

Topic: mammals

Overview

Topic: animals, mammals. This lesson is a study of identifying mammals and their characteristics. Using video streaming, a field trip, special visitors and a web-based activity, students will identify the four characteristics of a mammal and some of the habitats in which they live.

Grade 1

Time Allotment

Five 45-minute lessons

Learning Objectives

On completion of this lesson students will be able to:

- Describe and identify the four characteristics of a mammal (must have a backbone, have hair, be warm-blooded, and produce milk for its young)
- Identify the physical characteristics of some mammals
- Identify the habitat of some mammals (desert, jungle, forest)
- Construct photo trading cards (SPCA pictures using a digital camera) of mammals
- Create a poem about a favorite mammal

This lesson addresses Virginia Standards of Learning Science 1.5

Media Components

- Videostream: [Animals Around Us: Mammals, What Are They?](http://www.wvpt.unitedstreaming.com/index.cfm) AGC/United Learning, <http://www.wvpt.unitedstreaming.com/index.cfm>
- Sony Mavica Digital Camera
- www.enchantedlearning.com, animals
- PowerPoint – teacher made with directions provided in the Teacher Prep section

Materials and Student Handouts

- Samples of fur/hair
- Pictures cards of mammals, insects, birds, reptiles placed in individual envelopes
- Large bulletin board for animal classification
- “Creature Feature” big book from Rigby Publications
- Creature Feature Observation Form #1 and #2- attached, 1/ student
- Creature Feature Poem Worksheet –attached, 1/ student
- Digital Camera
- Blank Playing Cards- 2/ student

Teacher Preparations

- Download, preview, and cue the video (note: This program focuses on four key features shared by all mammals: they have backbones, they are warm-blooded, they have body hair, and they feed their young milk.)

- Cut a large piece of butcher block paper for creating a classification chart for mammals, insects, reptiles, and fish.
- Cut 2 playing cards for each student.
- Using the Rigby book “Creature Feature” create your own mammal big book using PowerPoint. You will make 4 sets of slides (one for an elephant, a polar bear, a bat and a dog. that will include: 1. a title slide called Creature Feature 2. A question slide that says “In this box I have a creature. Guess what it is by checking its features! 3. Six Creature Feature characteristic slides: Create slide 1 saying: How many legs? Underneath the question using timing and transitioning use clip art to add 4 legs and type out the number four. Create slide two saying: How many eyes? Use clip art to add two eyes with the number two. Create slide 3 with the question: What’s its color? Type gray. Create slide 4 with the question: What’s its shape? Type huge. Create slide 5 with the question: What does it feel like? Type hairy with rough skin. Create slide 6 with the question: Does it have a big backbone? Type: A very long backbone! Create slide 7 with the words: Where does this creature live? Create a transitioning slide with the words in a jungle. Create slide 8 with the words: It must be aCreate slide 9 with the word of the mammal and add clip art of a mammal with its baby nursing, with its fur, with a picture of its backbone. Continue doing this for the other three animals. When creating the answers to the questions use the PowerPoint transitioning and timing tools to make the game more suspenseful and interesting!
- Plan field trip to Zoo or local Wildlife Center – Culminating Activity, Day 5
- Call the SPCA to invite them to bring animals to the classroom – Culminating Activity, Day 3.
- Make copies of the poem worksheet, creature feature observation sheet #1 and #2
- Cut up a variety of animal pictures (4 from each category = 24 pictures total) in envelopes that will include insects, fish, birds, reptiles, mammals, and amphibians.

Introductory Activity Day 1

1. Focus: For the classification chart divide a large piece of butcher block paper into 6 groups: Mammals, Amphibians, Reptiles, Birds, Fish, and Insects. Title the paper “Creature Features.” Evenly divide the 24 pictures between the students in class. Have the students place the pictures in the appropriate animal groups on the creature feature chart.

Activity: As a group activity explain that people can be alike in some ways and different in others. See if students can come up with ways to group these characteristics such as eye and hair color, length of hair, height, girl vs. boy, etc. Then explain that this is also true of animals.

