



**Editor's Note:** I'm so thrilled you're here, I wrote a rascally new raccoon video for your students! To watch, register at [sciencespin2.scholastic.com](https://sciencespin2.scholastic.com). Use the access code below; **it's unique to Science Spin**. You need to register only once. Then you'll have full access to our digital resources (cute raccoon videos included) and our content-rich archive.

—Erin Kelly

**Reading Objective:** Students will identify steps scientists use to conduct investigations as they read about a raccoon scientist's experiment.

**Reading Level:** Lexile: 470L; GRL: J

**Next Generation Science Standards:**

Practice 3: Planning and Carrying Out Investigations  
2-LS4-1: Observe Plants and Animals in Their Habitats

**Vocabulary:** loner, test, observe, social, record

## Fun Facts to Share

- ★ Raccoons are extremely smart mammals. They can solve the trickiest puzzles.
- ★ Their sense of touch is their superpower; they can touch and identify almost anything, even in the dark.
- ★ President Calvin Coolidge kept a raccoon named Rebecca in the White House. (A bad idea—wild animals are dangerous.)

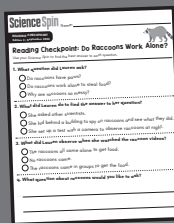
## Attention, Teachers!

Go to [SCIENCESPIN2.SCHOLASTIC.COM](https://sciencespin2.scholastic.com)  
to activate your online resources.

### VIDEOS

### SKILL SHEETS

This code is unique to *Science Spin*.



## Hands-On STEM Activity

### Be a Scientist: Observe an Animal!

**Materials:** Pencils, clipboards, copies of the skill sheet. (Optional: hand lenses)

**Overview:** Like Lauren, students will observe an animal and record what it does. Skip the night cameras and head outside to find one. (Alternate: Observe a tree or other item in nature, or use photos/videos indoors.)

#### Directions:

1. Before you leave the classroom, tell students they'll go outside to be animal scientists like Lauren. Remind kids that she **observes** animals to learn about them.
2. Give each student a clipboard, a pencil, and a copy of the skill sheet. Head outside.

3. Ask kids what animals they see or might see. Remind them that if they're quiet, they can observe more. Do they see or hear any birds or insects? At first, just let them explore and soak up impressions.
4. When students spot an animal, remind them to observe quietly without touching.
5. How does the animal move? Does it make a sound? Does it have legs, and if so, how many?
6. Record observations on the skill sheets. If there's time, students can share them with others—real scientists do that too!



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## What I Observed

Draw it here. Use labels if you like.



**I observed that it** \_\_\_\_\_

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