



Frisch's Outreach: Growing Up Wild! (Pre-K-K) Extensions

At a glance

This program allows students to explore the different ways wild animals grow up.

Goals

This class is designed to give students the opportunity to explore how different wild animals grow up.

Objectives

1. Students will know that wild animals grow up in different ways.
2. Students will know that wild animal parents employ different parenting strategies.
3. Students will develop a respect for animals and the role they play in the natural world.

Theme

Wild animal babies grow up in very different ways.

Sub-themes

1. Some wild baby animals are born in live birth and some are born from eggs.
2. Some wild animal parents deposit their unborn offspring in a safe place and offer no parental care.
3. Some wild animal parents carry their unborn offspring in their bodies, give live birth, nurse with milk, and offer a period of parental care.
4. Some wild animal babies look very different as they grow but all must meet the challenges of survival.

Academic standards

Ohio Science Academic Content Standards	<p><i>Early Childhood Standards (ages 4-5)</i> Life Sciences: C Scientific Inquiry: A,B,C Scientific Ways of Knowing: B</p> <p><i>Kindergarten Standards</i> Heredity: 3,4 Scientific Inquiry: 1,2,4,10 Scientific Ways of Knowing: 1,2,3</p>
Kentucky Core Content— Science	<p><i>Grades Primary-4</i> The Characteristics of an Organism: SC-E-3.2.1, SC-E-3.2.2</p>

Vocabulary

Altricial(n)-being hatched or born in a very immature or helpless condition

Amphibian (n)-any of a class of ectothermic vertebrates that have gilled aquatic larvae and air breathing adults; able to live on land and in water

Mammal(n)-any of a class of endothermic vertebrate that nurse their young with milk and have hair

Marsupial(n)-order of mammals that do not develop a true placenta and that usually have a pouch on the abdomen

Metamorphosis(n)-a typically marked and more or less abrupt developmental change in form or structure of an animal occurring subsequent to birth or hatching

Monotreme(n)-an order of egg laying mammals comprising the platypus and echidnas

Precocial(n)-capable of a high degree of independent activity from birth

Reptile(n)-any class of air breathing, ectothermic vertebrates that are covered in scales and possess claws

Extensions

Where's My Baby?

Mother bats can find their babies among many by using their sense of smell. Designate one student as a "Mother Bat". Give all of the other students, the "Baby Bats", cotton balls. (You can choose to put them in an uncapped film canister if you wish). All of these cotton balls are unscented except for the one that is strongly scented with perfume or other strong scent. Challenge the "Mother Bat" to visit each of the "Baby Bats" until she finds her own baby (the one with the scented cotton ball). Mix up the players and the cotton balls and continue to play until all of the students have had a turn playing different roles.

Spend time outdoors!

Set boundaries for your exploration spot. Allow the children to move freely within those boundaries. Next, ask the learners to stop moving and slowly try to find places where animals could safely place their babies while they grow. What did they choose? What kinds of animals could use those places? Why would the animals like those spots? Are they hidden? Are they close to food? Make a classroom book about those close-by nurseries!

Play “Penguin Pass”. Emperor Penguins, both Mom and Dad, incubate their egg on their feet! To spare each other they pass the egg to each other with their feet!
Have your students (penguins) sit on the floor in a circle with their own legs together but outstretched. Place a small plastic egg or ball on one child’s feet. They must now pass it to the other “penguin” using only their feet! It must go around the circle in this way. Try not to have it roll away!

Play FROG or POLLIWOG! After exploring the growth cycle of a frog, divide your students into two groups- Frogs or Polliwogs. Hold up pictures that represent features of a FROG or a POLLIWOG or NEITHER. If the group correctly identifies the card that represents them, they get the card!

Resources

Books:

Bowden, Marcia. Nature for the Very Young: a Handbook for Indoor and Outdoor Activities. John Wiley & Sons, Inc. 1989.

Wilson, Ruth. Fostering a Sense of Wonder During the Early Childhood Years. Greyden Press. 1993.

Websites:

ALA’s Great Websites for Kids:
Animals

<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/displaysection.cfm&sec=1>

Awesome Library – Kids

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Awesome Library – Teachers

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Cincinnati Zoo & Botanical Garden

www.cincinnati-zoo.org

Internet Public Library/Kidspage/
Animals (comprehensive listing)

<http://www.ipl.org/kidspage/browse/mas4500>

KinderNature: A Resource for Early
Childhood Educators

<http://kindernature.storycounty.com>

National Geographic: Animals

<http://www3.nationalgeographic.com/animals/>

National Association for the Education
of Young Children

www.naeyc.org