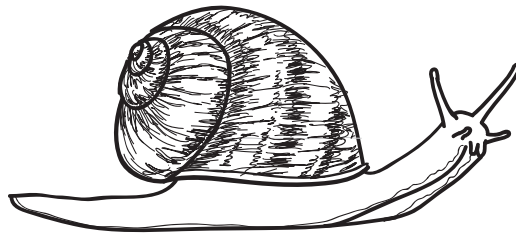


INVESTIGATION 2: LAND AND WATER SNAILS ADDENDUM



AN ALTERNATIVE LAND SNAIL ACTIVITY FOR PARTS 1-2: LAND SNAILS AND SNAIL RACES

PURPOSE

In the kindergarten **Animals Two by Two Module** we strive to provide young students with opportunities to experience several kinds of animals up close. This includes handling the animals carefully; caring for them over time by providing them with food, water, space, and air; and observing their behavior in the classroom habitat. The land snail, *Helix aspersa*, is a very good organism for this purpose and is the one we recommend you use if it is available. In regions of the country where *Helix* is not found locally or cannot be supplied due to USDA regulations, there are other species of land snail that are large, active during the day, and appropriate for young students to handle and observe. For the most recent information about the availability of land snails, go to www.deltaeducation.com.

Direct experience with organisms is the best way to introduce life science to young children. But in cases where it is impossible to provide the living organism, the next best alternative is a close-up look through a camera lens. The video *Animal Families: The Frog, the Snail, the Turtle* includes a short segment on the land snail with wonderful photography. This addendum, developed specifically for teachers in states where land snails are not permitted, provides suggestions for incorporating the video into the module. In addition, we recommend using a book called *The Snail's Spell* after viewing and discussing the video. Suggestions for using the book are in the Reading Connections folio.

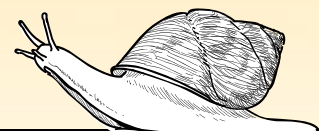
STRAND

Life Science

SCIENCE CONCEPTS

- Snails have identifiable structures and behavior.
- Snail behavior is influenced by conditions in the environment.
- Snails have senses.
- Snails have basic needs.
- All animals deserve respect and gentle care.

NOTE: *The Animal Families* video (part number 023-7082) and the book *The Snail's Spell* (part number 222-1722) are available from Delta Education. You can order these materials in lieu of the land snail coupons by calling Delta Education at 1-800-258-1302.



MATERIALS

PART 1: LAND SNAIL VIDEO

FOR THE CLASS

- 1 VCR and monitor *
- 1 Video, *Animal Families: The Frog, the Snail, the Turtle* *

FOR ASSESSMENT

- Assessment sheet nos. 1–2 called *Assessment Checklist*

* Supplied by the teacher

GETTING READY

PART 1: LAND SNAIL VIDEO

1. SCHEDULE THE INVESTIGATION

Plan for one 25-minute session for this part. The video segment on snails lasts approximately 12 minutes.



2. PLAN ASSESSMENT: INFORMAL OBSERVATION

There are five objectives that can be assessed at any time during this part of the investigation. These include

- Animals have structures.
- Animals have behaviors.
- Asks questions.
- Incorporates new vocabulary.
- Compares structures and behaviors.

3. PREVIEW AND CUE UP THE VIDEO

The video has three parts. “The Snail” is the second part. Preview the tape and cue it up to begin at “The Snail” segment in class.



4. PLAN FOR READING CONNECTIONS

Plan to read the book *The Snail’s Spell* during a reading period. For background information see the Reading Connections folio.

GUIDING THE INVESTIGATION

PART 1: LAND SNAIL VIDEO

1. INTRODUCE THE LAND SNAILS

Call students to the rug. Tell them that you have a movie of a new animal for them to observe. Give them some clues to see if they can guess its identity.

- *This animal has no arms and legs. It moves slowly. It carries its house on its back. What kind of animal is it?*

Let students know that the movie will let them see land snails and land snail babies up close.

2. OBSERVE WITH THE SOUND OFF

Explain that scientists observe animals to learn about them. Let students know that they are scientists. Ask them to observe the snails to find out everything they can about the animal. Tell them that they will get to watch the movie without sound first, so that they can tell each other what they see. Later, they will watch it with the sound on. Start the video.

3. DISCUSS WHILE WATCHING

As the class watches, ask questions to hone students' observations and invite discussion. Ask,

- *What are the white balls on the snail?* [Eggs.]
- *Do the baby snails look different than their parent or alike?*
- *Do snails have heads?*
- *Do snails have eyes?* [Two, one on each long tentacle.]
- *Do snails have ears? A nose? A mouth? Feet?*
- *What do you see sticking out from the head?* [Four tentacles, two long and two short.]
- *Do they have any body parts that fish have?*
- *How do they move?*
- *Do snails move up? Down? Sideways? Backwards?*

4. GATHER STUDENT QUESTIONS

Once the attention of the class begins to wane, stop the video and ask students what questions they might have about snails.

Questions that often come up are

- *Do they make sounds?*
- *How do they move?*
- *How do they eat?*

MATERIALS FOR STEP 2:

- 1 VCR and monitor
- 1 Video



INVESTIGATION 2: LAND SNAILS

NOTE: *Watching the beginning of the segment a second time will depend on the attention of the class.*

WORD BANK

- land snail
- tentacle
- shell
- foot
- mucus trail

What We Learned

- Land snails have one foot, two long tentacles with eyes, two small tentacles, a mouth, and a shell.
- Land snails move slowly. They eat cucumbers. They have babies that come out of shells.
- *Student questions?*



5. ADD THE NARRATION

Tell the class to listen closely to see if the video answers any of their questions. Turn up the sound track for the video and continue watching from where you left off. Many of the questions the class asked will be answered by the narration.

When the video is finished, return to the beginning to view the first part with narration.

WRAPPING UP

6. MAKE WORD BANK ENTRIES

Add new words to the class word bank.

- land snail
- tentacle
- shell
- foot
- mucus trail

7. MAKE CONTENT CHART ENTRIES

Add new concepts to the content chart.

- *What body parts do land snails have?*
- *What do land snails do?*

8. MAKE READING CONNECTIONS

Read *The Snail's Spell* by Joanne Ryder. See the Reading Connections folio for suggestions for using this book.

9. VIEW THE OTHER VIDEO SEGMENTS

On other days, you may want to show and discuss the other segments of the video—"The Frog" and "The Turtle."

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