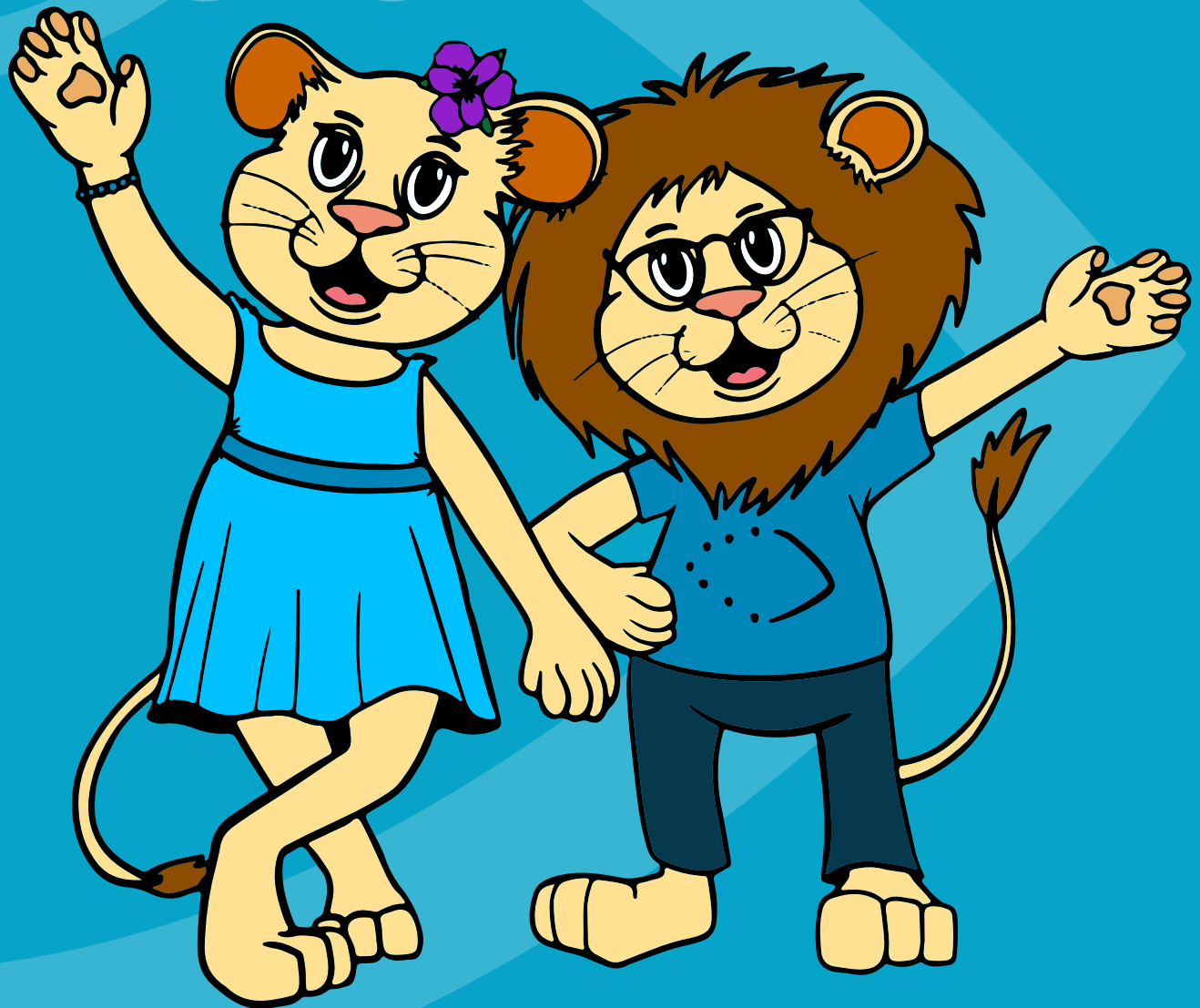


Eye Adventures with Lens and Iris

Engage • Educate • Empower



A STEM Curriculum for Students: Grades K-5: Teacher Copy



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Introduction

Eye Adventures with Lens and Iris engages learners through STEM modules designed to introduce young learners to the world of eyes. Students explore basic eye education alongside their guides – Lens & Iris – two bright and curious lion cub siblings. Topics include:

1. Eye Anatomy
2. Eye Hygiene
3. Preventable Blindness

Students are challenged to “solve a mystery” or “go on an exploration safari” through their own lens – literally and figuratively! Worksheets, art pages to color, and other creative activities can be completed individually or in a group.

Eye Adventures with Lens and Iris can supplement the current STEM curriculum, provide teachers with activities to help prepare students for in-school vision screenings, and energize excitement about the wonders of vision.

Why is this curriculum important?

According to the International Agency for the Prevention of Blindness, uncorrected vision is the largest unaddressed disability in the world today. Over one billion people experience vision loss of which 90% is treatable. Children with vision loss are 2.5 times less likely to be in formal education. The leading cause of vision loss is uncorrected refractive errors and cataracts. Over 671 million people have poor vision, and guess what? This problem could be remedied with a 700 year-old solution – glasses!

For children, poor vision affects their ability to see the blackboard, read, or play sports. All of these activities play a critical component in forming social connections. If a child receives glasses, studies show the odds of failing a class decrease by 44%.

Lions World Vision Institute works throughout the greater Tampa Bay area providing pediatric eye care. This includes everything from vision screenings to exams and much more. We prioritize outreach to communities with limited to no access to eye care. As part of our outreach, we have created a fun, engaging STEM-based curriculum which we hope you will use in your classroom. We’ve made it easy to use so an educator or a parent teaching from home can jump right in and use these lessons.



Meet Lens, Iris & Friends!

Lens and Iris are sibling lion cubs. They have a spirit for adventure and love to “see things” and “find things” and “watch things.” They love their eyes! One of the siblings wears glasses. They are often outfitted with a backpack, basket or bag that contains all the things needed for their adventures. They often pack eyeglasses, goggles, magnifying glasses, sunglasses and hats. These characters are designed to engage students in a fun way and demystify all that surrounds visiting an eye doctor or getting ready for an in-school vision screening. From time to time, Lens and Iris might recruit their animal friends. Kids love animals so feel free to have students insert their own pets or favorite animals into their drawings. In the coming pages, you’ll find a Lens and Iris paper doll cut-out that your students can color and take out when working on these modules.

We encourage teachers to send finished coloring pages or posters to The Lions World Vision Institute for future exhibits that showcase Eye Adventures with Lens & Iris or share them with their Lions World Vision Institute in-school vision professional where they can display it for the world to enjoy!



Module

1

Teacher Guide:
EYE ANATOMY





Teacher Guide: Eye Anatomy

Introduction and Vocabulary

Objectives:

- Introduce students to basic eye anatomy and eye functions
- Introduce students to basic eye anatomy vocabulary

In this Module:

This module contains worksheets as well as individual or group activities aimed toward learning the basics of eye anatomy. At the end of the module, students are awarded a certificate they can color.

Instructions:

Introduce “Eye Adventures with Lens & Iris.” Introduce the sense of sight and explain the importance of vision. Students can share the five senses, talk about their eyes, share what they see. Introduce them to Lens and Iris, their eye guides! Lens and Iris are lion cub siblings. They are curious, fun, and love going on adventures. They like to solve mysteries and rely on what they “see” to explore their world and find clues. One of the first things they need to learn, just like the students, is what is vision and what are the parts of the eye. For this, they need to learn some new vocabulary and the meanings of these terms.

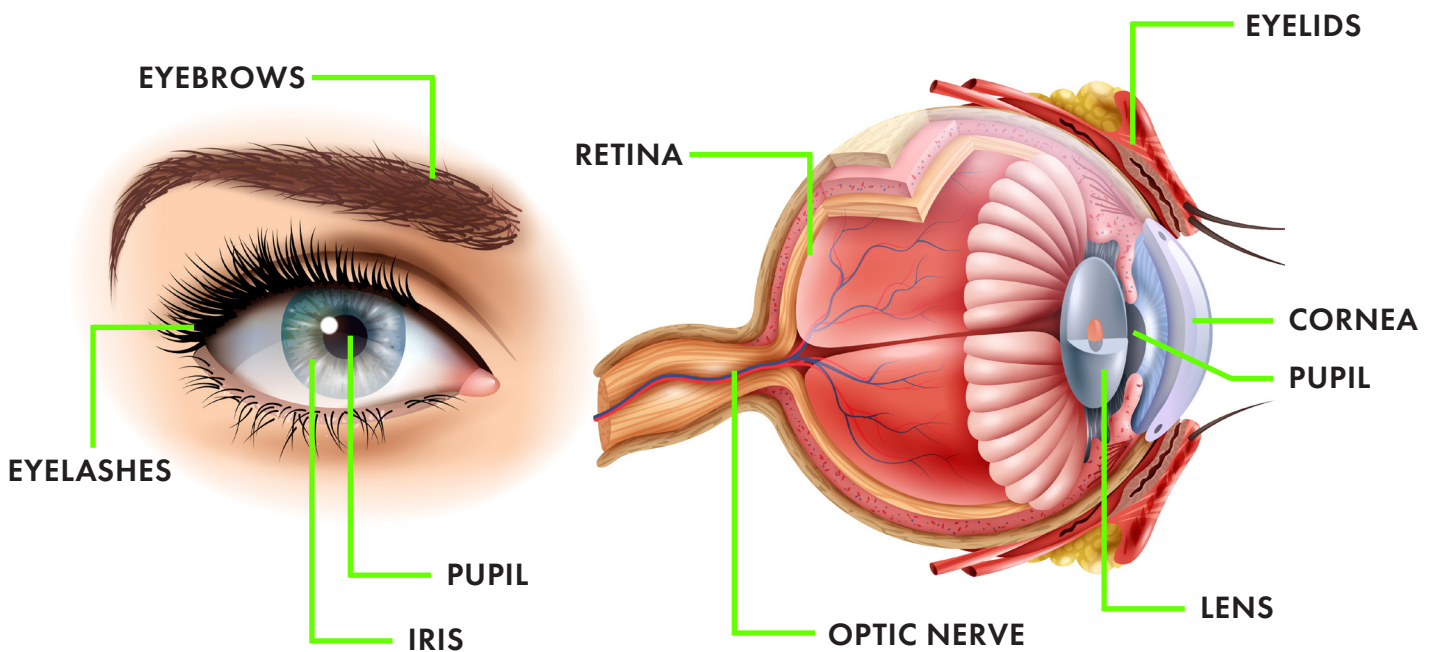
Vocabulary: Parts of the Eye that Power Vision:

- **Vision:** The act or power of seeing
- **Eye:** The eyes are organs that allow one to see. Eyes take in light and send visual information to the brain. Eyes can see in all directions including the front and sides (peripheral vision).
- **Pupil:** The pupil is the opening in the eye’s center. This is where light enters and then goes through the lens. The pupil has muscles. When the pupil needs more light, it expands. In bright light, the pupil is made smaller.
- **Cornea:** A clear or transparent tissue that covers and protects the eye. The main function of the cornea is to refract, or bend light. The cornea acts as the eye’s outermost lens and helps focus light as it enters the eye.
- **Retina:** The tissue found in the back of the eyeball. The retina “receives” images and sends it to your brain. The information is transmitted through the optic nerve.
- **Lens:** Located toward the front of the eye. The lens is held in place by ligaments. It helps focus light rays that enter the eye.
- **Iris:** This is the colorful part of the eye that is front and center of the eyeball. The iris helps control the amount of light that enters the eye.
- **Optic Nerve:** This nerve carries messages from the retina to the brain. This process results in a visual image. There are millions of fibers that make up an optic nerve.



