SOL Group Project Reflection

Our group had the first grade SOL 1.5 which covered animal coverings, tame vs. wild animals, the different biomes, ways animals move, and what animals/plants need to live. We focused on the animal coverings and how the coverings help in the animal’s specific biomes. We also focused on what animals need to live and finally, tame versus wild animals. The most challenging part of our SOL was taking it from a first-grade level to activities that third/fourth graders would enjoy and would keep them entertained. Breaking it down into smaller more manageable pieces was also challenging. There is so much detail in biology and finding what is the most important for that day and what is something that may be too much information.

For our SOL we came up with the idea to give them each a different blank animal that live in different biomes. We then allowed them to give the animals the proper coverings animals by painting, coloring or gluing scales, feathers, or fur. They enjoyed this part because it allowed them to be creative. We then let them put the animals in their correct biomes on a poster board. During this part they were even teaching us ways animal coverings help the animals. Our PowerPoints were also interactive because we constantly were asking questions and had a sheet of questions to ask during each part of our lesson. We also did an activity with a Venn diagram that had what plants need on one side, animal needs on another or what they both needed in the middle. They had to tape certain necessities, for example, CO2, whether only plants needed it, animals only needed it or both plant and animals used it. The one thing I would do differently is take out the tame versus wild animal’s PowerPoint because they seemed to be bored with it. They all already had the knowledge of tame versus wild animals. The most significant thing I learned was that children are truly like sponges and absorb as much information that is thrown at them. They were constantly raising their hands to tell us facts about an animal they learned about. One kid even taught me a fact about clown fish! It was very interesting to watch them give us information they already have learned.

This was my second time doing a SOL project like this and enjoyed it as much as the first time. I hope more of my classes have this type of learning in the classroom. I believe it really helps with constructing lesson plans and bringing them to life with actual students. I enjoyed ending this semester in biology with a fun, interactive project.