

# Integrated Learning Segment

Two-Week Thematic Unit for Third Grade

By: Lily Ann Smith

*Focal Science Standard(s):* Life Science: 3.LS.2 Ecosystems: Energy, Dynamics, and

Interactions: Construct an argument to explain why some animals benefit from forming groups.

*Theme/Topic:* Animals that form groups (BEES)



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## Introduction and Rationale (a)

This integrated learning segment is...

The 2-week unit will focus on animals and why some of them benefit from forming groups, by the end of this unit students will be able to identify some animals that form groups and why those animals benefit from forming groups. This topic was chosen because it is part of the third-grade life science standards. Students will specifically be focusing on bees as an animal that forms a group for this unit.

Rationale:

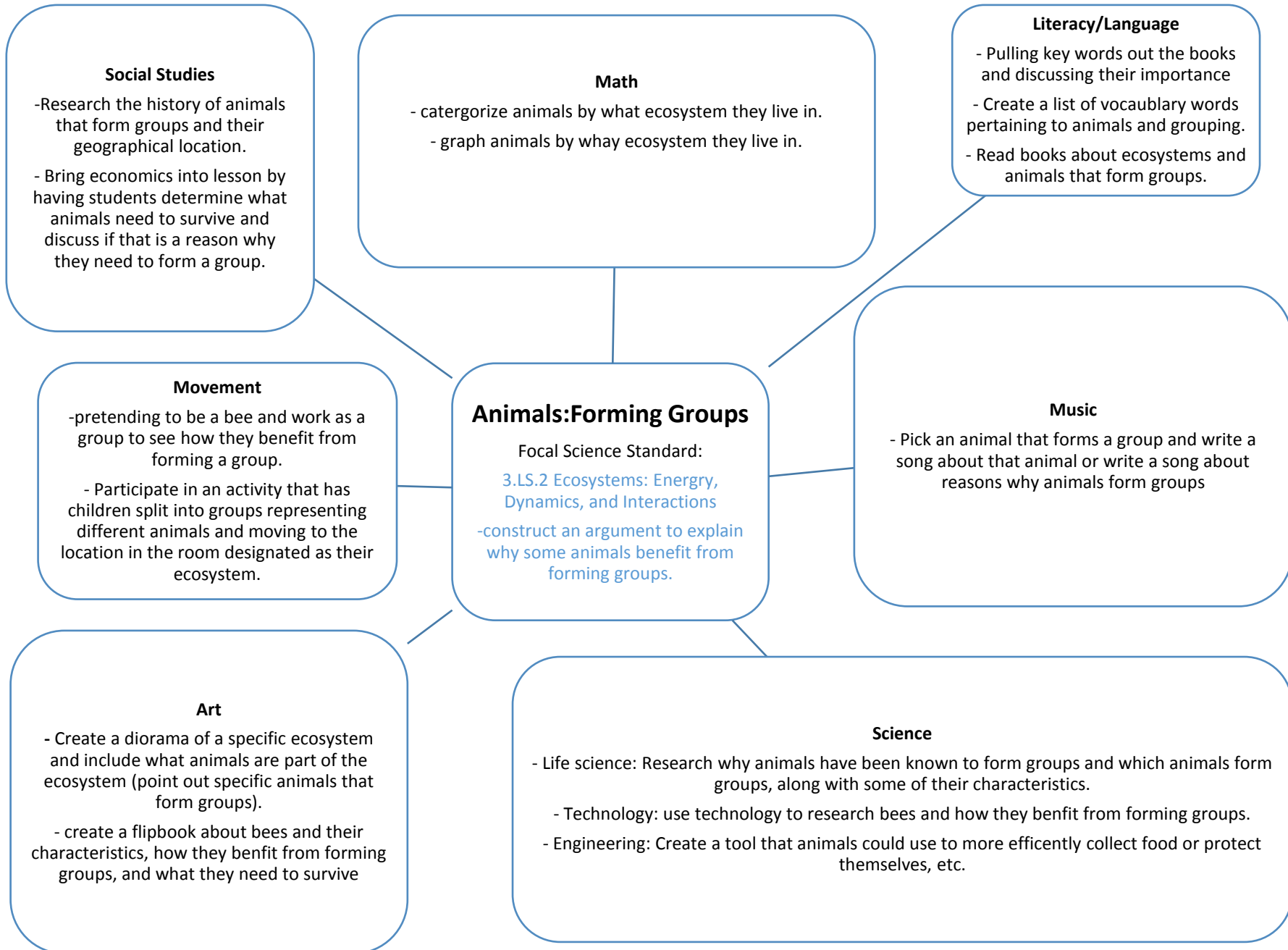
The reason for doing this unit is to help students understand why it is important to work together and how it is sometimes more beneficial to work in a group. They will also be meeting the requirements for one of the third-grade life science standards by doing this unit.

## Standard/s Addressed, Goals, and Objectives for the Unit (b)

**Standards addressed.** The primary focal standard is for third grade life science. It involves the ecosystem and the dynamics, energy, and interactions within the ecosystem. It also has an extension of constructing an argument. It wants students to be able to construct an argument to explain why some animals benefit from forming groups.

**Goals.** The goals of this unit are for children to learn the benefits of animals forming groups and be able to explain the benefits of some animals forming groups. This unit will focus on bees as the animal that forms a group.

## A Curriculum Web (c)



## Title and Description of Learning Experiences (d)

### **Overview**

Students will be learning about animals that form groups. They will be learning the benefits of those animals forming groups. Students will participate in activities that pertain to learning about animals forming groups. Students will focus on bees for one of the lessons. They will participate in an activity where they pretend to be bees and work to see why bees benefit from working in a group. The standard of focus for this unit is 3.LS.2 Ecosystems: Energy, Dynamics, and Interactions. The extension of this standard is construct an argument to explain why some animals benefit from forming groups. This extension will be the main focus of the unit while the rest of the standard will be touched on slightly to give students a basic understanding of the ecosystems part to the standard.

## Calendar

Week 2 of 2

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Free Play/Center/Arrival</b>	Listen to song about bees	Create a bee out of construction paper, googly eyes, and pipe cleaners			
<b>Welcome/Whole Group</b>  books	Read <i>Are you a bee?</i>	Read <i>The Life and Times of the Honeybee</i>	Read <i>Flight of the Honey Bee</i>	Read <i>The Honey Makers</i>	Read <i>Bees Like Flowers</i>
<b>Small Group</b>	discuss the key elements of the book	Create a story map about the book from whole group			
<b>Transition</b>	Hickity pickity bumblebee say your name with me...	Busy bee song	Hickity pickity bumblebee say your name with me...	Busy bee song	Hickity pickity bumblebee say your name with me...
<b>Snack</b>	Toast with honey				Yogurt with honey
<b>Free Play/Center Time</b>	Incorporate bees into the dramatic play center		Place honey in the kitchen area		
<b>Outdoor Learning/Gross Motor</b>	Get a bee colony to investigate throughout the week		Check and see if the bee colony has grown		Get the honey that the bees have been creating in the colony to use in the classroom
<b>Departure</b>					

\* Complete lesson plan

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Free Play/Center/Arrival</b>	Animal mask craft		Animal finger puppets		Sing animal songs at carpet on arrival
<b>Welcome/Whole Group books</b>	Read <i>Animal Groups: How Animals Live Together</i>		Read <i>A Tower of Giraffes: Animals in Groups</i>		Look at the book <i>Amazing Animal Groups</i>
<b>Small Group</b>	Discuss the elements of the story		Fill out a story map		Talk about which animal group is our favorite
<b>Transition</b>	Animal sounds song	Doggy, doggy where's your bone?	Five little ducks	Itsy bitsy spider	Ants came marching
<b>Snack</b>	Animal crackers		Animal fruit snacks		Trail mix with teddy grahams and goldfish
<b>Free Play/Center Time</b>					
<b>Outdoor Learning/Gross Motor</b>		Go on a "bear hunt"		Outdoor dramatic play area involving animal costumes	
<b>Small Group</b>					
<b>Free Play/Center/Departure</b>	Dramatic play area with animal costumes		Circle time with an animal sounds book		Animal dance at the carpet

\* Complete lesson plan



## **Titles and Descriptions**

### **Week 1**

Day 1 – The students will be introduced to the idea of animals that form groups. They will be shown pictures of animals that form groups. The teacher will bring out books about animals that form groups. Students will work in groups to summarize each type of ecosystem. Students will begin to generalize why animals form groups.