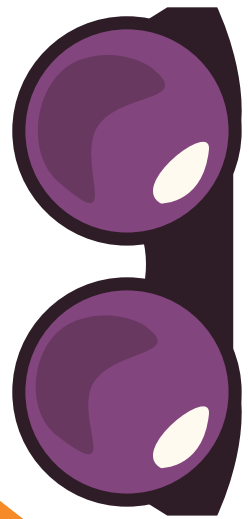
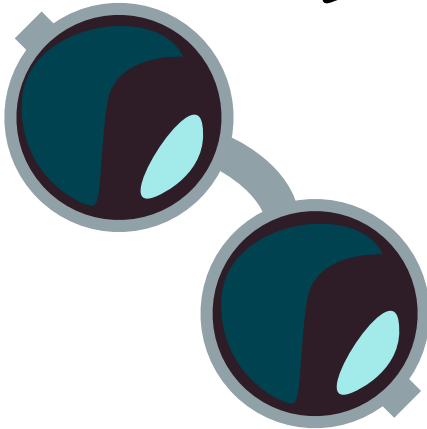
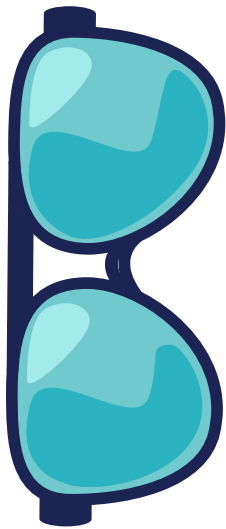
Vocabulary: Parts of the Eye that Provide Protection

- **Eyebrows:** Strip of hair growing on a ridge above the eye socket. Eyebrows help keep eyes clear of liquid like sweat, water, or other debris. The arched shape of the brow helps divert liquid around the face.
- **Eyelids:** Blinking multiple times per minute, the eyelids protect the eyes by helping keep the eye clean and moist.
- **Eyelashes:** The first line of defense for eyes. These short, curved hairs that grow along the edges of the eyelid aid in keeping airborne particles, dirt, and other debris from reaching eye tissue.
- **Lacrimal Glands:** These glands help “clean” the eyes by protecting it from dust and germs.
- **Refraction:** When light changes direction, or bends, as it moves from one material to another
- **Reflection:** When light a light ray hits a surface and bounces back
- **Nearsightedness:** When objects must be close to the eye to see it clearly
- **Farsightedness:** When objects must be far from the eye to see it clearly





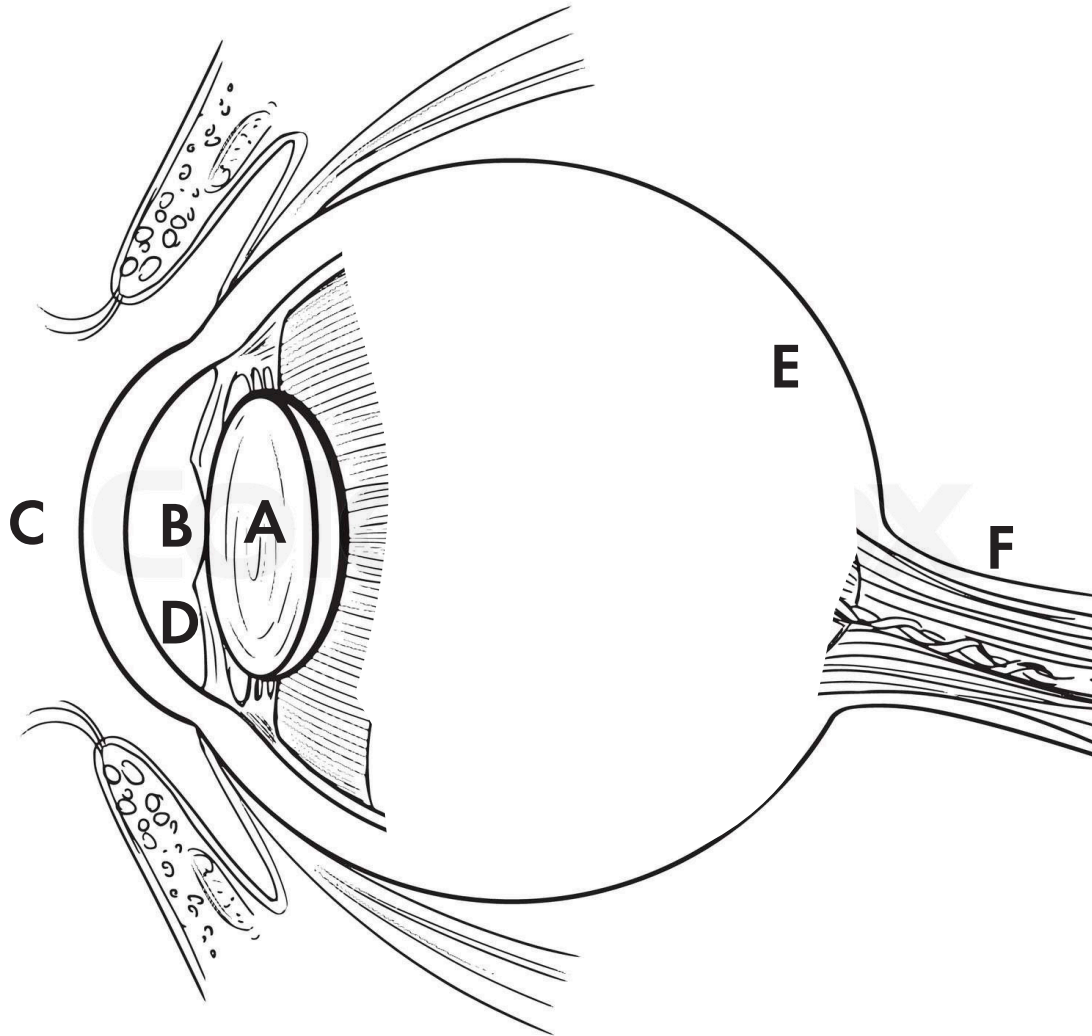
Instructions: Use your imagination to color this page and select the glasses of your choice for Lens and Iris. Glue or tape the glasses to your paper doll.





Instructions: Use your imagination to color this page and select the glasses of your choice for Lens and Iris. Glue or tape the glasses to your paper doll.





Instructions: Using the completed worksheet, explain to students the parts of the eye with provided definitions. Say each word and have students repeat it and write it. Students can fill in the box that corresponds with each component of the diagram. Students are encouraged to use colors and personalize the worksheet.

A: LENS

D: IRIS

B: PUPIL

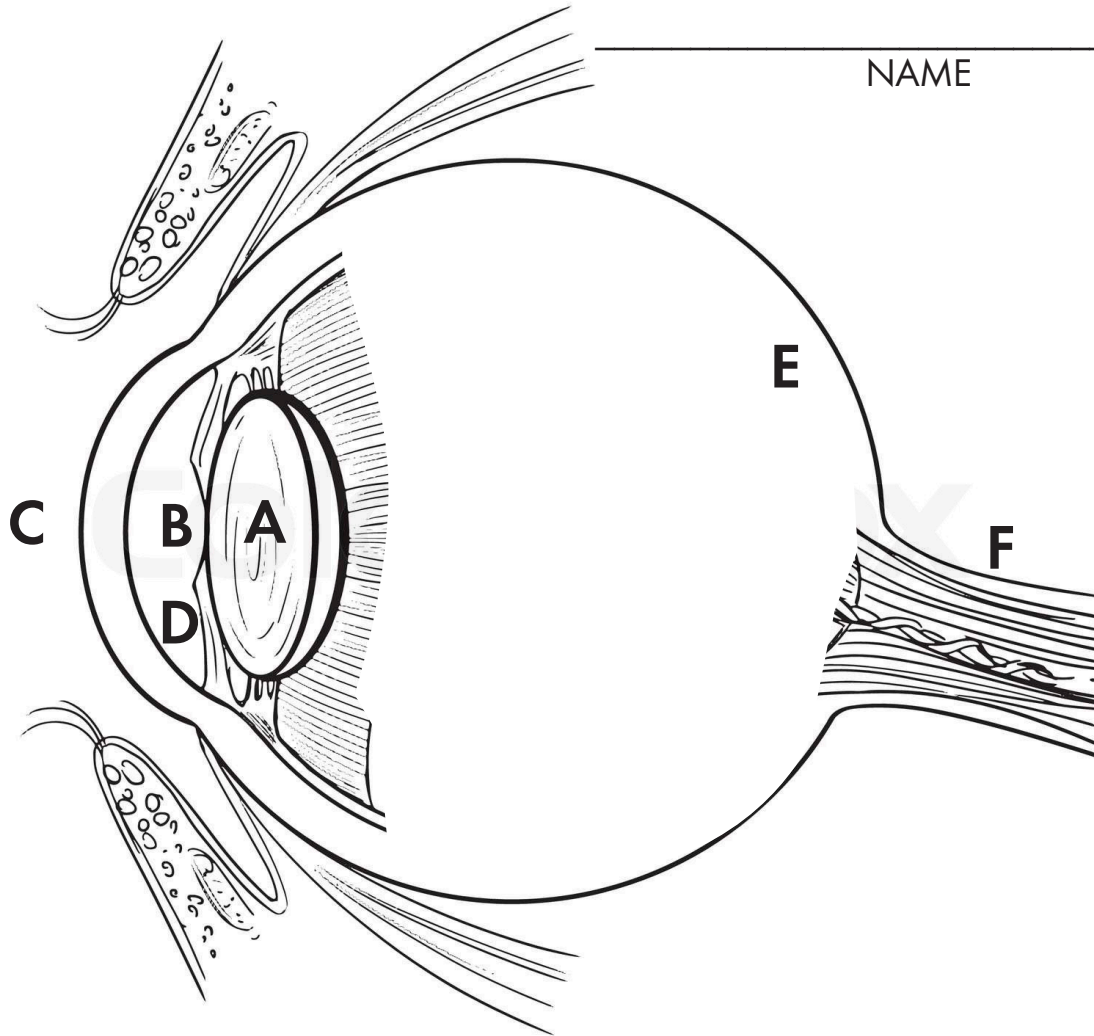
E: RETINA

C: CORNEA

F: OPTIC NERVE



NAME _____



Instructions: Listen to the word your teacher says and write the word you hear. In the second column, write the part of the eye that answers the description shared by your teacher.

Column 1

Column 2





Vocabulary

Teacher's Copy

Instructions: Hand out worksheets to each student. Using an overhead projection of a PowerPoint, introduce each word to the students. Say each word, explain the definition, and repeat the word while students practice writing each word.

