

KEYS TO LIFE



TEACHER GUIDE

WONDER



PLANNING

Here's a suggested schedule for this kit! The activities should be completed in order, but you can choose when the lessons take place over time.

ACTIVITY INFORMATION	SECTION (S)	TIME REQUIRED	DAY/ LESSON
ACTIVITY 1: ALL IT TAKES Observe an ecosphere to begin discovering the four keys to life. Total time: 30 min	<input type="checkbox"/> Life Inside	30 minutes	Day 1
	<input type="checkbox"/> Starting As A Seed (through Step 12)	30 minutes	Day 2
ACTIVITY 2: A WAY WITH WATER Discover how much water plants and animals need to live. Total time: 5 h	<input type="checkbox"/> Starting As A Seed (Draw and Describe, Day 1)	30 minutes	Day 3
	<input type="checkbox"/> Starting As A Seed (Draw and Describe, Day 2)	30 minutes	Day 4
	<input type="checkbox"/> Starting As A Seed (Draw and Describe, Day 3)	30 minutes	Day 5
	<input type="checkbox"/> Starting As A Seed (Draw and Describe, Day 4)	30 minutes	Day 6
	<input type="checkbox"/> Starting As A Seed (Draw and Describe, Day 5)	30 minutes	Day 7

Full schedule available with purchase

7+ hours

3

activity

FINDING FOOD

Now that plants and animals have the right amount of water to live, what else might they need?

In this activity, students will discover the diets of animals, photosynthesis, the importance of energy, and food chains.

✓ LEARNING GOALS:

- I can use evidence to show what plants and animals need to survive.
- I can use evidence to show that plants need sunlight and water.

DIGGING IN WITH A DISSECTION

6

MULTIPLE AGES AND ABILITIES:

You can have multiple students helping with an owl pellet dissection at one time. The pellet can be broken into several smaller parts, where each student dissects their own piece. If you want to encourage cooperation in your students, you can have one dissect while the other sorts bones, or have students work together during each step.

💡 THINK ABOUT IT!

? **Question 1: What did you find in the owl pellet?**

Answer: bones and fur; a dead animal

? **Question 2: What animal do you think the bones came from?**

Answer: Answers will vary.

How to Help: Some students may be able to identify that the bones came from a rodent. Rodents commonly consumed by owls are mice, shrews, and moles. However, do not correct them if they are wrong as this question is intended to get your student thinking about diet.

? **Question 3: What happened to that animal?**

Answer: The animal was eaten by the owl.

How to Help: If your student is unaware, when owls eat their prey, they do not chew it but swallow it whole. As it is digested, the indigestible fur and bones form a pellet, which is regurgitated.

? **Question 4: What does that animal eat?**

Answer: Answers will vary.

How to Help: This answer will be based on their response to Question 2. Make sure their response matches the appropriate diet of the answer they provided in Question 2. If they chose a rodent for Question 3, rodents are omnivores; they eat seeds, fruits, grasses, and insects.

? **Question 5: Owls live in forests. Draw a map of the environment the owl lives in. Make sure to draw what it eats and what that animal eats.**

Answer: If your student guessed that the owl ate a mouse and the mouse eats seeds, here is a possible map:

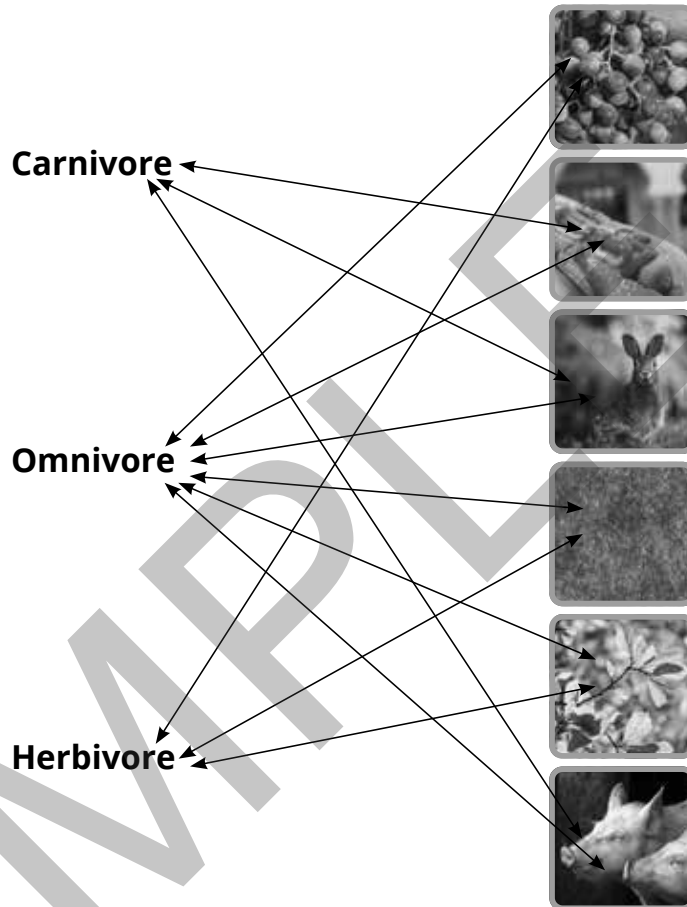


Question: Do you eat carrots, strawberries, or salad?

Answer: Yes

How to Help: If your student doesn't like those fruits and vegetables, reframe the question to include a fruit or vegetable they do enjoy eating.

Question: Match the food to the diet. Hint: Each food might be in more than one diet.

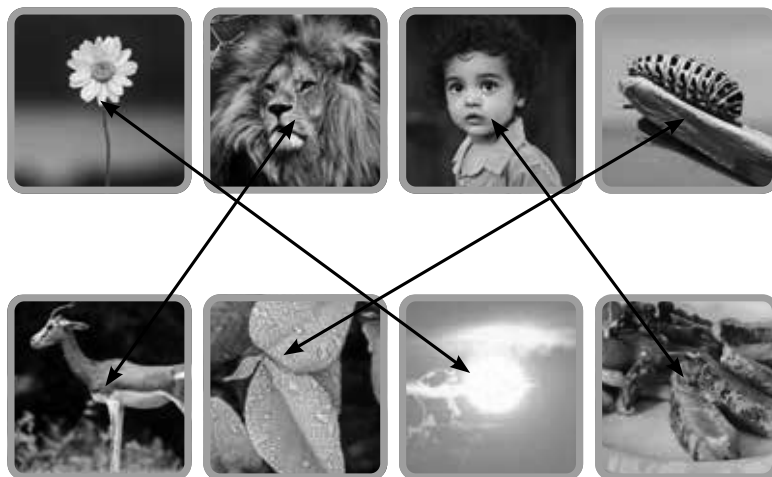


8

ANSWERS ABOUT ENERGY

Question 1: Match the source of energy to the correct plant or animal.

Answer:





SCIENCE
UNLOCKED

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