](http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx)

#### Objectives
By the end of this lesson, students will be able to:
- Identify two kinds of birds by name with a picture prompt
- Identify three parts of a bird with a picture prompt
- Write down a paragraph description of two birds

#### Materials
- Access to the outdoors (park, playground, school playground)
- Make sure the students will be able to see multiple kinds of birds in the place you choose.
- Pix.ie([http://pix.ie/](http://pix.ie/))
- Pencil
- Paper
- Camera
- Access to a computer so that the students can upload their photos to Pix.ie.

#### Procedure
1) Take the students outside. This outside place could be a school playground or a park nearby.
2) Have the students walk around and find at least two different kinds of birds. Tell them to write a description of the bird they find on their piece of paper and then take a picture for each bird.
3) After each student has pictures and descriptions of at least two birds, take the children back to the classroom.
4) Once in the classroom, have each of the children get on a computer and upload their pictures to an account that you as the teacher have already created for the class on Pix.ie. NOTE: You may have to help the students with the process of uploading their photos.
5) After all of the photos have been uploaded, have a group discussion about what the different kinds of birds are. Make sure that each student can name each kind of bird.
6) Once each student knows which kind of bird is which, have another group discussion about the different parts of birds. Make sure that each student can identify at least three different parts of a bird’s body.

#### Evaluation
Students will be evaluated with a quiz. Each student will be given a pencil and a piece of paper and asked to identify two kinds of birds and name three body parts on each of the birds from the photos uploaded onto Pix.ie.

---

<table>
<thead>
<tr>
<th>Grades 3-6</th>
<th>Animal Shapes &amp; Colors*</th>
</tr>
</thead>
</table>

#### Overview
Children will take pictures of animals. They then will use Pix.ie to download and save the pictures. They then will identify why the animals are certain colors and shapes.

#### Standards
- K.1, 1.1, 2.1 - Students are actively engaged in beginning to explore how their world works. They explore, observe, ask questions, discuss observations, and seek answers.
- K.4, 1.4, 2.4 - Students ask questions about a variety of living things and everyday events that can be answered through observations. They consider things and processes that plants and animals need to stay alive. Students begin to understand plant and animal interaction.

#### Objectives
Students will
- Understand that animals come in different colors and shapes.
- Describe the purposes of color in the animal world.
- Use camera to take pictures of different animals to show shapes and colors.

#### Materials
- Camera
- Computer with internet access
- Pix.ie
- Access to outdoors
### Procedures

1. Use Animals Colors and Shapes to introduce common colors and shapes in the animal world. Explain how animals come in different shapes and colors to survive in their habitat. What body part of most animals is circular? What animals have triangles? What animals have rhomboids?

2. Talk about the students’ favorite animals. What colors can be found on them? Discuss some of the purposes of color in the animal world. Why are the feathers on most male birds bright colors, while female birds have gray or brown? How do some animals use color to stay hidden? Why are some snakes brightly colored?

3. Share images of animals using Pix.ie. Talk about the different colors and shapes of these animals. Tell students that they are going to take pictures of animals with different shapes.

4. Demonstrate using a Pix.ie image as an example. Talk about the animal. What kind of environment would you expect to find this animal in? Have students describe where this animal might live. Does it live in a desert or a forest? Using Pix.ie show children the environments that different animals live in, on the computer. Next, talk about the different shapes students might see on the animal. What shape are its ears? What shape is its body? Use Pix.ie to show pictures of different animal shapes.

5. Making sure that students understand what they are supposed to do, give them print images of the pictures of off Pix.ie of animals for examples. Also, show the children how to work Pix.ie.

6. Have the students then go home and take pictures of animals they can find in their natural habitat. Then have the children with their parents help upload the pictures to Pix.ie.

7. The next day have the children open their pictures on Pix.ie, and explain why the animals are certain colors or shapes.

### Evaluation

Use the following three-point rubric to evaluate students’ work during this lesson.

- Three points: Students were highly engaged in class discussions; were able to demonstrate a clear understanding of the purposes of color in the animal world; and correctly used different shaped animals that clearly identified where the particular animal lives.
- Two points: Students participated in class discussions; were able to demonstrate a basic understanding of the purposes of color in the animal world; and identified where the particular animal lives and generally portrayed what it looks like.
- One point: Students participated minimally in class discussions; were unable to demonstrate a basic understanding of the purposes of color in the animal world; and did not demonstrate where the particular animals lives.

### Grade 3

<table>
<thead>
<tr>
<th>Who’s House*</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Lesson plan adapted from <a href="http://www.lessonplanspage.com/SHousingDifferences3.htm">http://www.lessonplanspage.com/SHousingDifferences3.htm</a></td>
</tr>
</tbody>
</table>

### Overview

The student will discuss how homes are made differently around the world and create their own.

### Standards

- Social Studies History 3.1 Students will describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.
- Social Studies Geography 3.3 Students will explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, and will begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, and explain the geographic relationships within their own community with the state and other states within the region.

### Objectives

By the end of the lesson students will be able to:

- Identify three materials the house they choose is made of.
- Pick a country to locate their house, identify the country on the globe, and what language the speak in that country.

### Materials

- This is my House by Arthur Dorros
- Computer with internet access
- Digital Camera
- Pix.ie
- Butcher Paper
- Writing Utensil
- Globe

### Procedures

1. The teacher will begin this lesson by asking a question such as: Could you imagine living in a house made out of straw, branches, or snow? Then he/she will state how we all live differently around the world. The teacher will provide some more questions for the students to think about: Why do you think people from all over the world make their houses differently? Then the teacher will state that we all live in homes but they are made differently.

2. The student will brainstorm about some materials people use to build a house. The teacher will create a list of these on the butcher paper. The entire class will read the ideas together. Before the teacher reads the book, he/she will ask the children to listen to all the different ways houses are built. Also, have them listen for all the different languages in the book.

3. The teacher will read This is my House to the entire class. She/He will read the sentence ÔThis is my houseÔ in all the different languages while the students look at the illustration of what that house is made from in that particular country. While he/she is reading the students can locate the country on the globe.

4. Ask the students which kind of house they live in with their family. Have them take pictures of different houses they like then upload them to Pix.ie.

5. The next day, have the students provide the location and language they speak in this country as the book did. Display the houses and have the children talk about them and/or read their story about their house.

6. Discuss the student’s responses to the book and their feelings toward living in a different type of home than they have. Ask them if they could be able to live in one of the homes in a different country. Discuss what makes each house a home. Discuss that there are many types of houses and that they can be a small room or a tall building. Discuss how each of these homes are different because they are made from different materials but that each is their home because of the people in it.

### Evaluation

Listen to the students while they are brainstorming ideas to construct the list in the introduction. This will indicate if they can predict what some houses are made of. Listen about the houses they took pictures of. Can they talk about the materials, and an ideal location for the house? Children should be able to name three materials that were used to build the house they took a picture of. Children should be able to pick a country for this house and provide the language they speak in this country. Assess if they know where the country is located on the globe.