

Lapbooking through...



Animals

Written by Paige Hudson

Lapbooking through Animals

Second Edition 2014

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Digital Edition

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Lapbooking through Animals

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Introduction

Lapbooking through Animals is a unique and versatile program that leads you through a survey of animals using a lapbook to document the journey. It is designed to be a gentle approach to homeschool science education based on the Unit Study method suggested in *Success in Science: A Manual for Excellence in Science Education* by Bradley & Paige Hudson. This study can be used as a stand-alone science program for K-2nd grade or in conjunction with another biology program for an older student.

What is a lapbook?

Lapbooks are educational scrapbooks that fit into the lap of the student. Typically they are a collection of related mini-books on a certain subject that have been glued into a file folder for easy viewing, but they can also include pictures or projects that the students have completed. In the same way that notebooking does not require regurgitation of facts; lapbooking causes the students to interact with the materials instead of just responding to comprehension questions.

Lapbooks are extremely versatile because they can be used in conjunction with any subject the students are learning about. They are excellent tools to use with elementary students as a way of reinforcing what they are learning because this age group tends to prefer a more creative format of notebooking.

The heartbeat of the lapbook is the mini-books that are placed inside. Each of these booklets contains information on topics related to the main subject of the lapbook. They can be in a variety of shapes and sizes, but the cover should have a picture related to the subject as well as a title. The interior of each booklet should contain several sentences detailing what the students have learned about the topic in their own words. The mini-books will each pertain to different sub-topics of the main topic. In other words, for this lapbook your main topic is animals and your related mini-books are on mammals, birds, reptiles, fish, and more.

Lapbooks serve as beautiful scrapbooks that the students can continue to learn from for years to come, which makes them a beneficial addition to the students' science education.

What is included in this program?

Lapbooking through Animals includes all of the basic components of elementary science education as explained in our book.

- 1. Science-Oriented Books** — The elementary student is an empty bucket waiting to be filled with information and science-oriented books are a wonderful way to do that. These books can include appropriate children's science encyclopedias, living books for science, and/or children's non-fiction science books. In this program, the reading assignments and additional books scheduled in the lesson fulfill this component. The reading assignments are broken for you into two levels, younger students (K-2nd grade) and older students (3rd-5th grade).
- 2. Notebooking** — The purpose of the notebooking component for elementary science education is to verify that the students have placed at least one piece of information into their knowledge bucket. You can use notebooking sheets, lapbooks, and/or vocabulary words to fulfill this requirement. This unit includes all the templates and pictures you will need to

complete a lapbook on animals as well as vocabulary words to coordinate with each lesson.

- 3. Scientific Demonstrations or Observations** — Scientific demonstrations and observations are meant to spark the students' enthusiasm for learning science, to work on their observation skills, and to demonstrate the principles of science for them. This component of elementary science education can contain scientific demonstrations, hands-on projects, and/or nature studies. The coordinating activities found in this guide fulfill this section of elementary science instruction.

If you would like to read more about the concepts introduced in the above points, check out *Success in Science: A Manual for Excellence in Science Education* and the following articles from Elemental Blogging.

- **What Are Living Books?** — This article clearly shares the difference between living books and encyclopedias, especially in the context of science.
<http://elementalblogging.com/what-are-living-books/>
- **The Basics of Notebooking** — This article details the basic components of notebooking along with how a few suggestions on what notebooking can look like.
<http://elementalblogging.com/the-basics-of-notebooking/>
- **Scientific Demonstrations vs. Experiments** — This article explains the difference between scientific demonstrations and experiments along with when and how to employ these methods.
<http://elementalblogging.com/science-corner-scientific-demonstrations-vs-experiments/>

How can I use this program?

Each lesson in this program was designed to be completed over several days or up to one week. The lesson contains reading assignments from the selected books. You can choose to break these selections up over the several days or do them all at once. If you are using this program with younger students, read the selected pages to them. If you are using this program with older students, you can choose to have them read the assigned pages on their own or you can read the selected pages to them.

After you complete the reading assignment, have the students tell you what they have learned from the selection. This can simply be what they found to be the most interesting or something new that they have learned from the reading. You can choose to write the sentences for them or have them copy them into the mini-book. If you are using this program with older students, I recommend that you have them do all their own writing. Once the students have finished writing, have them color the related picture on the mini-book. Once the mini-book is complete, glue it into their lapbook using the overview sheet on pg. 7 as a guide.

At another time during the week, review the vocabulary with the students. You can have them memorize each of the definitions or just go over each of the words with the lesson before adding the card to the vocabulary pocket. I have also included a set of blank vocabulary cards to use with an older student in the Appendix on pp. 26-27. If you use the blank vocabulary cards, have the students look up the vocabulary words in the science encyclopedia of your choice or dictate the provided definition to them. Then, have them write the definition on the back of each card. I recommend that you print the blank vocabulary cards out on card stock for durability.

Finally, you can finish the week by reading to the students one of the related books from the additional book list. After you finishing reading, do an additional activity with the students. If you would like to record what they have learned, there are two template pages provided for you to use in the appendix of this book on pp. 24-25.

I have also included a possible schedule for each lesson to give you an idea of how to plan out each one. These schedules spread the assigned work for out over four days. If you choose to complete the program in this manner, this lapbook will take you six weeks to complete.

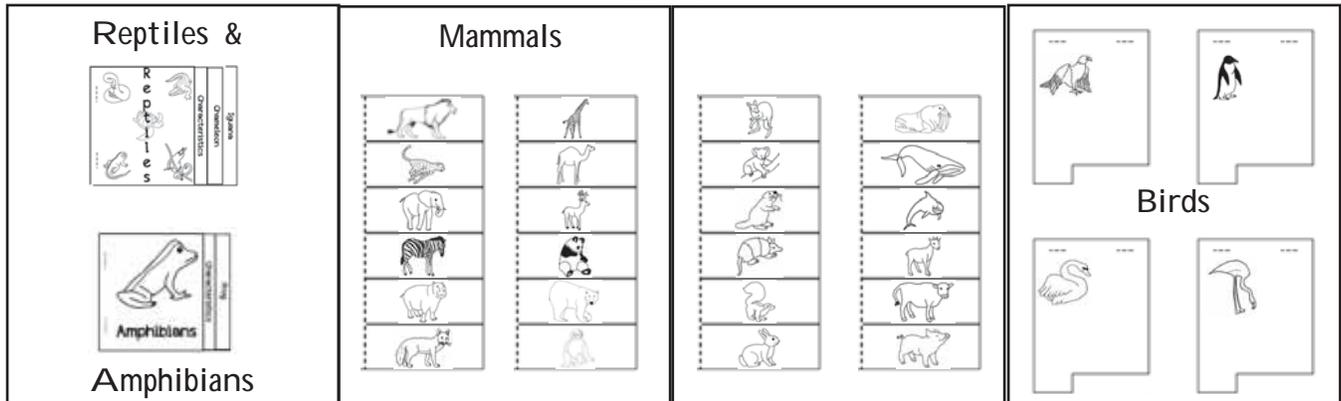
Final Thoughts

As the author and publisher of this curriculum, I encourage you to contact me with any questions or problems that you might have concerning *Lapbooking through Animals* at info@elementalscience.com. I will be more than happy to answer them as soon as I am able. I hope that you will enjoy creating memories using *Lapbooking through Animals*!