Parts of the Eye that Power Vision:

- 1: Vision
- 2: Eye
- 3: Pupil
- 4: Cornea
- 5: Retina
- 6: Lens
- 7: Iris
- 8: Optic Nerve

Parts of the Eye that Provide Protection:

- 1: Eye Brows
- 2: Eye Lids
- 3: Eye Lashes
- 4: Lacrimal Glands





Vocabulary

NAME _____

Parts of the Eye that Power Vision:

1: _____

2: _____

3: _____

4: _____

5: _____

6: _____

7: _____

8: _____

Parts of the Eye that Provide Protection:

1: _____

2: _____

3: _____

4: _____

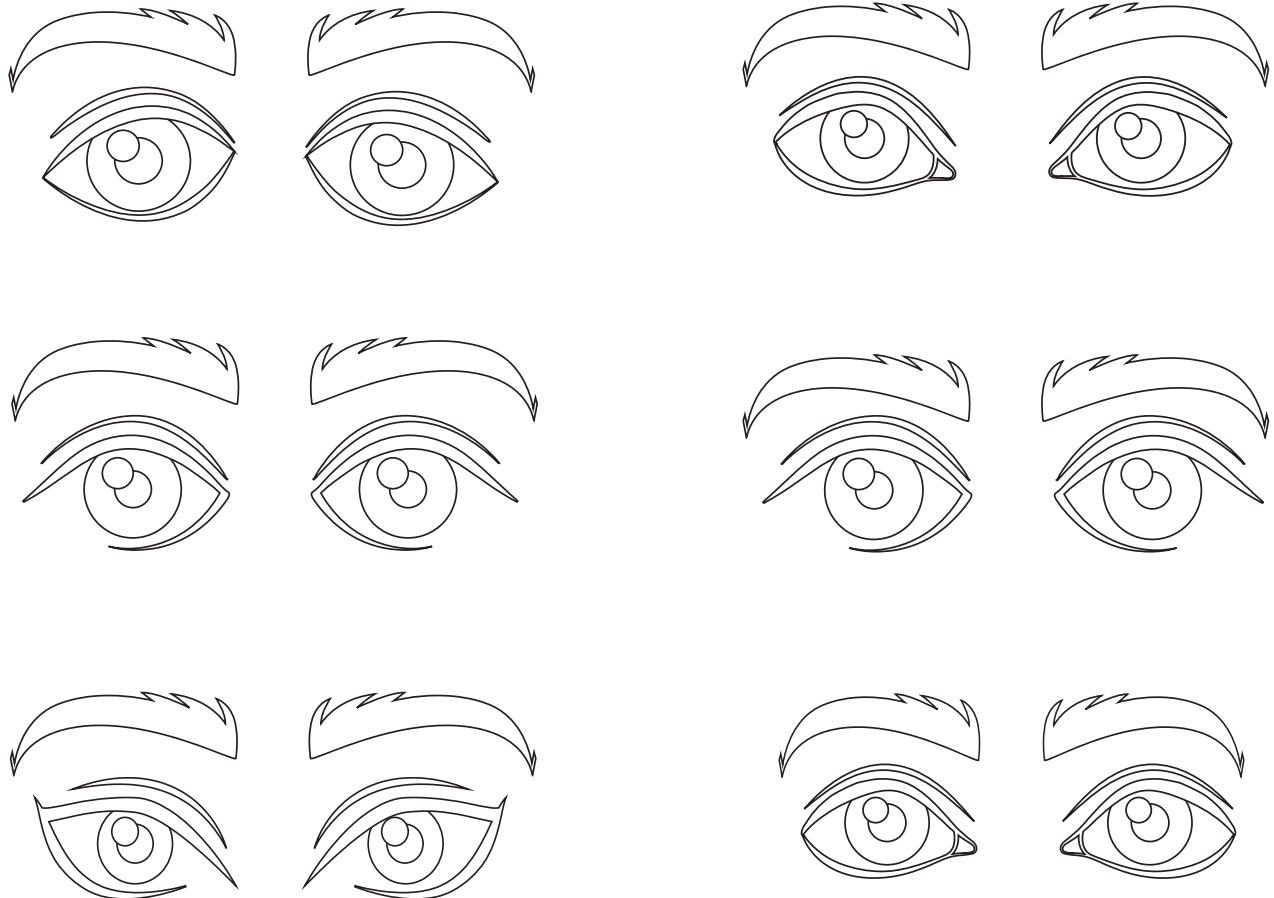




Eyes All Around Me

Teacher's Copy

Instructions: Discuss how eyes come in many shapes and colors. Have them look at kids at their table and color in their eyes with the color they see. Subsequently, kids can also color in the eye colors of their own family members, friends, teachers, etc.

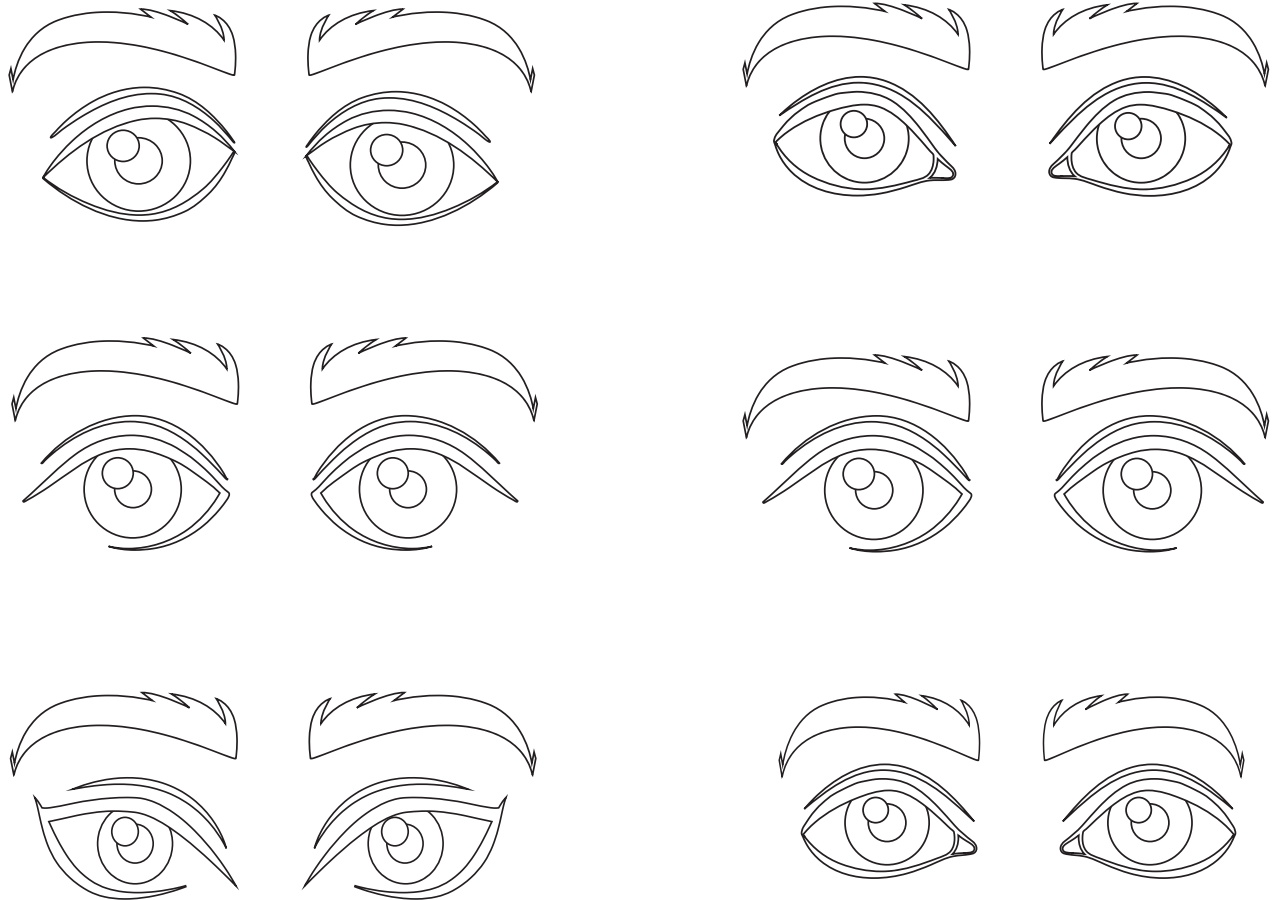




Eyes All Around Me

NAME _____

Instructions: In your assigned group, look at the person at your table and color in the eye color you see onto the page. You can also think about eye colors of family and friends and use those colors, too!





Activity 1.5: Mystery

Refraction: Find the Hidden Coin & Glass Rainbows

Teacher Instructions: These two activities introduce and demonstrate refraction. Introduce these activities through story. Assign the class into working groups at tables/centers. Each table needs a glass, water, and a coin.

Activity 1:

Supplies: Coins | Clear plastic drinking glasses | Water

Lens and Iris are on the hunt for a missing coin. Lens says he laid it on the table when Iris was drinking from a glass of water. Lens noticed that when Iris placed her water glass on the table, the coin disappeared. Where did it go?

1. Have students observe the empty glass and coin on the table. Students can “act out” what happened, pretending that Lens placed the coin on the table and Iris had glass in hand.
2. Have the students observe what they see in the glass while it’s placed on top of the coin.
3. Fill each glass with water.
4. Have students observe how the coin “disappears” even though it remains underneath the glass.
5. Explain how light bends as water (matter) is poured into the glass obscuring what the eye sees.

Activity 2:

Supplies: Clear plastic drinking glasses | Light source (small flashlights or natural light from window) | Plain white paper

Lens and Iris dream about rainbows. They love all the colors of the rainbow and look forward to rainstorms with the hope of seeing one! (Pro tip: Also include a quick discussion about all the colors of the rainbow!) The sun has been out for days with no rain in the forecast. Lens, hoping to cheer his sister up, says he can make a rainbow in a glass of water! How does he do it?

1. While still in working groups, have the students observe the empty glass.
2. Fill the glass with water.
3. Shine a light source diagonally through the glass (either a flashlight or sunlight).
4. Have students observe how a rainbow appears and describe the colors they see.
5. Explain how what they see is the result of “refraction” and light bending through the matter.



Safari: Lens and Iris Visit the Beach When I Look at the Moon

Teacher's Copy

Instructions: These two activities can be completed in-class or taken home.

Beach Snow Globe

Supplies: Worksheets | Scissors | Glue | Ruler (optional)

Lens and Iris are on a beach safari. As part of a trip souvenir, they get to design their own snow globe. Students are to select items that will fit into the snow globe, cut them out and paste them into the snow globe graphic.

When I Look at the Moon

Supplies: Worksheet | Pen/Pencil/Crayons/Markers | Imagination

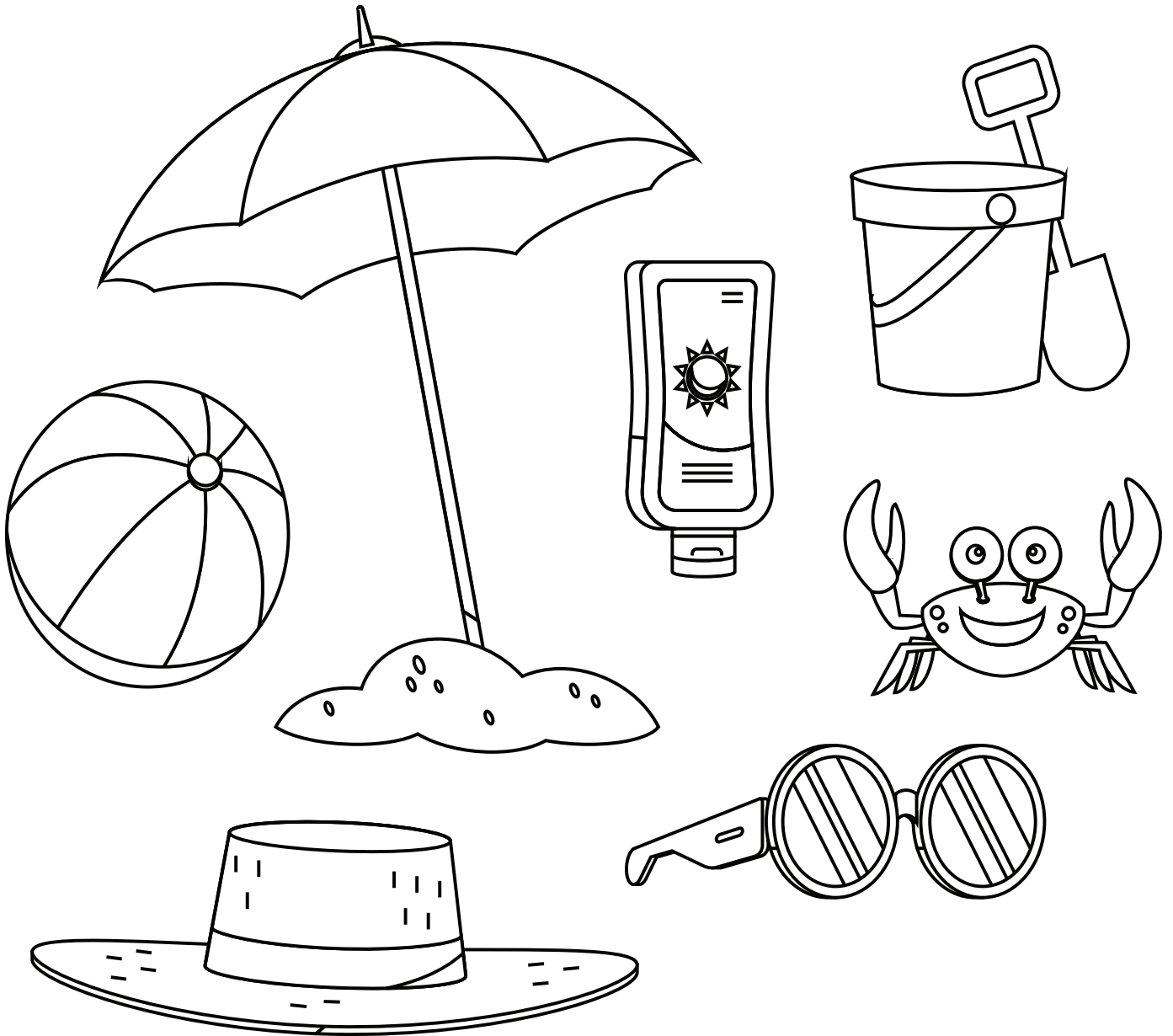
Lens and Iris love to look at the moon. It's been said if you look carefully, you can see shapes. Some people see a man in the moon, some see a rabbit. What do you see? From a window in your home, or outside with a parent, take some time to observe the moon. Draw and about what you see.





