

TABLE of CONTENTS

About The Authorvi

About This Book.....vii


Snail Factsviii

Snailopolis Materials List ix

For Parents

Parent Permission..... x

Snail Care & Requirements and Adoption Form..... xi

 **Preparation For Snailopolis**..... xii



First Look: Introducing Snails to Students

Set Up Desks1

Introduction1



Lesson 1: Predictions and Facts

Teacher Page 2

My Snail Predictions Student Form ■ (K-2)..... 3

Predictions and Facts Student Form ■ (2-4)..... 4



Lesson 2: Fact or Fiction Cards

Teacher Page 5

Fact or Fiction Student Cards 6-9



Lesson 3: Snail Labeling

Teacher Page10

Snail Anatomy - Labeled Diagram 11

Snail Anatomy - Unlabeled Diagram12



Lesson 4: Touch-Observe-Record

Teacher Page13

Touch-Observe-Record Chart ■ (K-2).....14

Touch-Observe-Record Form ■ (2-4)15



Lesson 5: Snailopolis Speedway

Teacher Page16

Snail Name Tags17

Snail Power Experiment Form.....18



Lesson 6: Snailopolitan Museum of Art

Teacher Page19

Snailopolitan Art Form..... 20

Artist’s Biography Form..... 21

Artist’s Biography Sample 22



Lesson 7: Venn Diagram: Snails and Me

Teacher Page 23

Venn Diagram Student Form 24

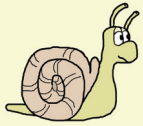


Lesson 8: Snailbot Invention

Teacher Page 25

Snailbot Invention Form 26

Snailbot Description Form 27



Lesson 9: Snailopolis News Projects

Teacher Page 28

Snailopolis News Topics Form..... 29

Teacher Page: News Flash 30

Snailopolis News Flash Form..... 31

Teacher Page: News Article..... 32

Snailopolis News Article: Sensational Snails Form..... 33

Teacher Page: City Newspaper..... 34

Newspaper Sample 35

Newspaper Template 36



Lesson 10: The Tortoise, the Hare, and the Snail (Writing Project)

Teacher Page 37

Story Map ■ (K-2) 38

Story Map ■ (2-4)..... 39

The Tortoise, The Hare and the Snail Story Writing Paper..... 40



Lesson 11: First Day of School (Writing Project)

Teacher Page 41

First Day of School Form ■ (K-2)..... 42

First Day of School Story Writing Paper ■ (2-4) 43



Lesson 12: Life Cycle of a Snail

Teacher Page 44

Life Cycle of a Garden Snail Student Form 45

Life Cycle of a Garden Snail Answer Page..... 46



Lesson 13: Snailopolis Community (Writing Project)

Teacher Page 47

Snail Community Story Map..... 48

Story Writing Paper.....49-54



Summary And Evaluation

Teacher Page 55

Predictions and Facts Forms ■ (2-4) Collected at beginning of unit.

My Snail Predictions Page ■ (K-2) Collected at beginning of unit.

My Snail Facts Form ■ (K-2)..... 56

Snail Anatomy - Unlabeled Diagram..... 57



Snailopolis Celebration

Teacher Page 58

Celebration Suggestions 58

Invitation Template 59



More Resources

Thank You for Your Donation Letter Template 60


Snail Book Nook Suggestions 61

Common Core Standards62-68

Free resource from www.criticalthinking.com. Commercial redistribution prohibited

ABOUT THIS BOOK

Snailopolis is a hands-on unit of study that integrates science, reading, math, language, and art through the hands-on observation of snails. Common Core Standards are applied in each activity and extension activities are included.

Each activity includes a Teacher Page  and one or more Student Activity Forms. Teacher Pages include suggested time for lesson, materials for that lesson, and **SAY – DO** guidelines.



Age Range Adaptable

K through Grade 4. Some activities have separate versions for ■ Grades K-2 and ■ Grades 2-4.



Overview and Purpose

This unit was developed to provide students with opportunities to obtain, evaluate, and communicate information through the hands-on study of snails and their environment. Students participate in science, math, writing (creative and factual), art, and interaction with other students. They predict, observe, research, touch, experiment, and record information.



Objective

Students will describe what a snail looks like, name its parts, identify three or more facts about snails, as well as compare and contrast unique characteristics of snails and humans.



Process Skills

Science process skills form the foundation for the scientific method. Students will observe, communicate, classify, measure, infer, predict as well as investigate, collect data, describe, and evaluate.



Curriculum Integration and Common Core Standards

This integrated unit includes math, science, art, writing, research, oral presentation, and discussion. Common Core Standards are referenced at the end of the unit.

First Look: INTRODUCING SNAILS TO STUDENTS

Set Up Desks

If possible, set up desks when students are out of the room. It is so exciting to see their expressions when they walk into the room with all the “mysterious stuff” on their desks! Before students sit at their desks, ask them not to touch items on their desks until they are directed to do so.