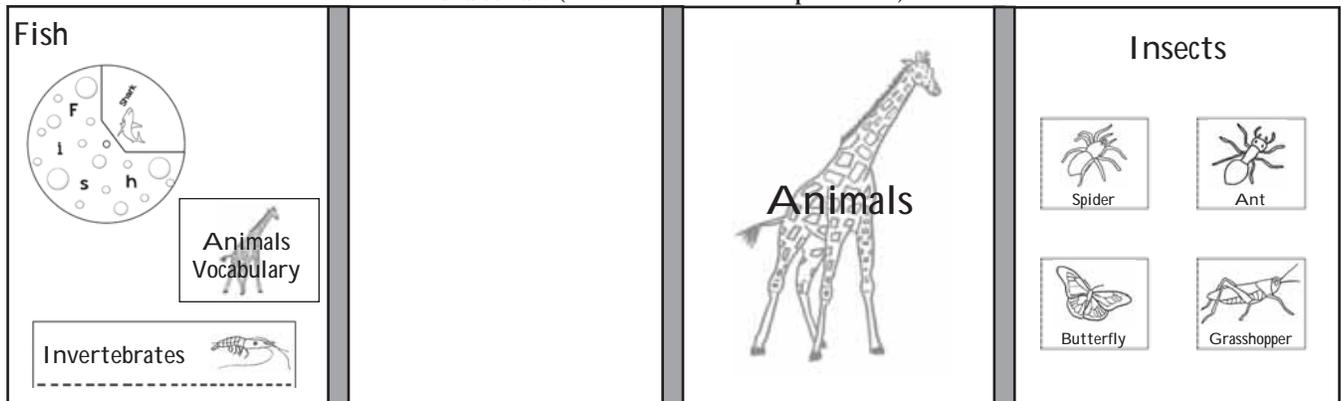
Lapbook Overview

You will need 4 sheets of card-stock or one file folder. Begin by taping the four sheets together on the longest edge, to look like this:

Inside



Outside (shaded area is where the tape or fold is)



Overall Directions

For each mini-book have the students color the pictures. Then, write the narration sentences for the student or have him copy the information into the inside of the mini-book. Finally, glue the mini-books and poems onto the lapbook. You can use the cover template provided or allow the students to decorate the cover as they choose.

Books and Materials List

Books Scheduled

The following books are what I used while planning the reading assignments for this curriculum:

Younger Students

 *Kingfisher First Encyclopedia of Animals*

Older Students

 *DK Encyclopedia of Animals*

However you could certainly use the encyclopedias you already have on hand or books from the library. Simply look up the topic assigned for the day, read about it and complete the section in your lapbook.

Additional Materials Needed

The following materials will be needed to complete the lapbook:

- ✂ 4 sheets of 8 ½ by 11 cardstock OR 2 file folder
- ✂ Colored pencils or crayons
- ✂ Markers for decorating the cover
- ✂ Glue stick
- ✂ Scissors
- ✂ Stapler

Additional materials will vary according to the activities you choose to do.

Overview of Study

-  **Lesson 1:** Mammals (Lion, Cheetah, Elephant)
-  **Lesson 2:** Mammals, part 2 (Zebra, Hippo, Fox)
-  **Lesson 3:** Mammals, part 3 (Giraffe, Camel, Deer)
-  **Lesson 4:** Mammals, part 4 (Panda, Polar Bear, Chimpanzee)
-  **Lesson 5:** Mammals, part 5 (Kangaroo, Koala, Beaver)
-  **Lesson 6:** Mammals, part 6 (Armadillo, Skunk, Rabbit)
-  **Lesson 7:** Mammals, part 7 (Walrus, Whale, Dolphin)
-  **Lesson 8:** Mammals, part 8 (Goat, Cow, Pig)
-  **Lesson 9:** Birds, part 1 (Eagle, Owl, Parrot)
-  **Lesson 10:** Birds, part 2 (Penguin, Chicken, Duck)
-  **Lesson 11:** Birds, part 3 (Swan, Swallow, Hummingbird)
-  **Lesson 12:** Birds, part 4 (Flamingo, Peacock, Ostrich)
-  **Lesson 13:** Reptiles and Amphibians, part 1 (Chameleon, Iguana, Rattlesnake)
-  **Lesson 14:** Reptiles and Amphibians, part 2 (Alligator, Turtle, Frog)
-  **Lesson 15:** Fish (Salmon, Seahorse, Shark)

Overview of Study (*continued*)

-  **Lesson 16:** Invertebrates, part 1 (Worm, Snail, Octopus)
-  **Lesson 17:** Invertebrates, part 2 (Shrimp, Crab, Spider)
-  **Lesson 18:** Invertebrates, part 3 (Ant, Butterfly, Grasshopper)

Lapbooking through Animals

Lessons

Lesson 1: Mammals, part 1

Science-Oriented Books

Reading Assignments

Younger Students

-  “Mammal” *Kingfisher First Encyclopedia of Animals* pg. 20
-  “Lion” *Kingfisher First Encyclopedia of Animals* pg. 21
-  “Cheetah” *Kingfisher First Encyclopedia of Animals* pg. 24
-  “Elephant” *Kingfisher First Encyclopedia of Animals* pg. 26

