SCIENCE

Year 1 Unit 1

Topic: External features of living things

Examining external features of animals

Lesson concepts

- (N) Living things have a variety of external features
- (N) Science involves asking questions
- (N/A) People use science in their daily lives
- (N) Questions can be responded to, posed and predictions can be made
- (N) Observations can be collected and recorded
- (N) Information can be sorted
- (N/A) Observations and ideas can be represented and communicated

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Today students will:

► recognise that animals have different external features appropriate for meeting their basic needs.

Resources

Digital

Slideshow — What do I belong to?

Slideshow — How do you eat?

Activity book

Sheet 1 — Living things

Sheet 2 — Sorting and comparing animals based on external features (cut out prior to lesson and store in a resealable bag)

Sheet 3 — Example of a scientific drawing

Sheet 4 — External features of animals

Key terms

living

For definitions and explanations of terms, please see the Glossary.

Learning alerts

Be aware of students generalising animal features (for example, birds have sharp pointy beaks, long wings and short legs).

Suggested next steps for learning

Use visual stimuli, such as models or images, to highlight the differences in external features.

Lesson

Examine the topic of living things

> ### Say to students
>
> ❛ You will be learning about living things in this Science unit. ❜

1. Display **Sheet 1 —** Living things.

> ### Focus questions
>
> Q. *What living things do you know?*
> A. For example: dog, horse, plant, me
>
> Q. *What do you need to live?*
> A. For example: food, water, shelter (a home), air and light
>
> Q. *What does an animal — for example, a dog — need to live?*
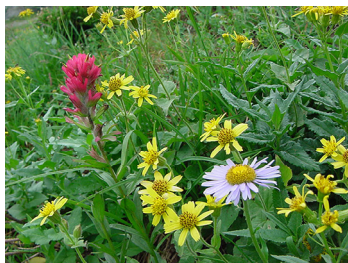> A. For example: food, water, shelter, air and light
>
> Q. *What do plants need to live?*
> A. For example: food (nutrients from the soil), water, air and light

List living things that students know on **Sheet 1**. Ensure students include animals, plants and humans (themselves).

elemenoperica, https://morguefile.com/p/193389   mitchlee83, https://morguefile.com/p/147039   jcmunt, https://morguefile.com/p/35513

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> ### Say to students
>
> ❝ Living things have basic needs, including food, water, shelter, air and light. ❞

Explore the external features of animals

> ### Say to students
>
> ❝ Scientists observe the external features of animals (that is, the features that can be seen) to learn about them and how they meet their needs.
>
> You will be observing the external features of animals, just like scientists do, to learn about them and how they meet their needs. ❞

2. Explain to students that animals can often be identified from observing just one of their external features.

> ### Say to students
>
> ❝ You are going to look at some pictures that show only a part of each animal. Use what you know about different animals to identify the animal shown. ❞

Display the **Slideshow — What do I belong to?** and discuss each slide in turn.

Slideshow
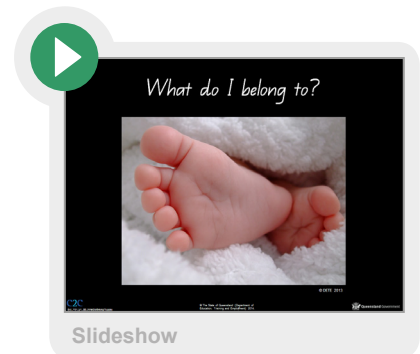
> ### Say to students
>
> ❝ Now you are going to sort animals into groups. ❞

3. Spread out the pictures cut from **Sheet 2 —** [Sorting and comparing animals based on external features](#) in random order for students to view (or use toys or models of animals if available).

a. Invite students to examine the pictures and to observe the external features of each animal.

Focus question

Q. *What do you observe about the animals? What external features can you see?*

A. For example: This one has wings; this one has ears; this one has fins.

b. Ask the students to sort the pictures from **Sheet 2** into different groups according to their external features.

Focus questions

Q. *Why did you group these animals together?*

A. For example: These animals have fins; these animals have wings; these animals have legs.

Q. *Why do these animals have fins/wings/legs?*

A. For example: These animals have fins to help them swim.

Q. *How do the fins/wings/legs help them meet their basic needs?*

A. For example: The fins help them move so they can get their food.

Say to students

‘ Although the animals may have one feature in common, for example, fins, they may have other external features that are different such as the shape of their ears or beak, or the colour of their fur or skin. ’
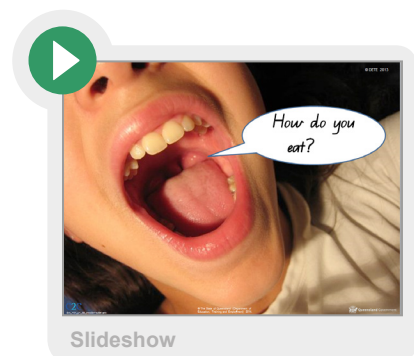
Recognise the purpose of external features

Say to students

‘ Animals have different external features for different purposes. ’

4. Display the **Slideshow — How do you eat?**

Ask students to observe the differences in the mouths and identify the animal to which the mouths belong. Discuss the questions on each slide.

Slideshow

Represent external features of animals

> ### Say to students
>
> " In this lesson, you have observed the external features of many different animals. You are now to make a scientific drawing of an animal by observing it carefully and then drawing the animal's external features.
>
> A scientific drawing is a bit different from other types of drawing. I will show you an example and then you will do your own. "

5. Display **Sheet 3 —** Example of a scientific drawing.

   a. Use **Sheet 3** to show how to make a scientific drawing, ensuring that you:

   - use a pencil
   - draw the features of the animal that can be seen
   - write words to label the features
   - draw lines to link the words to the features (not arrows)
   - avoid crossing the lines.

   b. Give students **Sheet 4 —** External features of animals.

   Ask students to select an image of an animal viewed during the lesson, observe the external features and complete a scientific drawing, showing the features.