Day 2 – Students will start categorizing animals by the ecosystems they live in. Students will work in pairs and research different animals and see if they form groups.

Day 3- Students will continue research of animals that form groups. Students will pick a specific animal that forms/lives in a group and research why that animal forms a group and how grouping is beneficial to their survival. The teacher will begin to introduce vocabulary words important to animals forming groups and a few pertaining to ecosystems but not quite as many from this.

Day 4- Students will participate in an activity that has them split into groups. They will each be given a different animal. They will work together and maneuver themselves around the room until they find the area of the room designated for the ecosystem their animal belongs to.

Students will also begin to work on creating a song about a specific animal and why they form groups. Students will pick the ecosystem they want to focus on for their diorama.

Day 5- Students will continue working on their songs for the end of the unit. Students will search the classroom for materials for their diorama. If they cannot find what they need they can let the teacher know so she can pick up the materials for them.

## **Week 2**

Day 6- Students will begin to discuss bees explicitly. Students will also create a graph with animals that form groups versus animals that do not form groups. Students will collaborate with peers on their songs to get ideas and do a peer review of each other's songs.

Day 7- Students will research bees and why they benefit from forming groups. They will create the bee craft listed on the week one schedule (which should be flipped with the week two schedule). Students will spend the rest of the class working on their dioramas.

Day 8- Students will participate in a bee activity where they pretend they are bees and work together to collect pollen. They will see how bees benefit from forming a group because they can get more pollen if more than one bee is collecting the pollen. Students will finish up their songs after the activity in preparation for presenting their songs to the class on day nine.

Day 9- Students will read a book about bees and fill out a story map about the book. They will also create a craft that coincides with the book. They will then spend the rest of the class performing their songs they have been working on over the course of the two-week unit.

Day 10- This is the last day of the unit and students will be presenting their dioramas to the class. They will explain what ecosystem, animals, plants, etc. they chose. They will also explain why they chose those elements for their diorama. The class will also discuss what ecosystem they think a bee lives in and what part the bee plays in the ecosystem.

## Two Complete Lesson Plans (e)

### Complete Lesson Plan #1:

**Lesson Title: Animals forming Groups**

**Grade/Level: 3rd**

**Date/Learning Experience #:  
4/4/2018**

Curriculum Standards	Essential Question
<p>3.I.S.2 Ecosystems: <del>Energy, Interactions, and</del> <del>Dynamics</del>. A) <u>Construct</u> an argument to explain why some animals benefit from forming groups.</p>	<p>Why do some animals benefit from forming groups?  What are the characteristics of animals that form groups?</p>
Lesson Objective(s) – Student Learning Outcome(s) for this learning experience	
<p>TLW Identify animals that form groups.  TLW Explain why some animals form groups.  TLW Distinguish characteristics of animals that form groups.</p>	
Knowing Your Learners	
<p>Students need to know prior to this lesson what an animal is and what an ecosystem is.</p>	
Assessment/Evaluation	
<p><i>How will students demonstrate understanding of lesson objective(s)?</i></p> <p><b>Informal:</b> I will observe them as they turn and talk with their neighbor to see if they are understanding why animals form groups.</p> <p><b>Formal:</b> I will have them fill out a chart. They will have a list of animals and they will sort them on the chart by which animals form groups and which animals do not form groups.</p>	<p><b>Assessment Modifications</b></p> <p>For Tier 2 and Tier 3 TTW will pair them with another student or work with them individually or a small group.</p>

**Academic Feedback:** I will give students oral feedback as they work and after they complete the activity to help them successfully complete the activity/improve the next time.

