



Community Science

Pollinator

Lesson 2: How to ID a species

Duration: 50 mins - 1 hour

Location: Indoors

Overview

In this lesson students will:

Explore what makes pollinators special and learn ways to identify bumblebees. Students will be introduced to field guides and participate in activities to challenge their observation and identification skills using biofacts and technology.

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Learning objectives

By the end of the session, students will be able to:

- Understand characteristics used to identify bumble bees
- Understand the purpose of field guides and practice utilizing them to identify birds and other animals
- Use QR codes and iPads to obtain information about biofacts

Curriculum links

Grade: 3

Subject and Unit: Science, Animal Life Cycles

- Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone
- Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages.
- Identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and describe changes in how each Science (Elementary) B.16 (1996) animal obtains food through different stages of its life.
- Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life; e.g., tadpoles are adapted for life in an aquatic environment; adult frogs show adaptations to both terrestrial and aquatic environments;



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Equipment required

- PowerPoint called "Lesson 2 how to id a species (grade 3 birds)"
- Biofact QR Code Activity instructions
- 7 iPads/tablets
- 7-9 biofacts and QR codes
- 7 digital microscopes
- Laminated student observation sheets
- Erasable markers
- Computer with Wi-Fi
- Projector



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Lesson plan

Time	Activity	Equipment needed
3-5 mins	How are pollinators special? (slide 2) <ul style="list-style-type: none">- Ask students what they think makes pollinators special- Go through the slide notes as a guide	<ul style="list-style-type: none">• Computer with Wi-Fi• Projector
5 mins	What are ways we can identify bumble bees? Guess who activity (slides 3-6) <ul style="list-style-type: none">- review body parts of the bee: head, thorax, and abdomen on slide 3- Guess who activity: using the diagram on the left, students will have to guess what bumble bee species it from the real-life images presented- Go through the slide notes as a guide and for answers	<ul style="list-style-type: none">• Computer with Wi-Fi• Projector
3 mins	What do we use to identify birds? (slide 7) <ul style="list-style-type: none">- Introduce field guides- Go through the slide notes as a guide	<ul style="list-style-type: none">• Computer with Wi-Fi• Projector• Field Guides (if doing optional activity)
30-40 mins	Biofact Blitz Activity (slides 8-10) <ul style="list-style-type: none">- Review slide 8 for the biofact rules- Set up classroom for activity and review slide 9 for the activity instructions for the students (refer to the Biofact Blitz Activity Instructions)- Allow each group to see at least a few biofacts and fill out the observation sheets for them- End the session with the Biofact Blitz Debrief on slide 10	<ul style="list-style-type: none">• Computer with Wi-Fi• Projector• Field guides (at least one per station)• 7 iPads/tablets (one per station)• 7 biofacts (one per station)• Digital microscopes (refer to Biofact Blitz Activity Instructions for instructions of use)



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		<ul style="list-style-type: none">• 7 laminated observation worksheets (one per station)
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