Older Students

-  “Mammal” *DK Encyclopedia of Animals* pp. 239-241
-  “Lion” *DK Encyclopedia of Animals* pp. 231-233
-  “Cheetah” *DK Encyclopedia of Animals* pp. 136-137
-  “Elephant” *DK Encyclopedia of Animals* pp. 170-172

Additional Books from the Library

-  *What is a Mammal? (Science of Living Things)* by Kalman
-  *Face to Face with Lions (Face to Face with Animals)* by Beverly Joubert
-  *Tawny Scrawny Lion (Little Golden Book)* by Golden Books and Gustaf Tenggren
-  *The Cheetah: Fast as Lightning (Animal Close-Ups)* by Christine Denis-Huot and Michel Denis-Huot
-  *Cheetah (Welcome Books: Animals of the World)* by Edana Eckart
-  *Cheetah Cubs: Station Stop 2 (All Aboard Science Reader)* by Ginjer L. Clarke and Lucia Washburn
-  *Elephants: A Book for Children* by Steve Bloom
-  *Face to Face With Elephants (Face to Face with Animals)* by Beverly Joubert

Notebooking

Vocabulary

Have the students cut out and glue the vocabulary pocket on pg. T-22 into their lapbook. Then, have them cut out and add the following card to their vocabulary pocket.

-  **Mammals** — Any warm-blooded vertebrate with skin that is more or less covered with hair; they give birth to live young that are nourished with milk at the beginning of their life. (Completed card on pg. T-22, Blank card on pg. 52)

Mini-book Assembly Instructions

1. **Animals #1 Flap-book (multi-week)**— Have the students cut out and color the lion, cheetah, and elephant pictures on the flap-book. Have them tell you what they have learned about the animals. Then, write for them their favorite piece of information on the inside of the flap-book for each animal. Set the flap-book aside and save it for next week. (pg. T-4)

Scientific Demonstrations or Observations

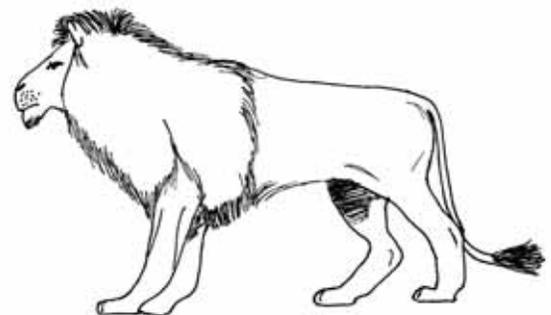
Coordinating Activity

- ✂ **Cat's Eyes** — Have the students see why a cat's eye appears to glow using two toilet paper tubes, aluminum foil, black construction paper, and rubber bands. Have them cover one end of one of the toilet paper tubes with the foil and cover the other with construction paper. Secure both with rubber bands. Take the two tubes and the flashlight and go into a dark room. Shine the flashlight into each tube; what happens? (*The students should see that the tube with the foil on the bottom appears to shine. This is because the foil reflects light, just like a cat's eye. The back of a cat's eye contains a substance that can reflect light, which makes the eyes appear to glow in the dark.*)

Possible Schedule

Day 1	Day 2	Day 3	Day 4
<input type="checkbox"/> Read the section on Mammals and the Lion <input type="checkbox"/> Complete the Lion Tab from the Animals #1 Flap-book	<input type="checkbox"/> Read the sections on the Cheetah and Elephant <input type="checkbox"/> Complete the Cheetah and Elephant Tabs from the Animals #1 Flap-book	<input type="checkbox"/> Complete the "Cat's Eyes" activity <input type="checkbox"/> Choose one or more of the additional books to read	<input type="checkbox"/> Go over the vocabulary word and add the card to the vocabulary pocket <input type="checkbox"/> Choose one or more of the additional books to read

Notes



Lesson 2: Mammals, part 2

Science-Oriented Books

Reading Assignments

Younger Students

-  “Zebra” *Kingfisher First Encyclopedia of Animals* pg. 27
-  “Hippopotamus” *Kingfisher First Encyclopedia of Animals* pg. 29
-  “Fox” *Kingfisher First Encyclopedia of Animals* pg. 33

