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**Title:** What are Mammals?  
**Subject:** Science  
**Grade:** Kindergarten/First Grade

**Description:** The function of this lesson is to engage students in activities that help them understand basic characteristics of mammals. Students will be able to differentiate between wild and tame animals, explain how to classify mammals into groups based on common characteristics and understand the value of zoos. This unit will span over approximately one week.

**Faith Integration:** This lesson reinforces the fact that animals are both interesting, valuable and should be respected as creatures of God. The teacher will read Psalms 50:10 to the students and explain that all of the animals are God's and we should care for and respect them. He loved them so much that he told Noah to put them on the ark so that animals could survive the flood (Genesis 6-9). The students will visit [www.childrensbiblestudy.com](http://www.childrensbiblestudy.com) to refresh their memories about the story of the flood and how God provided for the animals as well as people.

**Curriculum Benchmarks:** **Content Standard C: Life Science (C1, C3)** The students will explore characteristics of an organism (mammal) and learn about its environment.  
**Curriculum and Content Area Standards:** Students will have the opportunity to use the computer, mouse, keyboard, printer, educational software as well as work cooperatively with peers.

**Materials:**

1. Book: *Animals Born Alive and Well* by Ruth Heller
2. Computer/Printer
3. Pictures of mammals
4. Index cards with the word *mammal* printed on them
5. Scissors
6. Bean bag
7. Markers
8. Grab bags containing mammal and non-mammal as fur and pictures of eggs
9. Ice cube

10. Wool gloves
11. Book: *The Big Red Barn Book* by Margaret Wise Brown
12. Chart paper
13. Construction paper
14. Crayons
15. Glue
16. Book: *Rodents from Mice to Muskrats*
17. Sentence Strips
18. Poster Board
19. Stapler
20. Kids Pix software
21. Laminated pictures of animals (front & back)

**Teacher Preparation:**

1. The teacher will gather all materials.
2. Obtain permission to visit Maymont Park (children's farm and wildlife exhibit) Richmond, VA
3. Prepare an interactive bulletin board featuring mammals.

**Student Preparation:**

1. The students will be able to use the mouse and keyboard.
2. The students will be able to save their work in Kid Pix and utilize the stamping tool.
3. The students will be able to save and/or print their work as directed.
4. The students will be able to access various websites.

**Activities/Procedures:**

The teacher will introduce the word *mammal* to students and name three common characteristics. Mammals have hair or fur, two legs or four, the babies are born alive and they drink milk. The teacher will read *Animals Born Alive and Well* to familiarize students with characteristics of mammals. The teacher will pass out index cards to students and explain to them that they must hold up their mammal card whenever a picture of a mammal is displayed. The teacher will hold up pictures of both mammals and non-mammals and note the students' responses.

Students will go to [www.library.thinkquest.org](http://www.library.thinkquest.org) where they can take a virtual field trip to the zoo. They will visit the small mammal house and draw a picture of the animal they liked best at the zoo. The students will share their pictures with the class.

Partners will be assigned and they will sit across from one another. The teacher will provide them with a sheet of paper folded lengthwise with the word YES at the top of one

column and NO on the other side. The pictures will be held between the pairs so that the opposite picture can not be seen. Partners will take turns passing the bean bag between pairs. The person who is holding the bean bag will ask questions. The student will reach into the grab bag and pick out a picture or object to help prompt a question. Ex: If a student pulls out a picture of an egg, he/she will ask, "Does your animal lay eggs.?" They will pass the bean bag to their partner. The child will glue the picture under the appropriate response.

Students will be given an ice cube to hold in their hands. They will explain how it feels on their skin. The ice cubes will be put down and each student will put on a wool glove. They will be asked the following: What is different? How does the ice cube feel? Why do you think your hand stayed warm? Explain to students that the mitten formed a barrier just as a mammals fur keeps it warm. Students will cut pictures of mammals from old magazines. They will glue on scrap pieces of faux fur on the animals.

