The Language of Animals

January 9th- April 4th

Students will explore the world of animal communication including how they communicate (visual, auditory, smell, touch) and why (contests, mating, territory, food, alarm). They will learn about intra and interspecies communication along with all of the various factors that influence the development of communication in animals (evolution, environment, group etc). They will develop their own ideas about what this can teach us about an animal’s thoughts and feelings and research and create an educational product on animal communication.

Driving Questions

How and why do animals communicate? What are the factors that influence communication in animals? What can animal communication teach us about their thoughts and feelings?

How can we be a voice for animals?



**Home Extensions**

* Observe a family pet ( or a neighbor’s pet) and record observations on how it is communicating
* Write stories from an animal’s perspective
* Do a project at home focused on human communication (history of language, how babies communicate)
* Create a lapbook/ photo essay on another area of animal life (life cycle, habitat, adaptations etc)



**Skills/Standards**

**Science:** Plants and animals meet their needs in different ways. As a basis for understanding this concept: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. Students know both plants and animals need water, animals need food, and plants need light. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.

Scientific progress is made by asking meaningful questions and conducting careful investigations.

Reading: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**Writing:** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**Math:** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems1using information presented in a bar graph.