

Project Timeline

Week One: Timeline for Investigating Animal Characteristics and Classification					
Science Time	Day 1	Day 2	Day 3	Day 4	Day 5
	mammals	birds	amphibians	reptiles	insects
<i>Whole class instruction.</i> 10 minutes	Engage by allowing students to observe a rabbit, mouse or guinea pig	Engage by allowing students to observe a bird on a nature walk outside	Engage by allowing students to observe a frog.	Engage by allowing students to observe a reptile.	Engage by allowing students to observe insects. Another nature walk.
<i>Pairs or Small groups.</i> 10 minutes	Allow students time to explore by observing mammals, examining pictures of mammals, reading books, or searching the World Wide Web	Allow students time to explore by observing birds, examining pictures of birds, reading books, or searching the World Wide Web	Allow students time to explore by observing amphibians, examining pictures of amphibians, reading books, or searching the World Wide Web	Allow students time to explore by observing reptiles, examining pictures of reptiles, reading books, or searching the World Wide Web	. Allow students time to explore by observing insects, examining pictures of insects, reading books, or searching the World Wide Web
<i>Whole group</i> 15 minutes	Teacher directed explanation. Read <i>Mammals</i> by Cathryn Sill. Create a chart that lists the characteristics of mammals. Post it in the classroom.	Teacher directed explanation. Read <i>About Birds: A Guide for Children</i> by Cathryn Sill and John Sill. Create a chart that lists characteristics of mammals. Post it in the classroom.	Teacher directed explanation. Read <i>About Reptiles: A Guide for Children</i> by Cathryn Sill and John Sill. Create a chart that lists characteristics of mammals. Post it in the classroom.	Teacher directed explanation. Read <i>About Amphibians: A Guide for Children</i> by Cathryn Sill and John Sill. Create a chart that lists characteristics of mammals. Post it in the classroom.	Teacher directed explanation. Read <i>About Insects</i> by Cathryn Sill and John Sill. Create a chart that lists characteristics of mammals. Post it in the classroom.
<i>Individual</i> 20 minutes	Extend by creating book page with class chart and having students find and attach examples of mammals.	Extend by creating book page with class chart and having students find and attach examples of birds.	Extend by creating book page with class chart and having students find and attach examples of reptiles.	Extend by creating book page with class chart and having students find and attach examples of amphibians.	Extend by creating book page with class chart and having students find and attach examples of insects.
<i>Individual and Whole Group</i> 5-10 minutes	Evaluate by reviewing the mammal book page or show pictures of	Evaluate by reviewing the bird book page. Further evaluation	Evaluate by reviewing the reptile book page. Building on what	Evaluate by reviewing the amphibian book page. Name several	Evaluate by reviewing the insect book page. It's time to review. At

	animals and have students place their thumbs up if they feel the animal is a mammal and thumbs down if it is not.	might include the creation of a Venn diagram comparing and contrasting the characteristics of mammals and birds.	students have learned so far. Have students sort pictures of mammals, birds, and reptiles into the appropriate categories.	animals and have students tell you why each belongs in a certain classification group.	this time you may ask students to sort pictures or names of mammals, birds, reptiles, amphibians, and insects.
Language Arts/Reading Time	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Whole Group Instruction</i> 30 minutes	Model the process of gathering information and recording it on a chart. Teacher writes and uses overhead.	Model the process of writing a rough draft from the chart information. Teacher writes and uses overhead.	The teacher models the process of revising the paragraph. Check for student understanding of the process.	Model the process of gathering information. Have children record information on the chart.	Guide the children as they use the information to construct a paragraph.
Behind the Scenes	Line up volunteers for the weeks to come Schedule guest speakers Request the computer lab	Have students begin thinking about which animal they will choose.			Create a time schedule for visitors

Creating the Zoo

Week Two: Timeline for Creating the Zoo					
Science Time	Day 1	Day 2	Day 3	Day 4	Day 5
45-50 minutes	Introduce this part of the zoo unit by reading <i>The Salamander Room</i> by Anne Mazer Explore the concept of habitats Have students create and send out invitations	Discuss how students might care for the animals in their zoo <i>I want to be a Zookeeper</i> by Dan Liebman Explore worm habitats	Create a plan for the creation of the zoo Have students draw a picture of their animal using only shapes. Review and explain the contract to the students.	Differentiate instruction at this point-some students will create the animal form while others finish their paragraphs, type, read more about their animal.	Continue to differentiate-some students will create the animal form, others will use Art Paste, while others finish their paragraphs, read, and complete work.
Language Arts/Reading Time					
<i>Individual, pairs, or small groups</i> 30-40 minutes	Students will gather information and record it	Some students will need more time to finish their charts.	Students will create a rough draft of their paragraph	Some students will need more time to complete their	Students will begin working on the final copy of their

	on the chart. Parent or high school volunteers can help at this point.		using the chart and the writing process.	paragraphs.	paragraph. Allow time for students to read and share their paragraph as they finish
Behind the Scenes	Prior to this lesson students or teacher should choose animals. This will allow time to gather books and resources for the students to use.	Teacher should check information for accuracy. Children can work on habitats before and after school.	Peer or adult volunteers can help with the editing process. Teacher should edit the paragraphs. Work on habitats.	Teacher should continue to edit the paragraphs. Work on habitats.	Teacher will edit and if approved the student will type the paragraph. Work on habitats.

Week Three: Timeline for Creating the Zoo					
Science Time	Day 1	Day 2	Day 3	Day 4	Day 5
45-50 minutes	Continue to differentiate- some students will create the animal form, others will use Art Paste, while others finish their paragraphs, read, and complete work.	Continue to differentiate- some students will create the animal form, others will use Art Paste, while others finish their paragraphs, read, and complete work.	As students finish their projects, have them assemble all of their work into a portfolio. Students might glue the papers to construction paper and bind it or use a three ringed binder.	Schedule guest speakers this week as students finish their projects. Students who are finished can be paired with students who need help finishing.	Put the finishing touches on projects.
Language Arts/Reading Time					
<i>Individual, pairs, or small groups</i> 30-40 minutes	Some students will need more time to complete their paragraphs.	Utilize the computer lab. Students will type their paragraphs and print several copies for their portfolio, for the teacher, for their zoo sign.	As students finish their paragraphs they can write creative newspaper articles or stories about their zoo.	Wrap up the zoo project and discuss and design the speaking roles for the students.	Rehearse by reading animal paragraphs and practicing speaking roles for Zoo Day.
Behind the Scenes	Schedule guest speakers this week as students finish their projects.	Teacher should check information for accuracy.	Students can continue to work on their habitats before the school day starts, at recess, or other free times.	Arrange last minute details like scheduling and snacks for Zoo Day.	Schedule Zoo Day later in the week so that you can tie up loose ends, finish projects, or practice.