Older Students

-  “Zebra” *DK Encyclopedia of Animals* pp. 361-363
-  “Hippopotamus” *DK Encyclopedia of Animals* pp. 201-203
-  “Fox” *DK Encyclopedia of Animals* pp. 179-180

Additional Books from the Library

-  *Zebras (Wild Ones)* by Jill Anderson
-  *How the Zebra Got Its Stripes (Little Golden Book)* by Justine Fontes
-  *Hippos (Naturebooks: Safari Animals)* by Jenny Markert
-  *The Hippopotamus* by Aaron Zenz
-  *Fox* by Kate Banks
-  *Foxes (Animal Predators)* by Sandra Markle

Notebooking

Vocabulary

Have the students cut out and add the following cards to their vocabulary pocket.

-  **Carnivore** — An animal that feeds on other animals. (Completed card on pg. T-23, Blank card on pg. 52)

Mini-book Assembly Instructions

1. **Animals #1 Flap-book (multi-week)**— Have the students cut out and color the zebra, hippo, and fox pictures on the flap-book. Have them tell you what they have learned about the animals. Then, write for them their favorite piece of information on the inside of the flap-book for each animal. After you are finished, have the students glue the booklet into their lapbook. (pg. T-4)

Scientific Demonstrations or Observations

Coordinating Activity

-  **Endangered Species** — Many different types of foxes are endangered animals. Explain to the students what that means by saying, “Many different types of foxes are endangered animals, which means that there are not many of them left living in the wild. It also means that if we are not careful, the animals could die out and we would never see them again.” If you know of an endangered species in your area, share that with them. If not, look at the following website to find endangered species that might live in your area:

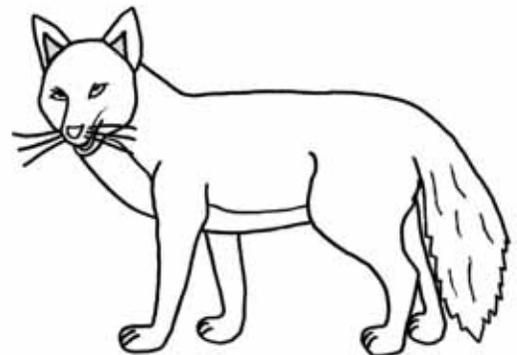
 <http://www.earthsendangered.com/list.asp>

Try to learn a few facts about the animals and what the current conservation efforts are in your area.

Possible Schedule

Day 1	Day 2	Day 3	Day 4
<input type="checkbox"/> Read the sections on the Zebra and Hippo <input type="checkbox"/> Complete the Zebra and Hippo Tabs from the Animals #1 Flapbook	<input type="checkbox"/> Read the section on the Fox <input type="checkbox"/> Complete the Fox Tab from the Animals #1 Flapbook and glue the booklet into the lapbook	<input type="checkbox"/> Complete the "Endangered Species" activity <input type="checkbox"/> Choose one or more of the additional books to read	<input type="checkbox"/> Go over the vocabulary word and add the card to the vocabulary pocket <input type="checkbox"/> Choose one or more of the additional books to read

