

# Funderburk Room 18 Multi-Age Classroom Newsletter Vol. 7

## Animal Study Edition

Weeks of February 4 – February 25, 2019

*To consider the inner lives and aesthetic drives of animals is to acknowledge that we truly share this planet with every living creature – Lopa Mehrotra, re: [What Is Beauty For?](#) Times magazine article*

### Upcoming Dates to Remember

- Tuesdays After School Game Day in Room 18 – 3:30 -4:15 (see below for one cancellation date)
- Tuesday February 12 ONLY- No Game Day– *Dr.'s appointment for Mr. F.*
- **Colors Weeks** – February 11<sup>th</sup> – 15<sup>th</sup> - 5-2-1-0 initiated week that recognizes the benefit of eating colorful fruits and veggies daily while colored themed foods will be served during lunch **AND** students and staff are encouraged to wear themed color-of-the-day clothing.  
**Rainbow Day Monday the 11<sup>th</sup>**, Tuesday the 12<sup>th</sup> – Blue Day, **Wednesday 13<sup>th</sup> - Yellow Day**, Thursday the 14<sup>th</sup> – Red, Friday the 15<sup>th</sup> – Green & Bike/Walk to School Day
- Monday February 18 – Friday February 22 No School – President's Day & Winter Break
- Friday March 8 – No School - Parent/Teacher Conferences
- Thursday March 28 – Coffin School Spring Concert

**Science:** *This week, we start an in depth two-month long Study Group on animals. This unit of study was helped designed with nonfiction reading & writing, observation, investigation, & scientific conclusions in mind*

- Two years ago, **CREA** (Cathance River Education Alliance) helped support our team through a grant with lessons related our animal study unit. CREA will provide us with tools and resources for our animal unit:
  - Observational models and samples of animals, skulls, teeth, eggs, and more
  - Student observation log of 5 areas – Animal diversity, classification, skulls, beaks, and eggs
  - Nonfiction texts to support observations and conclusions
  - Core focus: Animal diversity, exploration of how animals are alike and different
- Our 4 study groups will be exploratory, observation-based, and claim-based

### Lesson Objectives

- **Animal Diversity** – exploring and identifying similarities and differences in animals
- **Animal Classifications/Groups** – using real fur pelts, wings, turtle shells, talons, skeletons, & x-rays students will observe and record diversity in the animal kingdom
- **Bird Beaks** – using props, photos and real bird mounts, students will discover that different birds have different beaks depending on what they eat
- **Eat or Be Eaten: Clues From Skulls** – after observing animal skulls, students will make claims about differences in animals based on what they eat
- **Eggs** – students will observe similarities and differences in the eggs of birds, invertebrates, reptiles, amphibians, and fish, discovering that animal eggs differ depending on what habitat they are found in

**Habitats** – We'll explore four Maine habitats (ponds/lakes, forests, meadows, & rocky shore), identifying where different animals may be found according to the habitat that best matches their characteristics

**Make Your Own Animal** – At the end of our unit (early April), each child will design their own made-up animal identifying body features and habitat

[Sign Up Genius Click HERE](#) if you would like to help set up and assist the **Eat or Be Eaten** unit (12:40-1:40 TU/TH)

- **Classroom Requests:** Baby carrots (1 package) for study group lesson, Extra snacks (nut-free preferably), post-it notes, plastic spoons. **We are in desperate need of all of these!**

**Questions? Contact Mr. Funderburk at [efunderburk@brunswick.k12.me.us](mailto:efunderburk@brunswick.k12.me.us) or 319-1950 or by note. All class newsletters are also available 24/7 at**

<http://www.brunswick.k12.me.us/efunderburk/classroom-newsletters>