

Pets in the Classroom Lesson Plans – Snails

Grade: First grade / Second grade

CCSS: Writing W.1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening SL1.1b – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood SL1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas thoughts, and feelings.

Language L.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, because).

Objective: Students will observe live snails and their attributes.

Materials:

Live freshwater snails from Petco

Book: *The Biggest House in the World* by Leo Lionni

Pencil

Clipboards

Tape measures

Magnifying glasses

Summary of **The Biggest House in the World** by Leo Lionni. A young snail dreams of having the biggest house (shell) in the world. Then one day, his wise father tells him the story of another snail with the same dream. He grew and grew, adding bright colors and beautiful designs, until he found that his house came at a terrible cost. The young snail decides that a small, easy-to-carry shell might be best for a life of adventure and exploration.

Step 1: First, teacher begins lesson with asking students questions to recall their background knowledge about snails, "Who has ever seen a snail? Where did you see it? What do they look like? What is on their backs?" Teacher records student's answers on chart paper.

Step 2: Next, teacher reads *The Biggest House in the World* by Leo Lionni. Stop on the second page and ask the students, "How many of you have wanted something more than what you have? Students participate in Think-Pair-Share. Students share answers with whole class, teacher continues reading, but stopping along the way and asking the students their predictions as to what will happen as the shell keeps getting bigger. At the end of the story teacher asks, "Did the snail make a good choice? What would you have done if you were the snail? Why was it important for the snail to have a little house?" Students participate in Think-Pair-Share. Students share answers with whole class.

Step 3: To help differentiate: Class watches a short video clip about snails from youtube.com. Teacher hands out the FREE Snail External Anatomy worksheet downloaded from www.education.com. Students work in pairs to label and complete parts of a snail. Still working together in pairs students observe snails using their eyes and magnifying glasses, students record their observations and findings, worksheet included below.

Step 4: Finally, entire class compares the findings. "Were any two snails alike? How fast did your snail travel in a straight line? Could your snail get around the obstacles inside the tank? What conclusions can we draw as a whole class about snails?"

All learners can make observations and participate in this hands on learning.

Differentiate: To simulate the movement of a snail, students will put their backpacks on with one medium book in it and have them try to slide across the floor like a snail.

Assessment

1. Students were able to complete their worksheets and observations.
2. Students were able to identify and label parts of the snail working with a partner
3. Students were able to stay on task with their partners.
4. Students drew a detailed picture of their snail.

Extension

Students will conduct research on a computer and find 3 true and interesting facts about snails from www.kiddyhouse.com/Snails. Students will find 3 different looking snails on the internet and share their findings with their classroom and present their research.

Step 5: Follow Up Read Aloud

Are You a Snail? By Judy Allen and Tudor Humphries.

Link to what you know

1. Recall what they learned about snails?
2. In what ways are snails the same as you?
3. In what ways are snails different than you?

Book summary: A young snail faces many challenges as it tries to grow safely into an adult. All the facts a young child needs to understand the life of this intriguing backyard creature are packed into Backyard Books: Are You a Snail? by Judy Allen with illustrations by Tudor Humphries.



Students make a snail craft. Students each get a snail template. Using their thumbs and different colored paints they place colorful thumbprints all over their template. After it dries students add yarn and eyes to their snail. Snails are displayed with student computer facts they found and printed on-line.



Or students can make snails using a paper plate and crumbled colorful tissue paper instead.

Worksheet down below



Malacologist's Name: _____

Date: _____

The first thing I noticed about how my snail looks is:

The color of my snail is:

My snail has an interesting design on its shell. It looks like

I measured my snail on the glass of the fish tank and it is _____ inches long.

I used a timer to time my snail to travel approximately one inch. It took it _____ seconds.

I noticed some interesting things about my snail, such as

Here is a picture of our classroom pet snail, named Gary, inside our fish tank:

Where is the snail's favorite spot inside our fish tank? _____

Does it look as though our snail and pet fish get along in the same tank? _____

What job does the snail have inside our tank? _____

To help differentiate the lesson I also play "It's a Snail"
song by Ron Brown

It's a Snail
Song Lyrics and Sound Clip
Ron Brown

**Sliding and gliding, slowly in the pond
Traveling on one foot, moving along
Scraping away at their food all day
Leaving a trail as they make their way.**

**Oh, it's a snail!
It's a snail!
Oh, it's a snail!
It's a snail!
A mollusk in the pond
Just trying to get along
Oh, it's a snail!
It's a snail!**

**Sliding and gliding, it's house on it's back
Watching for predators on the attack
Scraping away at their food all day
Using their feelers to find their way.**

**Oh, it's a snail!
It's a snail!
Oh, it's a snail!
It's a snail!
A mollusk in the pond
Just trying to get along
Oh, it's a snail!
It's a snail!**

It's a snail!