Lens and Iris Visit the Beach

Instructions: Fill your snowglobe on the next page with all things you need at the beach and find at the beach!





Lens and Iris Visit the Beach

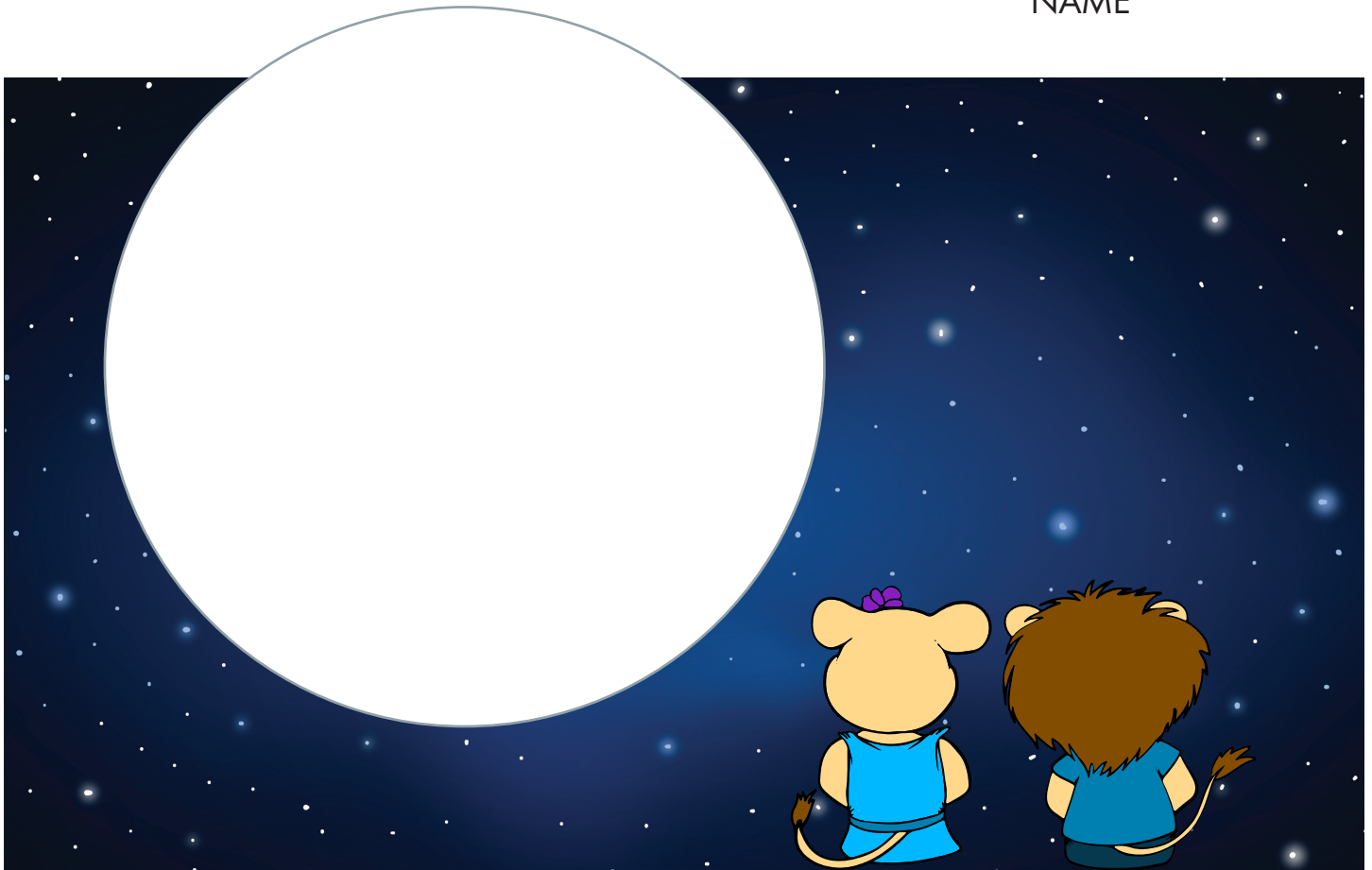




When I Look at the Moon

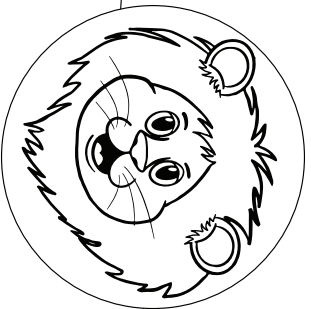
Take-Home Page

NAME _____



Lens and Iris love to look at the moon. It's been said if you look carefully, you can see shapes. Some people see a man in the moon, some see a rabbit. What do you see? From a window in your home, or outside with a parent, take some time to observe the moon. Draw and write what you see.

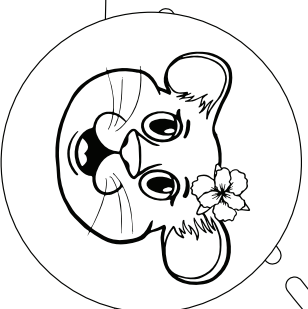




DIPLOMA

Congratulations! You're an Eye Anatomy Star!

Lens and Iris are proud of you!
Color your diploma and display it proudly.



Module

2

Teacher Guide:
EYE HYGIENE

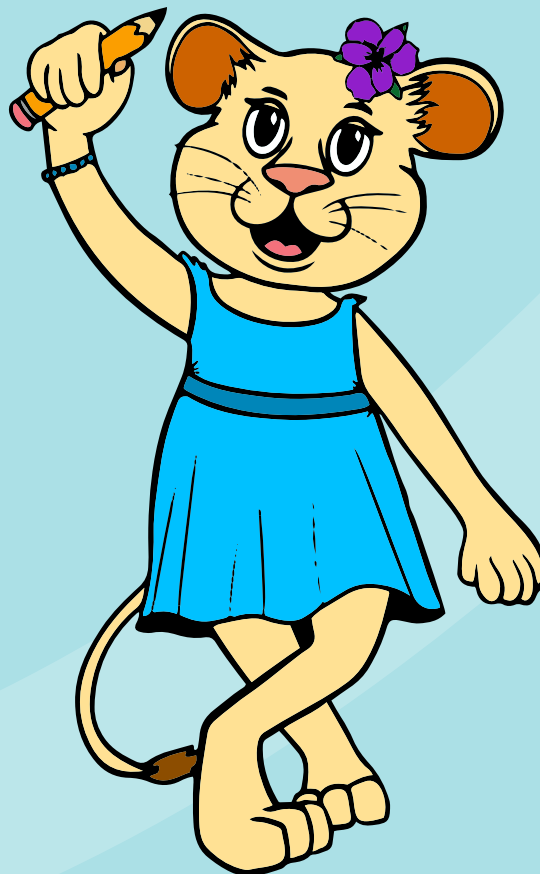




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Teacher Guide: Eye Hygiene

Introduction and Vocabulary

Objectives:

- Teach students about the importance of eye health
- Teach students ways to keep their eyes clean
- Teach students the connection between healthy habits and healthy vision
- Teach students about sunglasses, eyeglasses and other eye protection
- Teach students about the role of nutrition in maintaining good eye health
- Teach the importance of hand washing
- Introduce what to do if something gets in the eye

In this Module:

This module contains worksheets, coloring pages and activities designed to teach proper eye hygiene. The care and cleanliness of eyes can prevent infections, protect from debris and styes, and decrease the risk of corneal damage. For students, who are active in play and touch many surfaces and materials in classroom settings, teaching the importance of handwashing is probably the most basic first line of defense to help mitigate these risks.

Vocabulary

- **Hygiene:** conditions or practices that maintain health and prevent disease especially through cleanliness
- **Optician:** a special kind of eye expert who helps you choose and fit glasses or contact lenses
- **Optometrist:** a doctor who checks the health of your eyes, can treat eye diseases and problems, and can give prescribe you glasses or contact lenses if you need them
- **Ophthalmologist:** a doctor who works with eye health and eye problems that might need surgery or more intervention
- **Pediatrician:** a doctor who specializes in the treatment of children
- **Eye exam:** a series of tests performed by a doctor that examines your vision and eye health
- **Sunglasses:** glasses tinted to protect the eyes from sunlight or glare
- **Eyeglasses:** a lens or lenses that are created to correct or assist with eyesight
- **Vitamins:** a group of compounds which are essential for growth and nutrition



Activity 2.1: Clean Hands

Glitter Hands, Mold on the Bread, Handwashing Song

Through story, share with the class that Lens and Iris are having a hard time keeping their paws clean. They play in fields, run through mud, and roll around in the dirt. After all, they are lion cubs and just like children, they love to play! When they wipe their eyes after playing, however, dirt gets into their eyes and sometimes it can make their eyes itch or even cause them to cry. Ask the students if this has happened to them. Let them share what they might tell Lens and Iris to do to prevent this? Should they clean their paws? How can we help teach them about how we clean our hands? Important to note: Did you know it's not recommended you wash your eyes out with water? Water has normal bacteria that can cause an eye infection. It's always best to use artificial tears.

Glitter Hands Activity

Supplies: Paper | Pen/pencil | Glitter glue

1. Have students observe their hands. Ask them to notice that there is nothing on their hands.
2. Ask students to trace their hands on a piece of paper twice.
3. With the washable glitter glue sticks, have students cover their palms lightly with the glitter glue.
4. Press hand onto the paper.
5. Have students observe the specks of the glitter that represent germs.
6. Have students thoroughly wash and dry their hands.
7. Press cleaned hands onto the second traced outline. If glitter appears, explain to students how we often can't "see" the germs, but they are still present.