Follow-up: Scientists have divided all animals into groups called classes- a special family of animals. Using a whiteboard divide into two categories. Label one side “has hair/fur” and the other side “lays eggs.” Ask the students to name all kinds of animals for each column. Write the responses under the correct heading. When the discussion is completed discuss each category. Point out that the animals that lay eggs belong to a class

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of animals called amphibians, reptiles, birds, fish and insects and the group with hair/fur is a mammal. Place these animal family names on the classification chart. Then tell the students they are going to learn about the special group of animals called mammals. Using real life examples of fur, hair pass around and let children feel the samples. Have student glue the samples in the Creature Feature classification chart

2. Focus: SAY: We are going to play a guessing game using a PowerPoint presentation called “Creature Feature”. DO: Click on the title slide “Creature Features SAY: There are four different mammals. I am going to ask you different questions or clues and you have to guess which mammal is described.

Activity: Let’s see if you can guess the creature features! DO: Click on the question slide. SAY: “In this box, I’ve got a creature. Guess what it is by checking each feature.” DO: Click on the first creature feature characteristic slide. SAY: How many legs? Can you predict how many legs this creature has? DO: Click on the transitioning button to reveal the number of legs. DO: Let’s count the pictures of the legs. One, two, three, and four. DO: Click on the characteristic slide 2. SAY: How many eyes? Who can predict how many eyes? Proceed through the PPT asking questions and taking students’ predictions. Then reveal each answer (similar to a riddle activity). Allow students to check their guesses until the actual animal is revealed.

Follow-up: Continue doing this procedure for the other three mammals.

Learning Activities

Day 2

Using the SmartBoard load the video program Mammals: What Are They?

1. Focus: Start by telling the students they will be watching a short movie about mammals.” We are going to learn why mammals are such interesting creatures. We are going to learn about four different creature features of mammals. You are going to watch a short movie about Mammals. I will play the movie clip for a few seconds then we will complete the first mammal observation together. I want you to listen and find out where the elephant lives and the name of his animal family. Pass out the Creature Feature observation sheet #1 and discuss the characteristics.

Play: Show the video clip, Mammals: What Are They? Stop at 29 seconds.

Follow-up: Ask the students what kind of mammal they saw on the video tape. SAY: What is the name of the animal family? That is right it is a mammal. I want you to observe the elephant. Using the observation sheet, complete the chart filling in how the elephant moves (walks and runs), kinds of limbs does it have (legs), color, and so on until the first row on the page is complete about the elephant.

2. Focus: Returning to the picture chart begun yesterday, list four mammal creature features in the appropriate block as they are determined in the video.

Play: Show the video clip Mammals are Vertebrates: All Mammals Have Backbones. **Pause** the clip at the sentence “All animals have backbones.”

Follow-up: What is the first creature feature of a mammal? (backbone). What animals did you see that were mammals?

3. Focus: Let's resume the video to see what a backbone is.

Play: Resume the video clip.

Pause the clip at the sentence "backbones are made are called "vertebrae."

Follow-up: Who can describe a backbone? Do you have a backbone? Show me. Using our creature feature bulletin board we will write down the creature feature called backbone.

4. Focus: Next we are going to listen for a second creature feature.

Play: Show the video clip All Animals Are Warm-Blooded.

Pause video clip at the sentence "Keep such an even body temperature because we are warm-blooded."

Follow-up: What is the second creature feature? Yes it is warm-blooded. Who can explain what this means? Using our chart/ bulletin board let's write down the second creature feature warm-blooded.

5. Focus: Next we are going to watch this clip for the third creature feature animal. I wonder what that could be. Any predictions?

Play: Show the video clip All Mammals Have Hair.

Pause the clip at the sentence "fur is the third characteristic of all mammals."

Follow-up: What is the third mammal creature feature? Can you name the mammals with fur or hair? Discuss the student's response. Where do these animals live? Let's write the third feature on our creature feature bulletin board.

6. Focus: I am going to play the next video clip and I want to you find out the different kinds of fur or hair that mammals have.

Play: Resume the video clip and stop when the sentence says "all mammals have at least some hair on their bodies."

Follow-up: What is the difference between fur and hair?

7. Focus: We have learned about three creature features of a mammal. Can you tell me the three features? Now we are going to learn that a mammal has a fourth creature feature. When you find out the answer please raise your hand.

Play: Play the entire video clip All Mammals Feed Their Babies.

Stop: What is the fourth creature feature? Ok let's write down feed their babies milk as a fourth creature feature.

8. Focus: Next we will complete our creature feature observation sheet (completed together about the elephant). **Play:** Play the clip Mammals Live in Different Places.

Pause: the clip at the sentence "these lazily lolling sea lions." **Follow-up:** Allow students to work on their own for 5-10 minutes. Then check the chart as a class.

