



Better Together - Animals Who Form Groups

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Science
Grades 3–5



Introduction

Do you prefer to work and play with others or by yourself? Just like humans, some animals prefer to be alone and some prefer company. How do animals who form groups help one another? In this lesson, students will learn about various animal groups and how they help each other, and then demonstrate their understanding through a drawing.

Learning Objectives

[3-LS2-1](#). Construct an argument that some animals form groups that help members survive.

Materials Needed

- *Animal Groups: How Animals Live Together* by Etta Kaner
- Poster paper
- Markers or crayons

Procedure

1. Ask the students if they prefer to be with others or by themselves. Tell students there is no wrong answer, everyone is unique! Explain to students that animals are the same way. Some animals spend most of their lives alone, while others are always together. Usually, the animals that live together benefit from each other in some way.
2. Read the book *Animal Groups: How Animals Live Together* by Etta Kaner. Tell students that as they listen, they should think of one of the listed animal groups they would like to draw for a later activity.
3. After reading, have students choose an animal group that stuck out to them. Give students time to research using the app Epic. Or, have students refer back to the Etta Kaner text for facts. Have students draw a picture of their animal group. They should include at least two bullet point facts at the bottom explaining how these animals live and work together to survive.
4. After students are done sketching their picture, split students into two groups. Have group A hang their pictures around the room, while group B takes 10 or so minutes walking around to each picture (Gallery Walk), listening to the presenter explain the animal group they choose and why that group helps each other. Flip group A and B around so that B hangs their pictures up while A rotates around the room listening to the presenter.

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Evaluation

Have students turn in their poster. Be sure that students have included two or more facts about their animal group, and have drawn an animal group that benefits from one another.