- Put snails in individual clear plastic containers with lids. Keep them hidden until the first hands-on lesson.
- If the lesson is a secret, cover the snail containers until you are ready for students to do their research.
- Lay out newspaper on each desk. Students can work in teams of two. There are some students who may be timid about touching animals. By the end of the unit you will have some students who are quite attached to their snails.
- Lay out the items listed on page ix for each student or team of two students on the newspaper (include items in materials list with the ✓).

Introduction



SAY: *Today you are going to be learning about an animal that can lift ten times its own weight walking up a wall. That means that if you were as strong as this animal you would be able to carry one grizzly bear on your back, or 191 laptops, or a motorcycle, or 700 books, AND you would be able to walk straight up a wall with this 700 pound load on your back. Any guesses about which animal you will be learning about?*

This animal is in most gardens. It is destructive to plants but people can eat it. Any guesses about what this animal might be?

DO: Give clues from Snail Facts (page viii) until someone guesses SNAIL.



SAY: *Today you will be learning incredible, unbelievable facts about snails. What are some things you already know about snails?*

Note: Lessons 1 and 2 can be done the first day if time permits.

Lesson 1: PREDICTIONS AND FACTS

TIME: 10 minutes for introduction
10 minutes for forms

Materials

- My Snail Predictions form (page 3) ■ for Grades K-2
- Predictions and Facts form (page 4) ■ for Grades 2-4
- Pencils

Introduction



SAY: Raise your hand if you have seen a snail. What did it look like to you?
Raise your hand if you have touched a snail. What did it feel like to you?



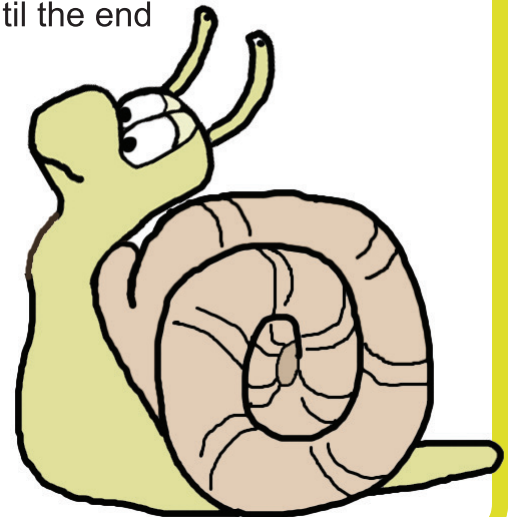
SAY: You are going to make some predictions or guesses about snails before you actually get your own snail. Guesses are not right or wrong, they are statements that we can test. What is another word for guesses? **(Predictions.)** We can study and find out information about our predictions.

Note: If no one comes up with the answer shown in blue, the teacher should supply it.

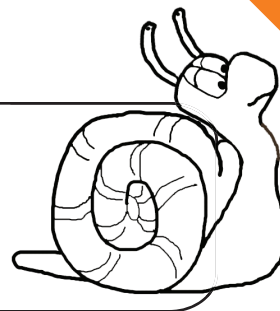
DO: Take out (or pass out) the grade-appropriate form, either My Snail Predictions or Predictions and Facts.

DO: Read it over together. For non-readers, the My Snail Predictions form can be done orally. Read the questions on this form and make predictions together. Non-readers can also *draw* some of their answers.

DO: Collect the forms after 10 minutes and save them until the end of Snailopolis. These forms will be used during the summary and evaluation.



My Snail Predictions



Draw a line to show how you think a snail moves.



You breathe through your nose and mouth. Does a snail breathe through a nose or a mouth? Put an X on the place(s) you guess.

What is inside of a snail shell? Draw your guess. Put circles where you think the eyes are located.

Do you think a snail likes hot and dry weather or cold and wet weather? Draw a snail and the type of weather you guess.

Draw some things you think a snail might eat.

Does a snail have enemies? Draw your guess.

Does a snail have teeth? Make a guess/prediction.

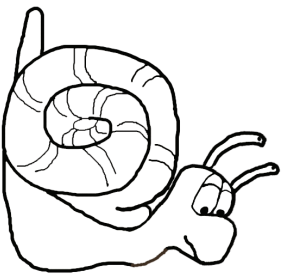
Check one: Yes _____ No _____ If Yes, how many do you guess? _____

Predictions & Facts

Name _____

Before looking at your snail, make some guesses/predictions about snails. Write your answers in the Guesses/Predictions column. After completing all the lessons on snails, write down the facts in the Facts column. Remember that guesses are not right or wrong, they are guesses! After filling in the Guesses/Predictions turn this form in to your teacher.

	Guesses/Predictions	Facts (fill in at the end of the unit)
Do snails move in a straight line or a circle?		
Do snails have a skeleton?		
Are snails nocturnal or diurnal?		
What do snails do in hot, dry weather?		
Do snails sleep?		
How do snails breathe (lungs, through their skin, gills, other)?		
Do snails have teeth?		
What is the approximate life span?		
Are snails carnivores or herbivores?		
Do snails have eyes? How many?		
Can snails hear?		
What/who are their natural enemies?		



What does the bottom of a snail's "foot" look like? In Box 1 draw your guess. At the end of the unit look at the bottom of the foot. Draw what you see in Box 2.

Box 1	Box 2
-------	-------