Mold on the Bread Activity

Supplies: Bread | Resealable Plastic Bags | Labels | Hand Soap

8. With clean hands, have the students pass around a slice of bread, or a half of an English muffin. Once everyone touches it, place bread in a plastic zipped bag and label it "Washed Hands."
9. After recess/break before kids have washed hands, have another piece of bread or English muffin passed around with unwashed hands. Place it in a zippered plastic bag labeled "Unwashed Hands."
10. Leave on a shelf or hang on a bulletin board for a week.
11. Have students observe the difference in the two slices of bread.
12. Establish a handwashing song that lasts at least 20 seconds. Many sing their ABCs.





Lens & Iris Handwashing Song

Teacher's Copy (sing while washing hands)

Establish a handwashing song that lasts at least 20 seconds. Many sing their ABCs.



Note: For older elementary students, encourage them to write a fun song, rap, or chant





Lens & Iris Handwashing Song

(sing while washing hands)



Lions Wash Their Paws
People Wash Their Hands
Germs Will Never Stick
Because We Understand
Handwashing, Handwashing
Cleans Hands Across the Land
Paws Washing, Paws Washing
Even Lion Cubs Understand

Clean Paws

Teacher's Copy

Instructions: Have kids explain what they see in the illustrated box and mark with an "X" if those activities will require washing hands. Lens and Iris love to play. Here are some of the activities they enjoy. Look at the picture of each activity. Do they need to wash their hands after doing these activities? Mark Yes or No.



Clean Paws

NAME _____

Instructions: Look at the picture of each activity. Do they need to wash their hands after doing these activities? Mark Yes or No.





Find the Hidden Germs

Teacher's Copy

Instructions: Lens and Iris are looking to help their animal friends. One of the animals didn't wash their hands well and they still have a germ. They played with a lot in the woods, in the mud, in streams, and lakes. Is the germ on the bear? A raccoon? A coyote? Or a fox? Or is it one one of the other animals?

Have students cut out the paws on the "Hidden Germ" handout. Go around the room and make pencil marks on the paw that has the germ. The mark can be a circle, a triangle, a square, or a heart. Make sure the pencil mark is on the side that is not facing up so the student cannot see. Encourage kids to use their imaginations to create their own story lines about where the animals played and what games they played. This can create "mysteries" around which animal has the hidden germ.

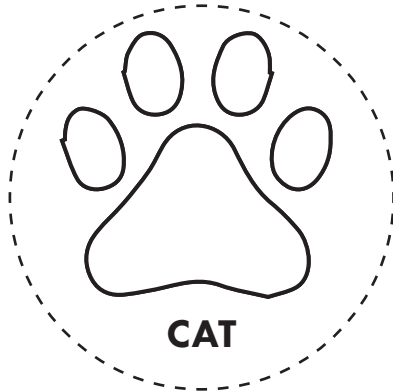
Instruct students to flip over their paws to reveal where the hidden germ is and have them imagine how that animal might have gotten the germ on their hands and what they need to do to make sure their hands are clean. Have kids erase the mark and the game can be started all over again.



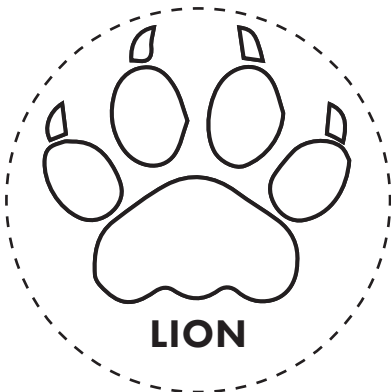


Find the Hidden Germs

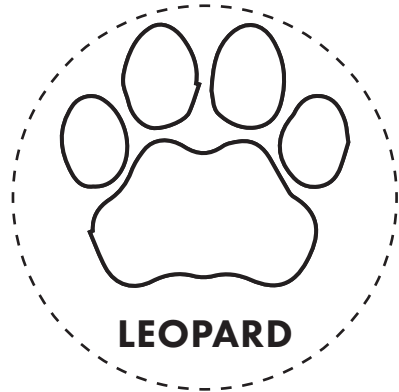
NAME _____



CAT



LION



LEOPARD



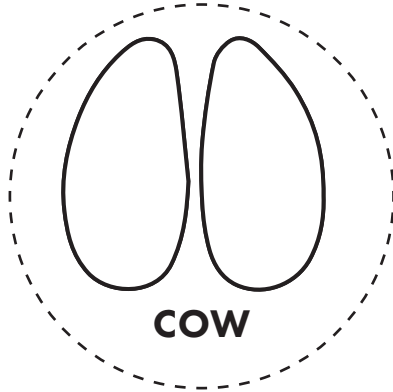
DOG



WOLF



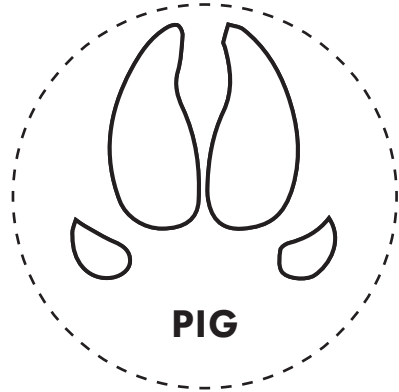
BEAR



COW



CHICKEN



PIG

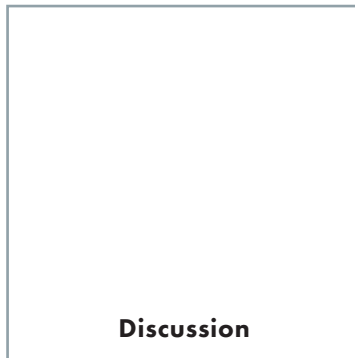
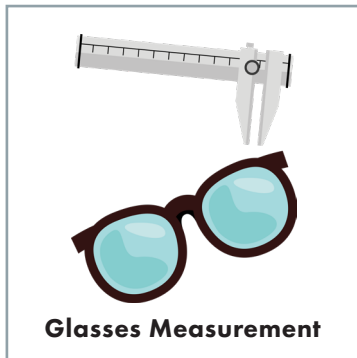
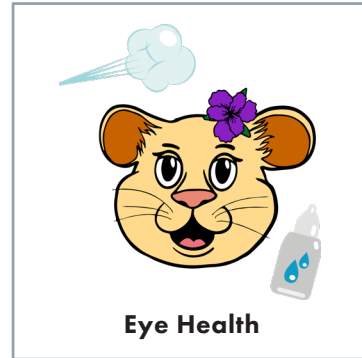
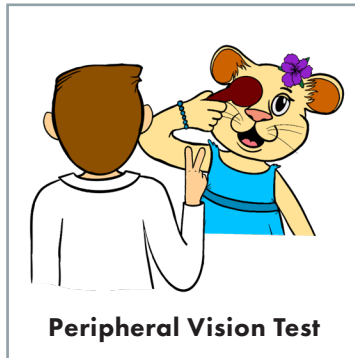
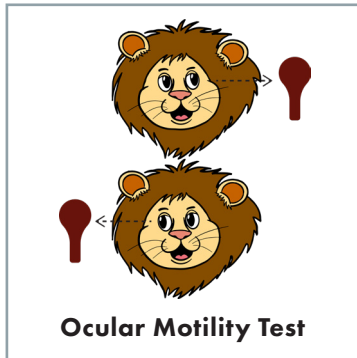
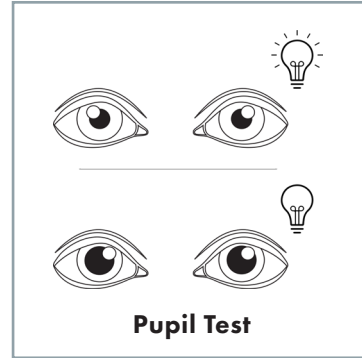
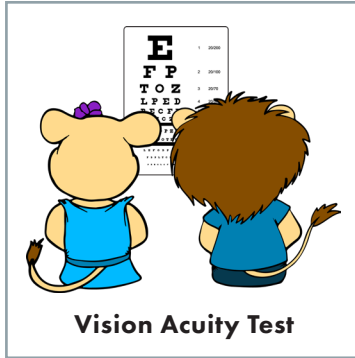


Going for an Eye Screening or Eye Exam

Vocabulary:

1. **History Taking** – an illustration of an eye doctor talking to Lens and Iris
2. **Vision Acuity Test** – an illustration of the lion cubs looking at an eye chart
3. **Pupil Test** – pupil size and reaction to light is assessed by the doctor shining a light in each eye
4. **Ocular Motility Test** – an illustration of the lion cub looking in different directions to see something the doctor is holding up
5. **Peripheral Vision Test** – an illustration of the lion cub covering one eye while the doctor holds up a number of fingers out of the lion cub's direct line of sight
6. **Glasses Prescription** – an illustration of the lion cub getting the Rx or perhaps putting on the glasses
7. **Color Vision Testing** – a doctor using a book to gauge how the lion cub sees color
8. **Stereo Acuity Testing** – an illustration of the lion cub reading a book with 3D glasses on
9. **Eye Health** – illustrations of the lion cub getting a puff of air hitting their eye and of a doctor using dilation drops on the lion cub
10. **Glasses Measurement** – an optician measuring the frames for the eyes
11. **Discussion** - the doctor explaining everything

Going for an Eye Screening or Eye Exam



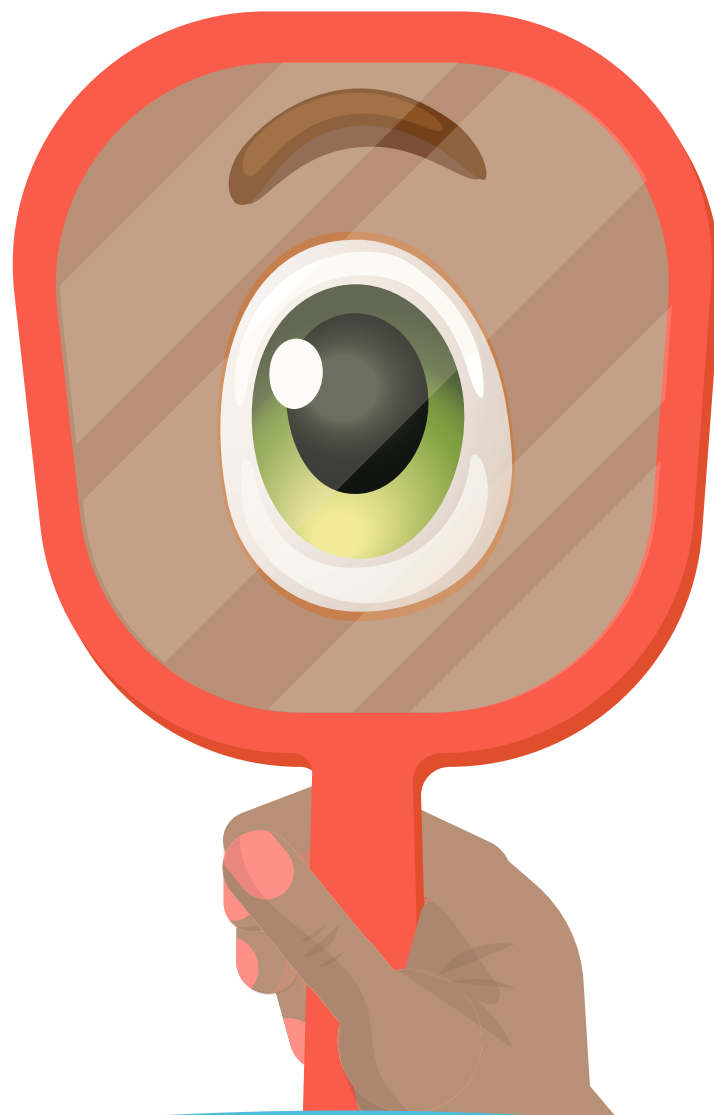


I Love My Eyes

Teacher's Copy

Supplies: Mirrors | Worksheet | Crayons, Glitter, Markers, etc.