Culminating Activities

Day Three

(note: Invite the local SPCA to bring in pets for observation activity. Divide the students into small groups and assign one pet to each group).

Focus: Pass out the Creature Feature Observation Sheet. Students will complete the Creature Feature Observation Sheet #2.

Activity: Today you will explore the four characteristics of a mammal. You will have 25 minutes to complete the observation sheet. In your group there will be four jobs. You need to assign a job to each person in your group. The jobs are:

1. A writer-will write the answers that the group decides
2. A pet holder-will manage the pet
3. A reader- will read what is on the observation sheet
4. A photographer-using a digital camera will take one picture of the pet and print it using the computer. If you need help please ask the teacher.

I will start a timer and after 25 minutes the timer will go off. Each group will then present to the class the answers to the Creature Feature Observation Sheet. Have fun!

Follow-up: After the timer has gone off, come together as a group and report the findings of the Creature Feature Observation Sheet. Follow up: During the reports the teacher can fill out a rubric to assess the students' understanding of four mammal characteristics.

Day Four

(note: Create a Creature Feature Playing Card to share with the class. Using the website Enchanted Learning have each student create a playing card. Demonstrate the process using the SmartBoard.)

Focus: Today you are going to research you're a mammal using the Enchanted Learning website. I have this bookmarked this site and am going to pass out a worksheet with the name of the mammal and some characteristics you have to research and write down. You have 25 minutes to complete your playing card.

Activity: I am going to show you an example. I will click on the letter D and then scroll down to find the word dog. Click on dog and then you can begin answering the questions. Once you have completed the worksheet then print out a picture of your animal. When you have finished then you may come up and get two large playing cards. Transfer the characteristic information onto one card then cut out the picture and glue it onto the second card. Any questions?

Follow-up: SAY: Everyone's creature feature card should be completed. **DO:** Teacher collects the cards. **SAY:** Now we are going to play a card game called find your creature. I will hand out one card to each student. You will have to find the pair by asking questions to each other about the characteristics. The class will have 6 minutes to match all the cards." Ready? Go! After 6 minutes stop the timer and in pairs have the students describe their creature feature and its characteristics.

Day Five

Focus: Create a Creature Feature Poem to share with the class.

Activity: During the field trip to the zoo, have each student take a picture of their own favorite mammal. Upon returning to the classroom print out the pictures.

Follow-up: Pass out a poem worksheet that will help the students create a non-rhyming poem about their creature.

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Assessment

- Develop a rubric for the SPCA presentation
- Use the video streaming “Mammal Guessing Game” and have the students complete the worksheet that accompanies this video.

Community Connections

- Invite the local Wildlife Center to visit the classroom or take a field trip to the center
- Invite the local SPCA to school for an observation activity

Cross-Curricular Extensions

Art

- Create own imaginary creature.

Science

- Locate mammal habitats on world maps.

Language Arts

- Read books about mammals.
- Write a big book together about mammal characteristics.

About the Author

Tanya Faidley is a teacher at the Virginia School for the Deaf and Blind in Staunton, Virginia.

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Poem Worksheet

Distribute this poem frame to each student. Have them think of three of their favorite mammals and write these names on the third line of the poem. Then continue with lines 1, 2, 4 and 5.

Line 1. Write the word mammals.

Line 2. Write two words that tell about mammals.

Line 3. Write the 3 mammal names.

Line 4. Write 2 things mammals do.

Line 5. Write the word mammals.

_____, _____
_____, _____, _____
_____, _____

Example:

Mammals
Gray, hairy
mouse, elephant, hippo
run, eat
Mammals

Creature Feature Observation Sheet

Directions: Each group has a pet. Explore the four creature features below that are shared by every mammal

1. Mammals have fur/hair on their bodies. Feel your animal's fur/hair. Is it long or short? How does it feel? What does it look like? Is it a thick or thin coat? Take a picture of the fur/hair.
Write your observations below:

Mammals are vertebrates. They have a backbone.
Feel your animal's back. Can you feel a bone? How does it feel?
Measure the length? How long is it?
Take a picture of the backbone.
Write your observations below.

Mammals are warm blooded. Their bodies stay the same temperature. Feel your animal's body. Does it feel slightly warm?
Write your observations below.

Mother mammals feed their babies milk. Can you describe how a mother mammal feeds it babies?
Write your observations below: