Observing Ants

**What You Need**

- Ant farm
- Hand lens
- Paper

**Find Out**
Do this activity to see how ants live and work together.

**Process Skills**
Observing
Communicating

**Time**
- 10 minutes every day for two weeks

UNIT A • Chapter 3: *Plants and Animals*
What to Do

1. After your teacher has set up the ant farm, cover it with black paper.

2. Leave it alone for a few days.

3. Take the black paper off the ant farm. Observe the ants. Then observe the ants with a hand lens.

4. Record your observations.
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<tr>
<th>Date</th>
<th>How the Ant Farm Looks</th>
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Student data will vary. Students should observe that over time the number of tunnels in the ant farm increases.
Conclusions

1. How did the ant farm change over the course of the week?

More tunnels and paths were built.

2. Do ants work together? How can you tell?

Ants work together to get food and to build. You could see the results of their activity and observe them doing similar tasks.

New Questions

1. What changes do you think you would see if you continued to observe the ant farm?

Answers will vary. Most students will say that they will continue to see the ants working, building, and rebuilding tunnels and paths.

2. Write a new question you have about how animals work together.

Accept all new questions.
Activity Journal
Lesson 1 • Plant and Animal Needs

Name ____________________________

Activity

Learning How Butterflies Eat

Draw a picture of a butterfly’s proboscis.

Drawings will vary, but should include the butterfly’s proboscis.

Draw a picture of a butterfly using its proboscis to drink from a flower.

Drawings will vary, but should include the butterfly using its proboscis to drink from a flower.
What Happened

1. What part of the butterfly did you use to drink the water?

   the proboscis

2. Tell how this body part helped you drink.

   The proboscis helped the students drink the water from a distance.

What If

How do you think the proboscis would look if butterflies did not get food from deep inside flowers?

Answers could include: The proboscis would not need to be as long.
**Activity Journal**  
**Lesson 2 • Habitats**

Name ____________________________

![Activity](image)

**Activity**

**Investigating Fish**

**Record** the results. Mark your answer with an **X**.

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<thead>
<tr>
<th>Object</th>
<th>Easy to Pull</th>
<th>Not Easy to Pull</th>
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Answers will vary according to the objects chosen.
What Happened

1. Which objects were easy to pull through the water?

   Objects that were streamlined or more pointed moved more easily.

2. Which objects were not easy to pull?

   Objects that were block-shaped or had protrusions caused waves and splashing.

What If

What would happen if you pulled a star-shaped block through the water? Would it be easier or harder to pull than the square block of wood?

Answers could include: the star-shaped block might not move as easily as the square because it has more points that stick out; the star is not as streamlined as the square, so it would not move as easily.
Activity Journal
Lesson 3 • Plants and Animals Share Habitats

Observing Animal Habitats

Draw two pictures of animal habitats.

Drawings will vary. Accept any reasonable drawings.
What Happened

1. What kinds of animal habitats did you see?
   Answers might include: nests, burrows, tree trunks, and holes in the ground.

2. What kinds of animals might live in the places you saw?
   Answers might include: birds, squirrels, ants, and worms.

What If

How would the area you observed look different in winter?

Answers will vary depending on the geographic area of your school. Many places have cooler weather during winter, and animals are sometimes more difficult to observe during winter.