GRADE LEVEL: 4-6
TIME: two days
GOALS:

• I want the students to gain more knowledge on a dog’s diet and nutrition.

• I want the students to be able to predict, observe, and collect data

INTRODUCTION / PRE-LESSON:
1. I will have a group discussion with the class about nutrition and how important it is important not only to humans but in animals also. We need to have the right amount of vitamins and minerals to grow healthy and live a long and prosperous life.

2.) I will then ask the students what kind of foods they think would be nutritional for a dog’s diet. I will write them up on the board and I will pick the few that I want to bring in the next day for the experiment with the dog.

DESCRIBING THE ACTIVITY:
1. I will have assigned the book *Number the Stars* by Lois Lowry to the children. I will read them the part of the book that reads about the dog who restricts from eating the apple thrown by the soldier.

2. The question we will be investigating is: If we were to feed a dog different fruits and vegetables, which ones would the dog eat, if any? And if we smashed the fruits and vegetables he didn’t eat, would he respond differently?

3. Next, I will explain to the children how the whole class is going to conduct an experiment with the dog. We will use broccoli, peas, an orange, a banana and an apple. Different children will be picked to put each item in front of the dog to see what fruits and vegetables the dog will eat. The remaining food the dog does not eat will be smashed up, to see whether or not the dog prefers it pulverized instead of given as a whole piece of food.

4. Before the actual experiment, I will ask the students to write down on a piece of paper their predictions of what they think will happen when the dog is given different fruits and vegetables as a whole piece as compared to the food smashed up. I will then ask the children to record the data that they will be observing during the experiment.

5. After the experiment is conducted the students will have their data recorded on what and when the dog ate the fruits and vegetables. We will try to come up with logical solutions to why the experiment was conducted the way it did. I will then pass a hand out called “The Raw Diet.”


SCIENCE IDEAS:
• Dogs are attracted to food that look pulverized, another words, food that looks like the guts of an animal.

SCIENCE SKILLS:
• Observing
• Predicting
• Recording data

MATERIALS:
• Dog
• Orange
• Apple
• Broccoli
• Peas
• Banana
• Paper
• pencil

MAKING CONNECTIONS:
• Relate the relationship between the nutrition of animals and the nutrition of humans. We both need a variety of foods to provide us with the essential nutrients to live a healthy life.

DESIGNING YOUR QUESTIONS:
• What did you notice when a piece of fruit or vegetable is placed in front of the dog? Does the dog just sniff the food and not eat it? Does the dog eat it and spit it back out?
• Why do you think the dog reacted the way it did?

PULLING IT TOGETHER:
As a whole class we will talk about the student’s reactions to the dog’s behavior.

ASSESSMENT:
• I will have the students write a journal entry regarding the investigation we did in class. Their response will be my indication to their understanding of the investigation.