Students will go online to [www.storyplace.org](http://www.storyplace.org) and look at pictures of small mammals such as rabbits, raccoons, squirrels, bears and bulls. Students will create their own story called *The Three Little Critters* on the computer. The teacher will read the directions and assist students type in information as prompted by the computer as needed. Students will predict what will happen in the story by looking at the pictures. As the story progresses, students will summarize what is happening in the story. The teacher will ask questions about the story as it is read aloud. The students will print out their stories and discuss what happened for clarification. The students will compare the animals in the *Three Little Critters* with *The Three Little Pigs*. Students will discuss mammals in both of these stories. Students will do the *Three Little Critters* worksheet.

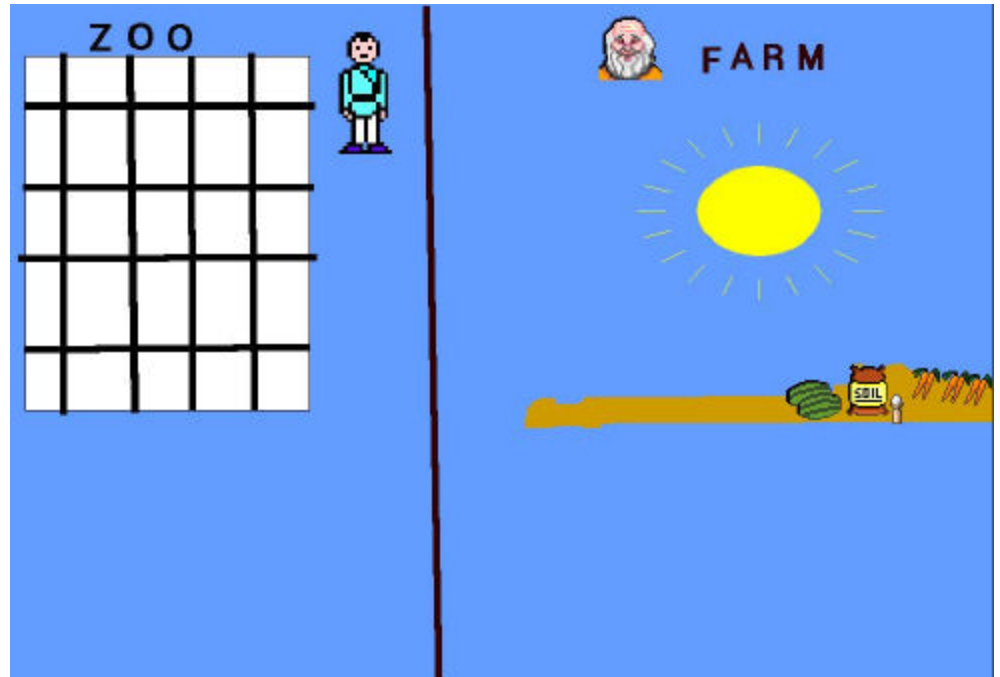
The teacher will read *The Big Red Barn Book*. Students will then name the types of animals that can be found on a farm. Students will discuss the types of pets that they have at home. The teacher will have students discuss some the animals that they can see at the zoo, forests and jungles. Explain that zoos are very valuable because they allow us to see wild animals and learn about them safely. The teacher will write the word *WILD* on one side of the board and *TAME* on the other side. The students will sort pictures of wild and tame animals.

Students will take turns taping animals under the appropriate heading.

Students will go to Kids Pix and follow oral directions given by the teacher. The directions are as follows:

