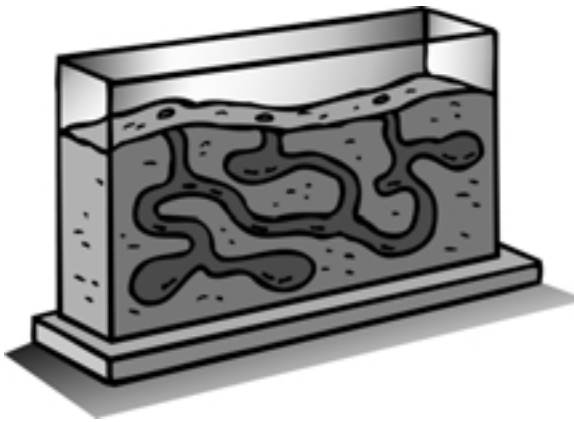


Observing Ants

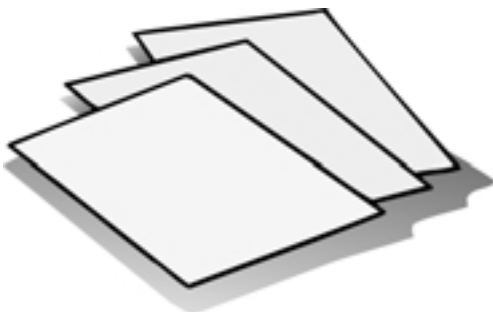
WHAT YOU NEED



ant farm



hand lens



paper

Find Out

Do this activity to see how ants live and work together.

Process Skills

Observing
Communicating

Time

- 10 minutes every day for two weeks

WHAT TO DO



1. After your teacher has set up the ant farm, cover it with black paper.
2. Leave it alone for a few days.

3. Take the black paper off the ant farm. **Observe** the ants. Then **observe** the ants with a hand lens.
4. **Record** your observations.



Date	How the Ant Farm Looks

Student data will vary. Students should observe that over time the number of tunnels in the ant farm increases.

Conclusions

1. How did the ant farm change over the course of the week?

More tunnels and paths were built.

2. Do ants work together? How can you tell?

Ants work together to get food and to build. You could see the results of their

activity and observe them doing similiar tasks.

New Questions

1. What changes do you think you would see if you continued to observe the ant farm?

Answers will vary. Most students will say that they will continue to see the ants

working, building, and rebuilding tunnels and paths.

2. Write a new question you have about how animals work together.

Accept all new questions.



Name _____



ACTIVITY

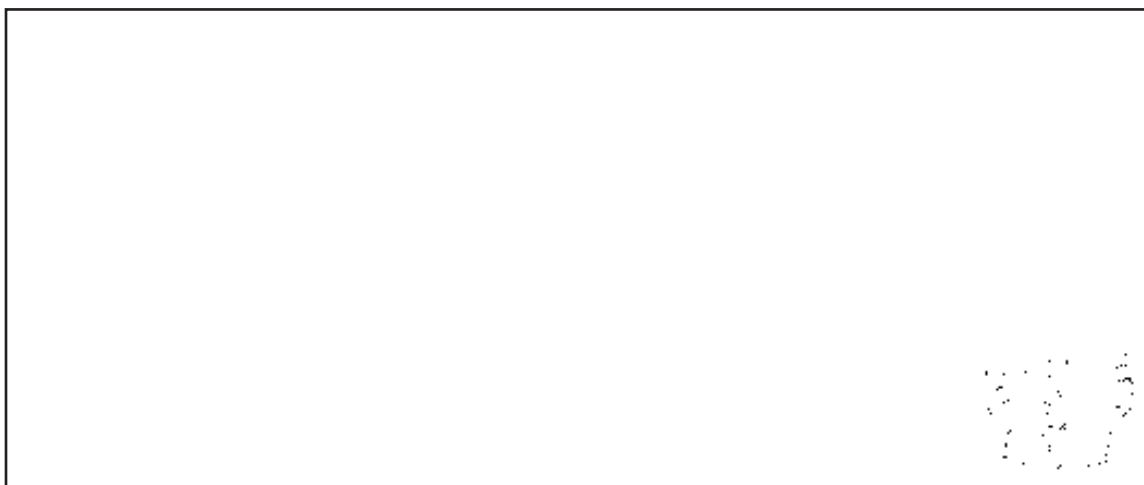
Learning How Butterflies Eat

Draw a picture of a butterfly's proboscis.