**Theory/Rationale for Assessment/Evaluation:** *I am administering/giving/collecting \_\_\_\_\_ because my students need \_\_\_\_\_. This is appropriate because \_\_\_\_\_. Provide citation (APA, 6<sup>th</sup> edition) for theory and/or research.*

I am doing this because assessment is important to determine the comprehension level of students and to know what you need to review and what you need to build upon. This helps the teacher to be able to differentiate.

(Van de Walle, Lovin, Karp, Williams, 2014, Page 43).

Academic Language Demands

**Function and Product of the Lesson:** Construct- students are to construct an argument to explain

**Academic Vocabulary**

- Explain
- Distinguish
- Identify

**Content Vocabulary**

- Environment
- Animal
- Group

- Forming

**Syntax and/or Discourse (not Early Childhood)**

~~Syntax~~ What are the specific ways or conventions for organizing symbols (e.g., linear, horizontal, words (grammar), phrases, or graphics that students need to know to be able to do what you are asking?

~~Discourse~~ What are the specific ways in which members of a discipline (e.g., scientist, historian, etc.) talk, write, and communicate knowledge that students need to know to be able to do what you are asking (e.g., essays, presentations, performance, journal, debate, historical account, signal)?

**Language Supports** *What general instruction will you provide to help students in the whole class (e.g., word walls, learning partners, guided notes) learn the discourse/syntax? What focused instruction (e.g., Venn diagrams, graphic organizers, outlines, student examples, sentence stems) will you provide to help students learn the discourse/syntax (can be completed in small groups)? What individual instruction that targets the needs of an individual student(s) will you provide to help that student(s) learn the discourse/syntax? What opportunities will you provide for students to practice language/vocabulary and develop fluency? What tools (e.g., EQ or vocabulary board, Venn diagram, anchor chart, vocabulary cards, graphic organizer, peer support, sentence stems, pictures, table, chart, thinking map, modeling, sort, song, body movements, games) will you use to help students meet the language demands?*

**General Supports** – TTW provide a graphic organizer with animals separated by kinds that form groups and kinds that do not.

**Targeted Supports** – During small groups the teacher will adapt the graphic organizer based on the learning level of the students.

**Individual Supports** – For ELL students the teacher will give them the pictures of animals labeled with the English/Spanish word. For students who struggle the teacher will give them the pictures labeled with the names of animals.

**Language Theory/Rationale:** *I am \_\_\_\_\_ because my students need \_\_\_\_\_. This is appropriate because \_\_\_\_\_. Provide citation (APA, 6<sup>th</sup> edition) for learning theory and/or research.*

We are reviewing and adding words in print to the word wall because the students need to see the words.

(Morrow, 2012, Page 145).

(Van de Walle, Lovin, Karp, Williams, 2014).

**Instruction – When designing your instruction, consider when you will implement formal and informal assessments/evaluations, when you will provide feedback, and when you will teach academic language. Therefore, this section should include aspects written above.**

Lesson Part	Description of Activities and Instruction (Teacher Does)	Description of Activities and Instruction (Students Do)	Meeting Individual & Group Needs /Learning Styles <i>Plans instruction to meet the needs of individual students. Adaptations are tied to learning objectives. Specific individual or group learning includes requirements in IEP or 504 plans.</i>
<p><b>Set/Motivator:</b> <i>Restate and address your Essential Question. How do you engage student interest in the content of the lesson? How does this relate to previous learning? Use knowledge of students' academic, social, and cultural characteristics.</i></p>	<p>TTW show the students pictures of animals, ecosystems, and groups of animals. TTW ask if the students know what each of the pictures are or represent.</p>	<p>TLW respond to the teacher's questions about animals, ecosystems, and groups.</p>	
<p><b>Instructional Procedures/Learning Tasks:</b> <i>Provide specific step-by-step details of lesson content aligned with objectives, utilizing a variety of teaching strategies.</i></p>	<p>TTW explain what an ecosystem is (this is most likely review). TTW review what an animal is and begin discussing with the class why they think animals benefit from forming groups. TTW will then introduce the activity. The teacher will explain what the students need to do to complete</p>	<p>TLW will sit in their groups while the teacher talks about ecosystems and animals.</p>	