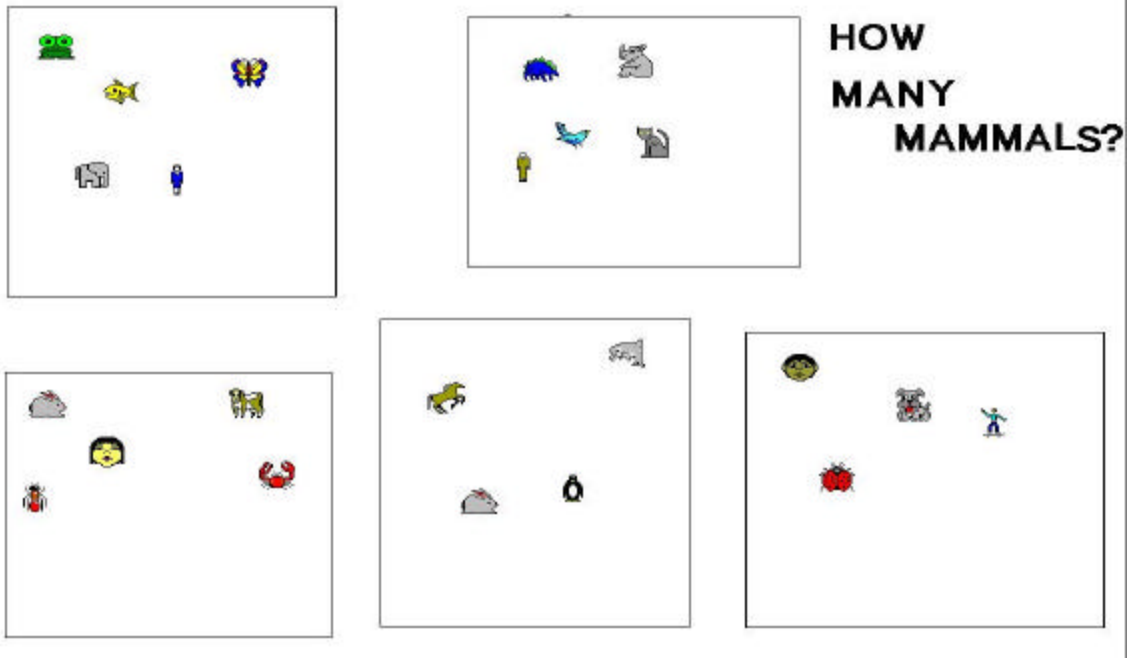
“The zookeeper and the farmer have lost their animals. Help them by stamping animals where they belong.”

The students will choose various animal stamps and will stamp them either in the zoo or on the farm.



Students will go to [www.switchzoo.com](http://www.switchzoo.com) and create imaginary animals. They must make an animal and tell whether or not there creature is a mammal. They will give their animal a name and tell where it lives. They will explain whether their animal is wild or tame. Students can print out their animal picture.

The teacher will show students pictures of animals and they will tell whether the animal is a mammal or not. They will go into Kids Pix and count how many mammals they see in each box. They must stamp the correct number of mammals in each space.



The students will reflect on what they have learned about mammals (both wild and tame). They will pick out their favorite mammal and draw it in Kids Pix. They will save it and the teacher will organize it into a slideshow. Students tell whether their favorite mammal is wild or tame. Poster board and chart paper will be used to create a big book. Students will dictate a story about mammals. They will draw pictures to go with the story. Parents will be invited via the classroom newsletter to visit the room to see the slideshow and big book designed by the class.

**Assessment/Evaluation:** (The following tools will be used)

- ? Anecdotal records
- ? Journals
- ? Portfolios
- ? Student/teacher conferences
- ? Rubric (see below)

## Collaborative Work Skills: **Mammals:Science**

Teacher name: Telisa Perry

Student Name \_\_\_\_\_

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
<b>Quality of Work</b>	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be redone.	Provides work that usually needs to be redone.
<b>Time-management</b>	Routinely uses time well throughout the project.	Usually uses time well throughout the project, but may have procrastinated on one thing.	Tends to procrastinate, but always gets things done on time.	Rarely gets things done on time.
<b>Attitude</b>	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the class. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the class. Often has a positive attitude about the task(s).
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Can be counted on.	Focuses on the task and what needs to be done some of the time. Must be reminded to stay on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team

	people working well together.	class.	member.	player.
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**Follow-up Activities:**

- ? Take a trip to Maymont Park (petting zoo/children's farm)
- ? Tell children to bring in one stuffed animal that would make a good pet. Children can set up a pretend pet shop and take turns playing storekeeper (math skills)
- ? Graph children's favorite animals