Drawings will vary, but should include the butterfly's proboscis.

Draw a picture of a butterfly using its proboscis to drink from a flower.



Drawings will vary, but should include the butterfly using its proboscis to drink from a flower.

Activity Journal

Lesson 1 • Plant and Animal Needs

Name _____

What Happened

- ① What part of the butterfly did you use to drink the water?

the proboscis

- ② **Tell** how this body part helped you drink.

The proboscis helped the students drink the water from a distance.

What If

How do you think the proboscis would look if butterflies did not get food from deep inside flowers?

Answers could include: The proboscis would not need to be as long.

Name _____



ACTIVITY

Investigating Fish

Record the results. Mark your answer with an **X**.

Object	Easy to Pull	Not Easy to Pull

Answers will vary according to the objects chosen.

Name _____

What Happened

① Which objects were easy to pull through the water?

Objects that were streamlined or more pointed moved more easily.

② Which objects were not easy to pull?

Objects that were block-shaped or had protrusions caused waves and splashing.

What If

What would happen if you pulled a star-shaped block through the water? Would it be easier or harder to pull than the square block of wood?

Answers could include: the star-shaped block might not move as easily as the

square because it has more points that stick out; the star is not as streamlined

as the square, so it would not move as easily.

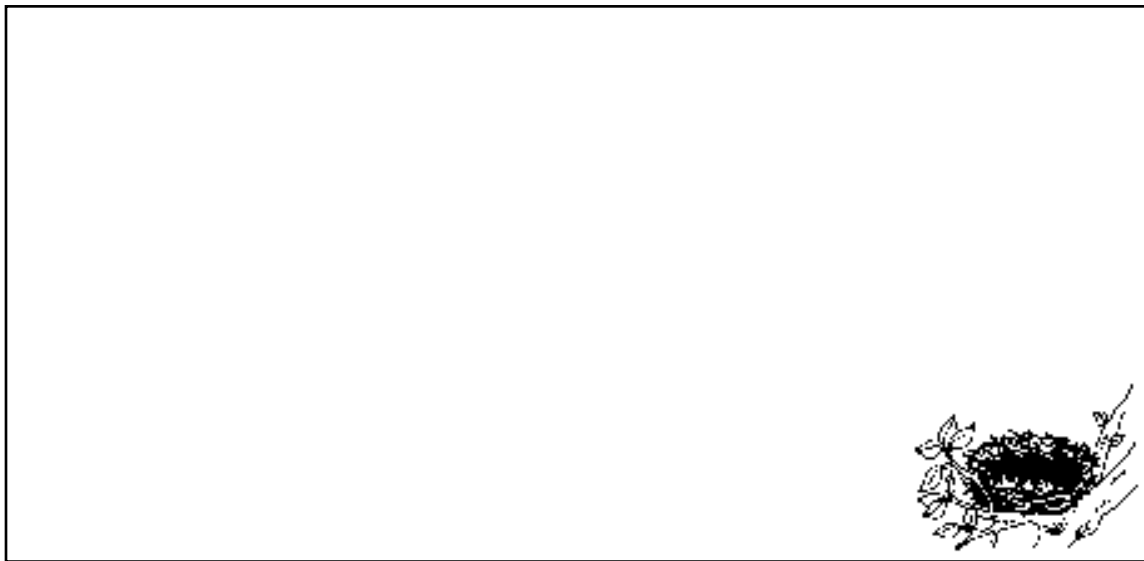
Name _____



ACTIVITY

Observing Animal Habitats

Draw two pictures of animal habitats.



Drawings will vary. Accept any reasonable drawings.

Name _____

What Happened

① What kinds of animal habitats did you see?

Answers might include: nests, burrows, tree trunks, and holes in the ground.

② What kinds of animals might live in the places you saw?

Answers might include: birds, squirrels, ants, and worms.

What If

How would the area you observed look different in winter?

Answers will vary depending on the geographic area of your school. Many

places have cooler weather during winter, and animals are sometimes more

difficult to observe during winter.