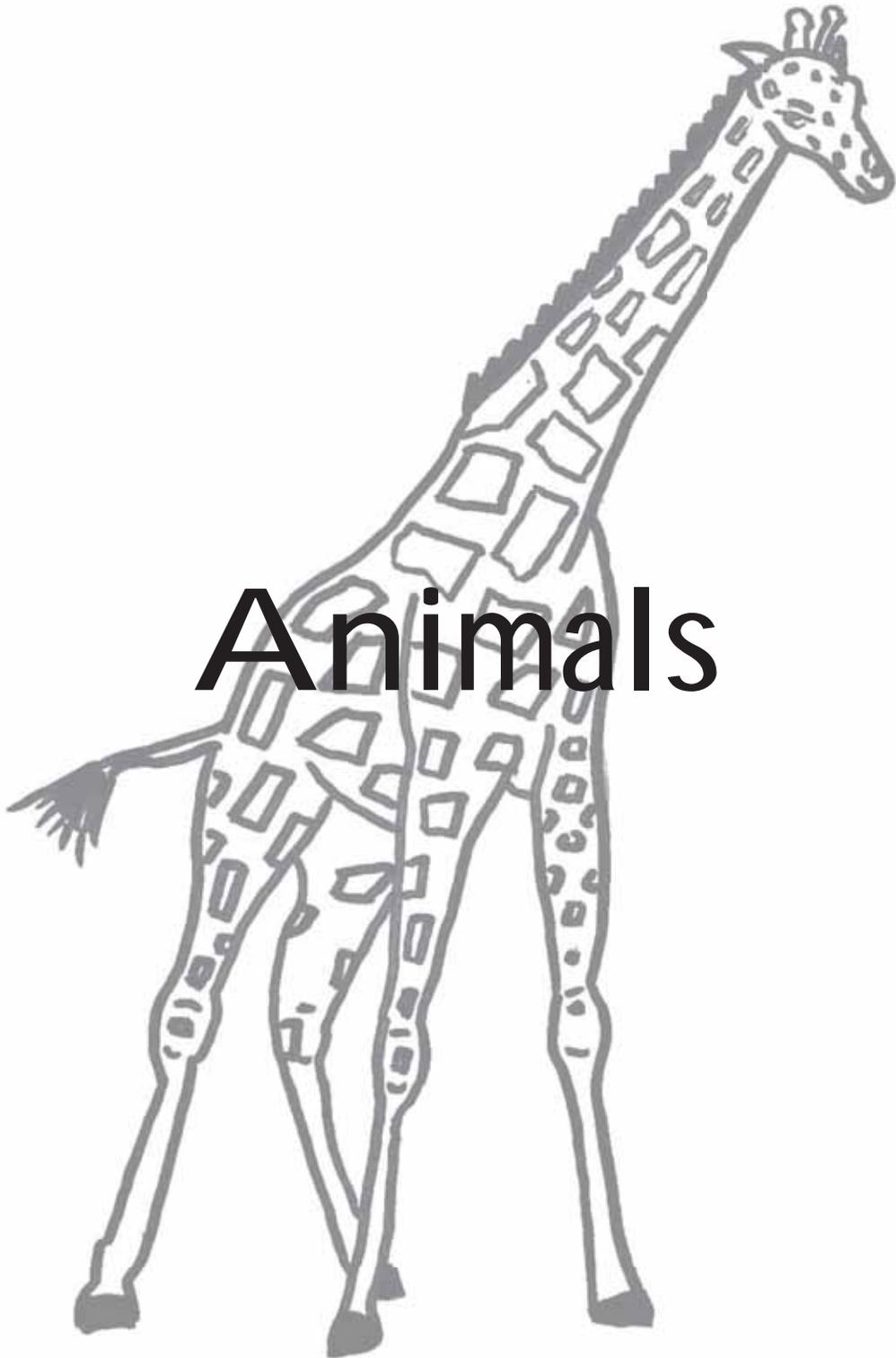
Notes



Lapbooking through Animals

Templates

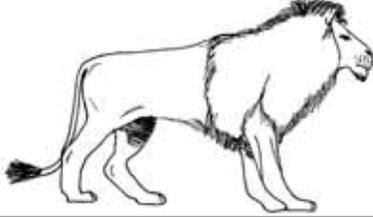
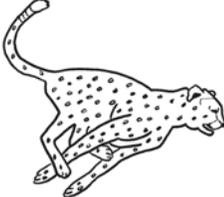
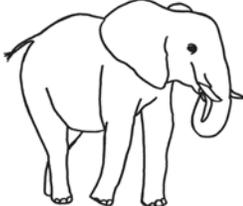
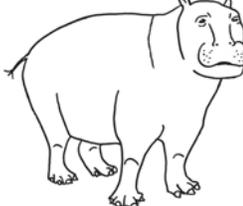
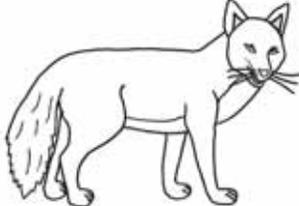
Animals Lapbook Cover Page Template



Animals

By: _____

Animals #1 Flap-book

	Lion
	Cheetah
	Elephant
	Zebra
	Hippo
	Fox