Instructions: With a mirror, have children look at their own eyes while drawing what they see. This exercise can get as creative as the teacher's or student's imagination wants. Questions posed could be: What do you see when you look at your eyes? Do your eyes tell a story? Is there something you see in your eyes (a shape, a color, a figure) that others might not see? Draw/Color what you see when you look at your eyes.

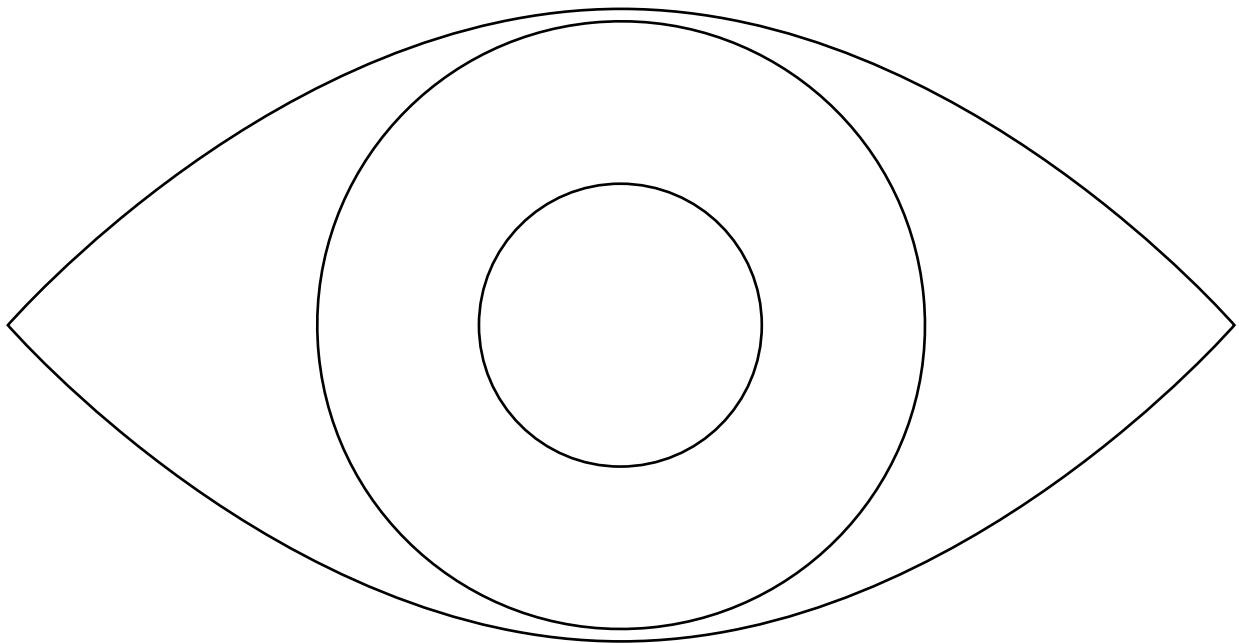


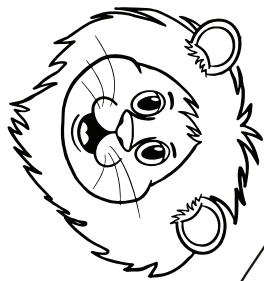


I Love My Eyes

NAME _____

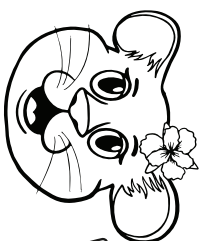
Instructions: What do you see when you look at your eyes? Do your eyes tell a story? Is there something you see in your eyes (a shape, a color, a figure) that others might not see? Draw/Color what you see when you look at your eyes.





DIPLLOMA

Congratulations! You're an Eye Hygiene Star!



Lens and Iris are proud of you!

Color your diploma and display it proudly.



Module

3

Teacher Guide:
PREVENTABLE BLINDNESS





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Teacher Guide: Preventable Blindness

Introduction and Vocabulary

Objectives

This module empowers young learners with knowledge about preventable blindness. Blindness in children has many causes including vitamin deficiencies, diseases, infections, injuries, and various other causes. Three ways to prevent blindness include:

1. Nutrition
2. Eye protection
3. Sun damage

It's noteworthy that diabetes is the leading cause of blindness in adults ages 20-74. In communities of color, diabetes is nearly twice as high than all other communities. It is imperative that young learners are empowered with more knowledge about nutrition to help prevent diabetes which can lead to adult blindness.

Eye protection is important for children who are active in sports. Basketball, baseball, and swimming are some of the leading causes of eye injuries in children. Eye injuries occur often in softball as well. These are just a few examples of sports-related eye injuries in children. Prescription eyeglasses are not a substitute for protective athletic eyewear.

Sun exposure often causes vision problems today and later in life. A single day's sun exposure can lead to irreversible UV damage. It's important that children wear sunglasses, a sun hat with a broad rim, stay out of the sun during peak hours, and be mindful that even on a cloudy day, UV rays can still do a child's eyes harm. Children should be reminded to never look directly at the sun.



Teacher Guide: Eye Hygiene

Introduction and Vocabulary (continued)

In this Module:

This module aims to empower young learners with easy-to-understand ways they can prevent/avoid blindness. Good nutrition, wearing appropriate eye protection outdoors and during sports, and being mindful of sun exposure are all explored.

Instructions:

Introduce students to this module explaining that they've gained knowledge about eye anatomy and hygiene. However, there are some things they can do now, and throughout their lives, to avoid blindness and strengthen their vision. They will be talking about all the good things fruits and vegetables contribute to strong vision. They will explore when going outside to play, participate in a sport, or be outside in the sun, making sure their eyes are protected will go a long way toward protecting their vision.

Vocabulary

- **Preventable or Avoidable Blindness:** Blindness that is able to be treated or thwarted/stopped with access to treatments or modifications in behaviors
- **Eye Protection:** gear worn on the eyes to reduce risk of injury from debris, lights, wind, heat, sea spray, etc.
- **Hats:** A head covering, preferably with a brim to shield eyes from sunlight
- **Sunglasses:** Glasses that are tinted to protect eyes from sunlight or glare
- **UV Light:** Ultraviolet is a form of electromagnetic radiation with wavelength shorter than that of visible light, but longer than X-rays. UV light is present in sunlight.



Eating The Rainbow

Teacher's Copy

Instructions: This module empowers young learners with knowledge about preventable blindness. Blindness in children has many causes including vitamin deficiencies, diseases, infections, injuries, and various other causes. Three ways to prevent this include:

1. Nutrition
2. Eye Protection
3. Sun Damage

Instruct the students to observe the colorful healthy eating rainbow projection. Discuss the importance of each of the rainbow's colors as it relates to healthy eating. Pause to let students color each part of the rainbow. Below is a quick list from the Mayo Clinic to guide the conversation. Encourage students to talk about their favorite fruits and vegetables and ways to enjoy them.

Red fruits and vegetables: These contain lycopene, which improves heart health, decreases the risk for diseases and helps the brain function. Examples of these include tomatoes, beets, radish, cherries, strawberries, red onions, and red peppers.

Orange and yellow fruits and vegetables: These contain carotenoids, which reduce the risk of heart disease, help your immune system, and build healthy skin and improve VISION! Examples include carrots, winter squash, apricots, yellow peppers, sweet potatoes, bananas, pineapple, mangoes, pumpkins, peaches and oranges.

Green fruits and vegetables: These contain indoles and isothiocyanates that are high in Vitamin K, potassium, fiber and antioxidants. These also have folic acid. Examples include spinach, arugula, broccoli, brussel sprouts, avocados, kiwis, green tea, asparagus, fresh green herbs, kale and artichokes.

White and brown fruits and vegetables: These contain flavonoids which help prevent disease. They are also good for your blood and improve bone strength. These include onions, mushrooms, cauliflower, garlic and leeks.

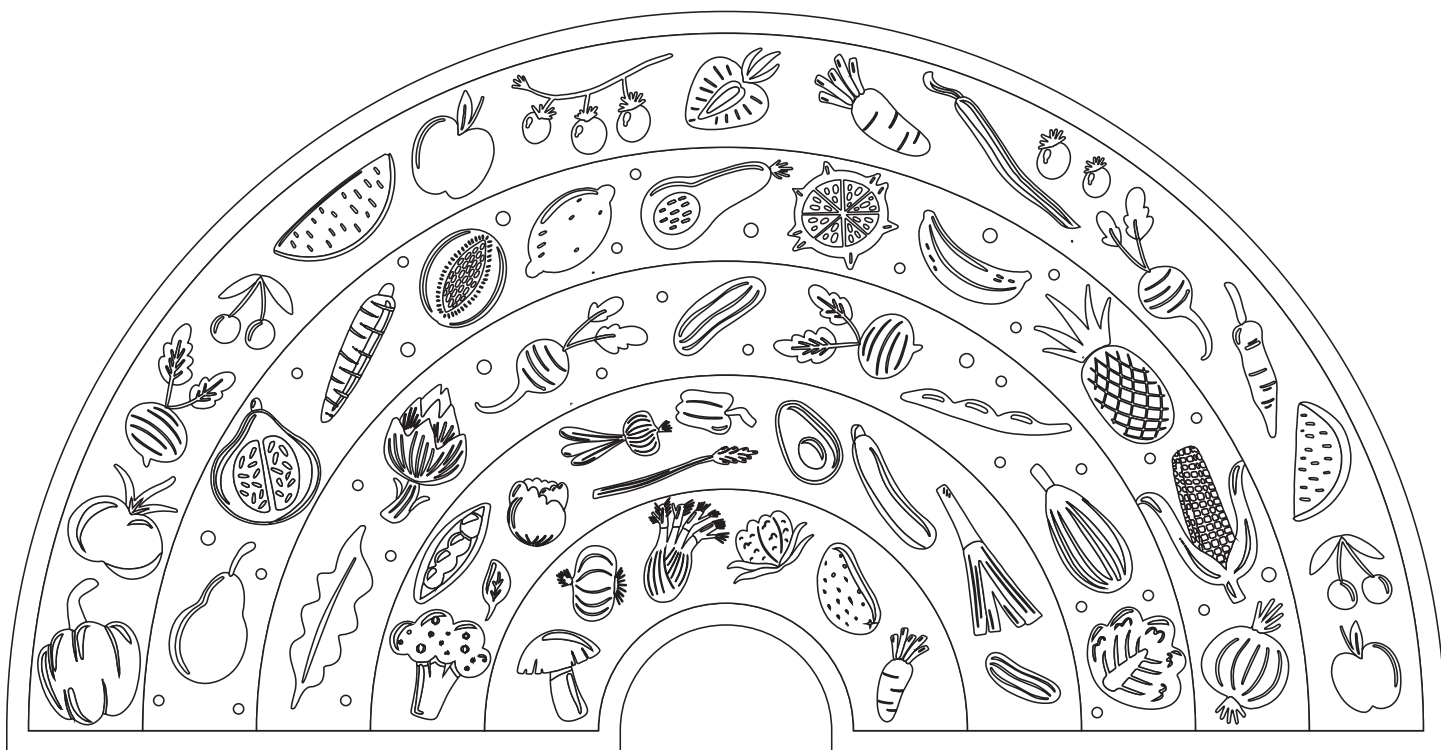
Blue and purple fruits and vegetables: These contain nutrients and antioxidants that help your brain and memory. Good sources include blueberries, blackberries, eggplant, figs, purple cabbage, concord grapes and plums. (*Mayo Clinic*)



Eating The Rainbow

NAME _____

Instructions: Color the rainbow made of healthy foods



Eating The Rainbow

Teacher's Copy

Safari Activity

Supplies: Worksheet | Scissors | Grocery Store Advertisements | Glue Sticks

Instructions: Lens and Iris need help selecting healthy foods to fill their baskets.