	their flipbook of the animals that form groups.		
<b>Questions and/or activities for higher order thinking:</b> <i>These are open-ended and cannot be answered by yes or no. These can be asked at various points throughout the lesson and guide rather than direct student thinking.</i>	TLW create a flipbook with animals that benefit from forming groups. The students can work alone or with a partner. Students will need to gather their materials of: cardstock, markers, pencils, etc. They will need to put the picture of the animals on each separate page with a name, description, and why this animal benefits from forming a group. It will work best if the students fold their cardstock in half. When their flipbook is complete they will need to staple their flipbooks together.		If there is a student that needs assistance working on the flipbook I will pair them with a student I know will be able to help them.
<b>Closure:</b> <i>Makes clear connections to real-world situations and requires students to reflect on and apply their learning through verbal or written expression.</i>	Bring the students to the carpet and have them show their flipbooks to the class before departing.		

**Material/Resources/Technology:**

- Cardstock paper
- Markers
- Colored pencils
- Crayons
- Pictures of animals
- Animal stickers

**Co-Teaching Strategies Used:** *(highlight and explain all that apply): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; Alternative (Differentiated); Team Teaching*

**Instruction Theory/Rationale:** I am \_\_\_\_\_ because my students need \_\_\_\_\_. This is appropriate because \_\_\_\_\_. Provide citation (APA, 6<sup>th</sup> edition) for learning theory and/or research.

I am using one teach, one assist because I think it is beneficial to have someone assisting during the lesson so all students can have their needs met quicker than having to sit and struggle while waiting on the teacher.

**Meeting Individual & Group Needs Theory/Rationale:** I am \_\_\_\_\_ because my students need \_\_\_\_\_. This is appropriate because \_\_\_\_\_. Provide citation (APA, 6<sup>th</sup> edition) for learning theory and/or research.

#### Management/Safety Issues

**Management Issues:** Students will need to recall the classroom procedures.

**Safety Issues:** Students will be moving around the room so they need to walk to safely complete tasks. They need to be cautious when using art materials.

#### References

Tennessee State 3<sup>rd</sup> grade science standards.

Williams, L.R. (activity blog)

Morrow, L. M. *Literacy development in the early years: Helping children read and write* (8<sup>th</sup> ed.). Boston. Pearson.





## Complete Lesson Plan #2:

Lesson Title:

Grade/Level:

Date/Learning Experience #:

Curriculum Standards	Essential Question	
3.I.S.2 Ecosystems: <del>Energy, Interactions, and Dynamics</del> . A) Construct an argument to explain why some animals benefit from forming groups.	Why do bees benefit from forming groups? Why do some animals benefit from forming groups?	
Lesson Objective(s) – Student Learning Outcome(s) for this learning experience		
Demonstrate why it is beneficial to work in a group. Explain why bees benefit from working in groups.		
Knowing Your Learners		
Students will need to know what a bee is prior to this lesson. Animals forming a group will be a review in this since the prior lesson focused on the same standard.		
Assessment/Evaluation		
<i>How will students demonstrate understanding of lesson objective(s)?</i>  <b>Informal:</b> I will observe students as they complete the activity to see if their demonstration is displaying understanding of the standard. At the end of the lesson students will be given a record sheet.  <b>Formal:</b> At the end of the two-week unit there will be a summative evaluation in the form of a unit exam.  <b>Academic Feedback:</b> I will give students oral feedback as they complete the activity. They will be given written on their record sheets.		<b>Assessment Modifications</b> I will modify how I assess for students with an IEP or in Tier 1.
Theory/Rationale for Assessment/Evaluation: <i>I am administering/ giving/ collecting _____ because my students need _____. This is appropriate because _____. Provide citation (APA, 6<sup>th</sup> edition) for theory and/ or research.</i>		
I chose this assessment because they will be doing an active activity for this lesson and using a record sheet to assess their understanding is the easiest way to have a hardcopy assessment to show proof of understanding.		

**Function and Product of the Lesson:**

- Construct- students are asked to construct (build/create) an argument.
- Explain- why some animals benefit from forming groups.

**Academic Vocabulary**

- Construct- build or erect
- Explain- make clear to someone by describing it in more detail or revealing relevant facts or ideas.

**Content Vocabulary**

- Ecosystem- biological community of interacting organisms and their physical environment.
- Group- a number of people or things that are located close together or are considered or classed together.
- Animal- living organism that feeds on organic matter, typically having specialized sense organs and nervous system and able to respond rapidly to stimuli.

**Syntax and/or Discourse (not Early Childhood)**

Syntax *What are the specific ways or conventions for organizing symbols (e.g., linear, horizontal, words (grammar), phrases, or graphics that students need to know to be able to do what you are asking?*

Discourse *What are the specific ways in which members of a discipline (e.g., scientist, historian, etc.) talk, write, and communicate knowledge that students need to know to be able to do what you are asking (e.g., essays, presentations, performance, journal, debate, historical account, signal)?*

**Language Supports** *What general instruction will you provide to help students in the whole class (e.g., word walls, learning partners, guided notes) learn the discourse/syntax? What focused instruction (e.g., Venn diagrams, graphic organizers, outlines, student examples, sentence stems) will you provide to help students learn the discourse/syntax (can be completed in small groups)? What individual instruction that targets the needs of an individual student(s) will you provide to help that student(s) learn the discourse/syntax? What opportunities will you provide for students to practice language/vocabulary and develop fluency? What tools (e.g., EQ or vocabulary board, Venn diagram, anchor chart, vocabulary cards, graphic organizer, peer support, sentence stems, pictures, table, chart, thinking map, modeling, sort, song, body movements, games) will you use to help students meet the language demands?*

**General Supports** – Students will be given a set of vocabulary cards adapted to the lesson. The students will also have a word wall with the terms for the lesson.

**Targeted Supports** – Students needing a better understanding of the vocabulary will be provided with sentence stems to use to gain a better understanding.

**Individual Supports** – If students have a physical delay or an IEP then I will pair them with the other teacher or ask the other students to assist them in completing the activity.

**Language Theory/Rationale:** *I am \_\_\_\_\_ because my students need \_\_\_\_\_. This is appropriate because \_\_\_\_\_. Provide citation (APA, 6<sup>th</sup> edition) for learning theory and/or research.*

I am doing this because it will help the students to have their own vocabulary words and see the words on the wall and for the students with delays or IEPs it is good for them to have the chance to successfully complete the same activities as their peers.

Instruction – When designing your instruction, consider when you will implement formal and informal assessments/evaluations, when you will provide feedback, and when you will teach academic language. Therefore, this section should include aspects written above.

Lesson Part	Description of Activities and Instruction (Teacher Does)	Description of Activities and Instruction (Students Do)	Meeting Individual & Group Needs /Learning Styles <i>Plans instruction to meet the needs of individual students. Adaptations are tied to learning objectives. Specific individual or group learning includes requirements in IEP or 504 plans.</i>
<b>Set/Motivator:</b> <i>Restate and address your Essential Question. How do you engage student interest in the content of the lesson? How does this relate to previous learning? Use knowledge of students' academic, social, and cultural characteristics.</i>	TTW read a book about bees.	TLW sit and listen to the teacher read the book about bees.	

<p><b>Instructional Procedures/Learning Tasks:</b> <i>Provide specific step-by-step details of lesson content aligned with objectives, utilizing a variety of teaching strategies.</i></p>	<p>T*TW demonstrate the activity by herself. She will collect pollen from one pan and move to the other. T*TW time the students to see how much pollen they get as a group in the given amount of time.</p>	<p>TLW get in their group and perform the activity and when the activity is complete they will fill out a record sheet with 1-2 sentences describing how it was easier collecting the pollen as a group.</p>	
<p><b>Questions and/or activities for higher order thinking:</b> <i>These are open-ended and cannot be answered by yes or no. These can be asked at various points throughout the lesson and guide rather than direct student thinking.</i></p>	<p>Why do you think bees benefit from forming groups?          What other types of animals benefit from forming groups?          How did you benefit from working as a group in this activity?</p>		
<p><b>Closure:</b> <i>Makes clear connections to real-world situations and requires students to reflect on and apply their learning through verbal or written expression.</i></p>	<p>T*TW Have a short discussion with the children about the activity and how it benefited them to work together instead of alone.</p>	<p>T*TL will respond to the teacher during the discussion.</p>	
<p><b>Material/Resources/Technology:</b></p> <ul style="list-style-type: none"> <li>• Puffballs (used as pollen)</li> <li>• Spoons (to scoop up the pollen)</li> <li>• Website (to explain activity)</li> </ul> <p><b>Co-Teaching Strategies Used:</b> <i>(highlight and explain all that apply):</i> One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; Alternative (Differentiated); Team Teaching</p>			