1. In small groups, have each table go through the grocery store weekly advertisements and cut out foods that are healthy.
2. Kids can paste the pictures of the food onto the grocery basket worksheet.
3. Assign one student from each table to be the spokesperson and stand up and share what their team put into the basket and why it's a healthy choice.





Eating The Rainbow

NAME

Instructions: Lens and Iris need help selecting healthy foods to fill their baskets.

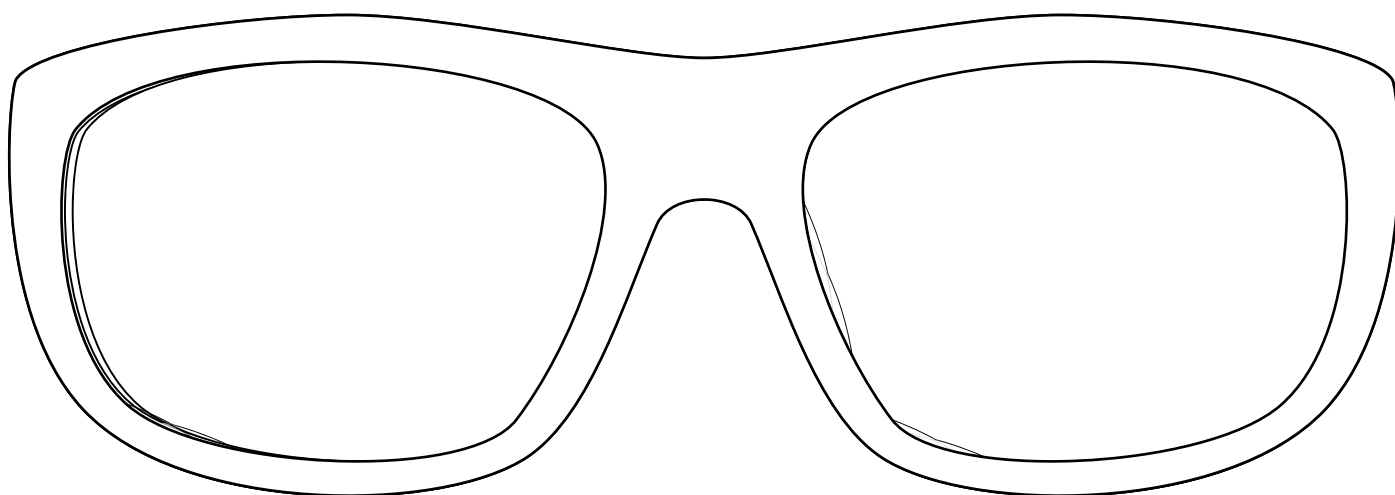




Funlasses

NAME _____

Instructions: Lens and Iris are going to the beach and want the class to join them! It's important for everyone to remember things like a towel and beach toys, but what about your eyes? The sun can cause sun damage and is one of the leading causes of vision problems in children. Just like applying sunscreen is important for healthy skin, wearing sunglasses and a wide-brimmed hat helps keep our eyes healthy, too. Instruct students to have fun decorating or coloring their funlasses!





Eye Protection

Teacher's Copy

Instructions: Match the activity to its Appropriate Eye Protective Wear.

Swimming

Soccer



Playing at the beach

Cycling



Softball

Softball



Baseball

Baseball



Basketball

Basketball



Cycling

Playing at the beach



Football

Football



Soccer

Swimming



Eye Protection

NAME _____

Instructions: Match the activity to its Appropriate Eye Protective Wear.

Swimming



Playing at the beach



Softball



Baseball



Basketball



Cycling



Football



Soccer





Animal Tracks Safari

Teacher's Copy

Supplies: Animal Tracks Pages | Magnifying Glass | Ruler

Instructions: This activity requires students to measure varying sizes of animal tracks. Introduce the students to the different animal paw prints. Have the students take measurements and write them on the paw of the corresponding animal. Teacher will take unlabeled paw prints and cut them out and tape them all across the classroom floor. With a magnifying glass and ruler, kids will hypothesize, based on their prior notes, which paw/track matches with each animal. Teachers can get creative with this lesson and combine it with other animal units that teach about wildlife, habitats, and ecosystems.





Animal Tracks Safari

Teacher's Copy



1.25"

Squirrel
(actual size)



2.25"

Skunk
(actual size)



7"

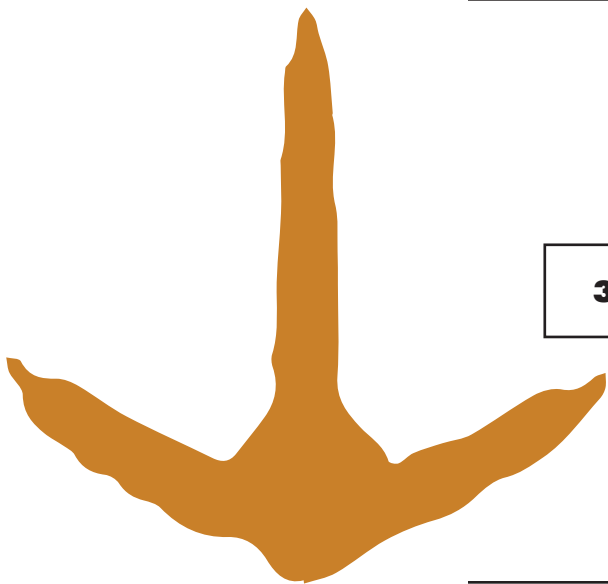
BLACK BEAR
(actual size)



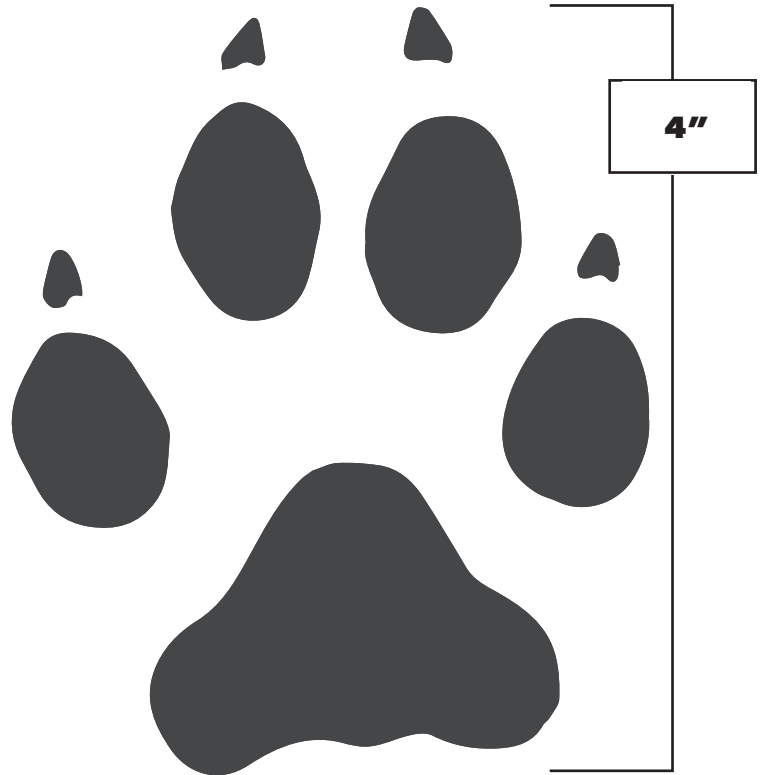


Animal Tracks Safari

Teacher's Copy



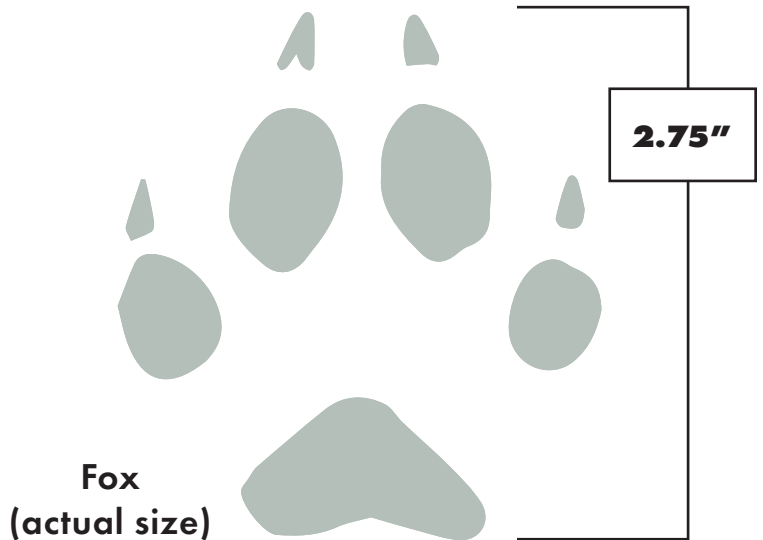
Turkey
(actual size)



Wolf
(actual size)



Racoon
(actual size)



Fox
(actual size)

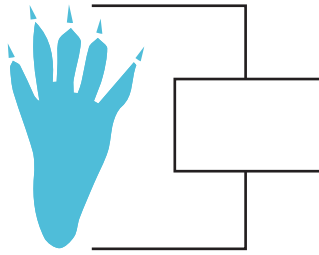




Animal Tracks Safari

Instructions: Measure the animal paws and write their size in the blank space

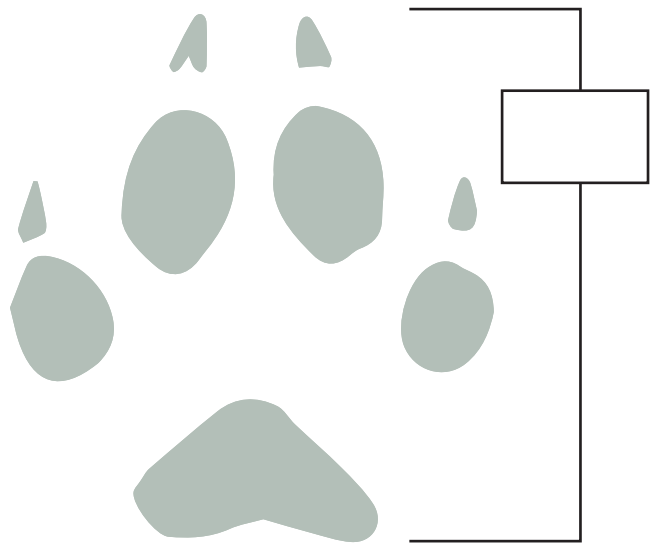
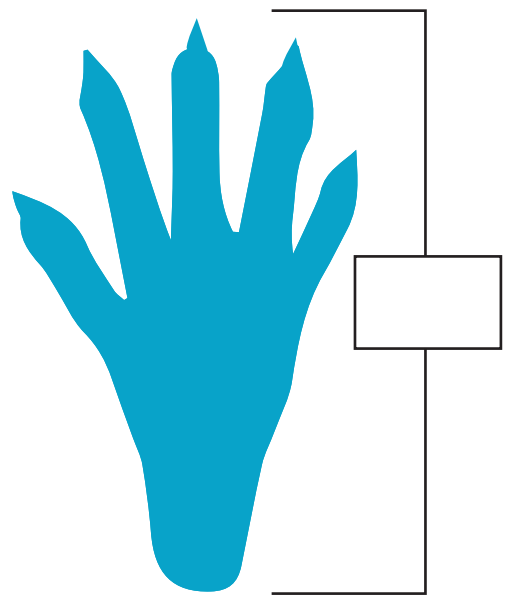
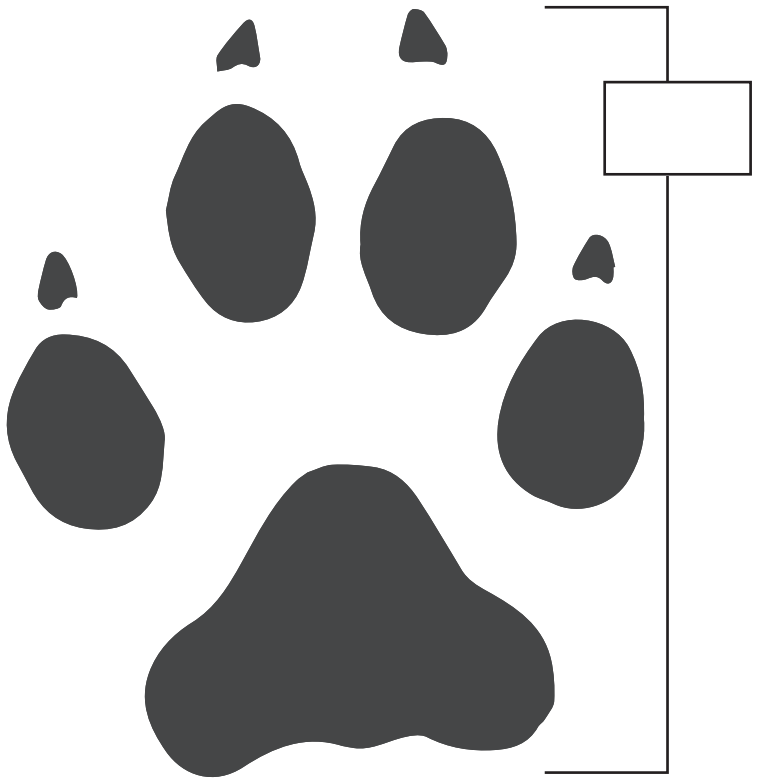
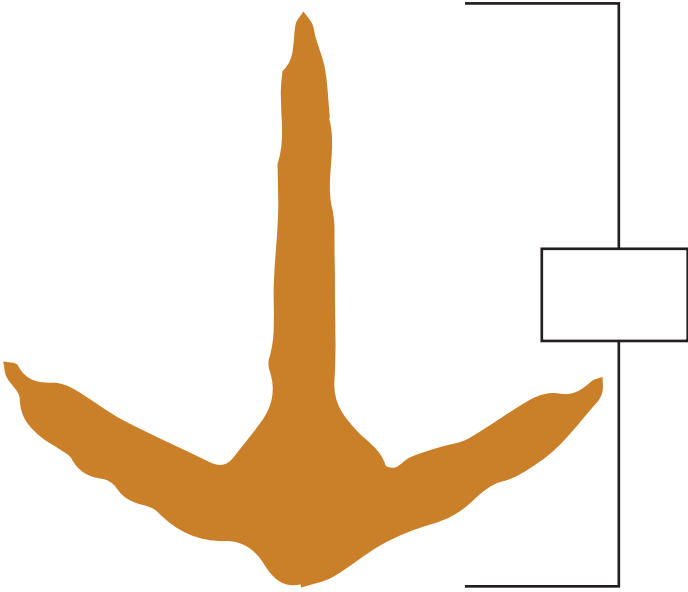
NAME _____





Animal Tracks Safari

NAME _____

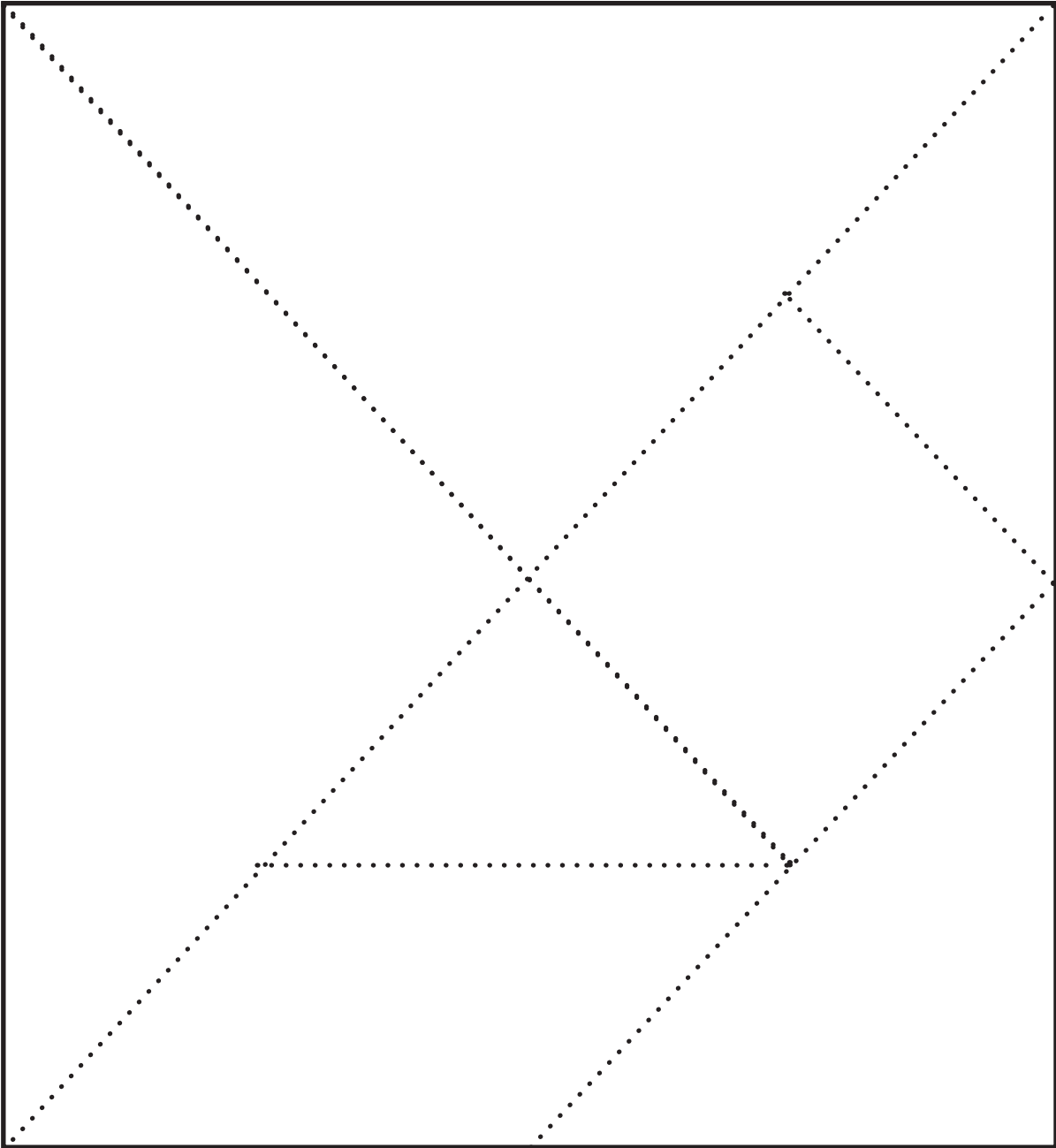




Solving Puzzles

NAME _____

Instructions: Draw a picture about eye safety or eye nutrition. Cut the picture into pieces. Put the puzzle pieces into an envelope and swap with a friend to put the puzzle together.





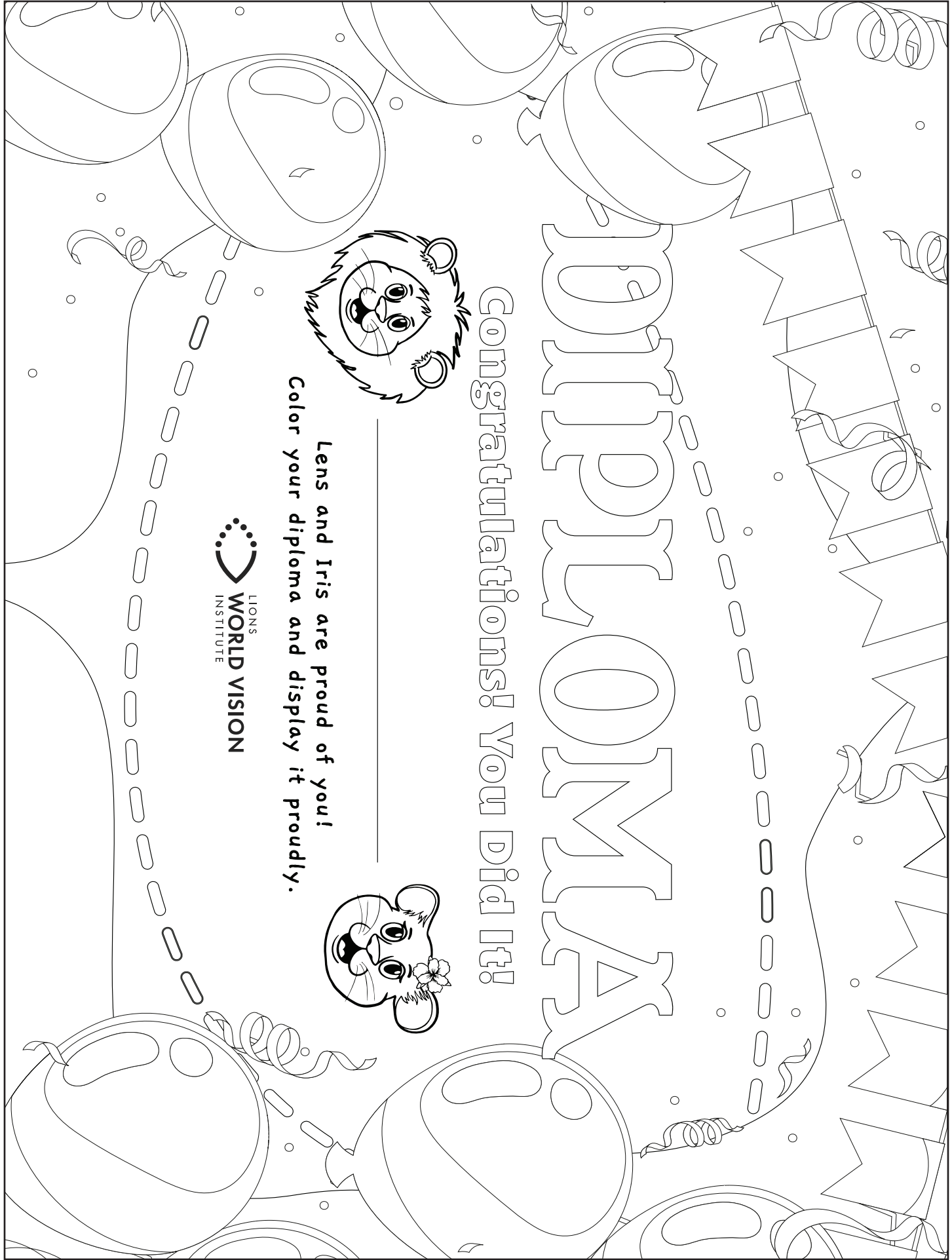
Bonus Activities

- Write a song, chant, or rap about protecting your eyes
- With a partner, create a Kahoot, or make up a game, for the class to play
- Design a Public Service Announcement to teach others about eye protection
- Make an eye collage using magazines
- Create a healthy vision smoothie recipe using fruits and vegetables
- Research eye inventions or milestones about eye health for short, in-class presentations
- Eye toss: Using bean bags, balls, and buckets, have students keep a log of how many times they tossed the item into the bucket. Then have them do it using a blindfold. Record the difference.

References and Sources:

National Institute of Health
Lions World Vision Institute
Mayo Clinic
National Heart Association
International Agency for the Prevention of Blindness
Oxford Dictionary
Merriam-Webster Dictionary





DIPLOMA

congratulations! You Did It!





Lens and Iris are proud of you!
Color your diploma and display it proudly.