**Instruction Theory/Rationale:** I am \_\_\_\_\_ because my students need \_\_\_\_\_. This is appropriate because \_\_\_\_\_. Provide citation (APA, 6<sup>th</sup> edition) for learning theory and/or research.

I am using one teach, one observe because it is beneficial for the teacher to have someone observe while they teach so they can get all developmental they will need about students.

I am using one teach, one assist because the lead teacher cannot do everything and while the teacher gives instruction and helps some students the assisting teacher can help other students.

**Meeting Individual & Group Needs Theory/Rationale:** I am \_\_\_\_\_ because my students need \_\_\_\_\_. This is appropriate because \_\_\_\_\_. Provide citation (APA, 6<sup>th</sup> edition) for learning theory and/or research.

Instructions will be given orally and visually for students with an IEP. This is so the teacher can make sure that all students understand the instructions completely before continuing on with the activity.

#### Management/Safety Issues

**Management Issues:** Students will need to remember to use their listening ears and walking feet to make sure they hear all the instructions and complete all the tasks fully and safely.

**Safety Issues:** Students will be up moving around during the bee activity

#### References

[https://betterlesson.com/next\\_gen\\_science/browse/2119/ngss-3-ls2-1-construct-an-argument-that-some-animals-form-groups-that-help-members-survive](https://betterlesson.com/next_gen_science/browse/2119/ngss-3-ls2-1-construct-an-argument-that-some-animals-form-groups-that-help-members-survive)

<https://museumhack.com/animal-team-building-tips/>



## Unit Evaluation Plan (f)

### **Formative**

As they complete the activities in the unit I will observe and make notes of what they are doing to show their understanding of the topic. I will file the anecdotal notes in the students files to keep track of their improvement in this topic.

### **Summative-**

At the end of the lesson for the university school I will give them a record sheet to fill out to determine their understanding of the standard and the activity. The record sheet will ask the students to write a sentence about why bees benefit from forming a group.



## A Letter to Parents (g)

Dear Parents,

Over the next two weeks, we will be exploring animals that form groups and why they benefit from forming groups. We will do a week unit on bees specifically and why they benefit from forming a group. Students will be participating in activities across all the curriculum not just science. If you have any suggestions of activities or ideas for this unit please feel free to share your thoughts by emailing, calling, or coming by to see me. We would love to see parent participation in our exploration of this unit. We would also love it if you would encourage your student to continue their discovery and interest in these animals that form groups at home. I will send home an at home activity at the end of each week for your student to use at home to continue to intrigue their interest in this topic.

Thanks,

Ms. Smith

423-330-7928

[Smithla5@etsu.edu](mailto:Smithla5@etsu.edu)

## List of References (h)

### Teachers

- Tennessee State Science Standards (3<sup>rd</sup> Grade)
- It's Third Grade Life Science: Life Science Unit 3- LS1, 3-LS2, 3- LS3, 3-LS4 from Teacherspayteachers.com

### Families

- Animals Live in Groups: A Digital Interactive Notebook (Google Edition)

### Children

- Animal Groups: How Animals Live Together
- A Tower of Giraffes: Animals in Groups
- Amazing Animal Groups
- A Paddling of Ducks

## List of Resources Used in the Unit (i)

### **Materials and supplies**

- Construction paper
- Markers
- Pencils
- Record sheets
- Animal costumes
- Googly eyes
- Paper plates

### **Print and non-print**

- Teacherspayteachers.com
- Digital notebook google edition

### **Technology resources**

- iPad
- SmartBoard
- Computers

### **Other**