



Frisch's Outreach: Mammals (Gr.1-3) Extensions

At a glance

This program is designed to allow students to explore the adaptations of Mammals and their place in our world.

Goal

This program is designed to familiarize students with the many characteristics of mammals. It will also allow students to discover the differences between mammals and other classes of animals.

Objectives

1. The students will be able to name the characteristics of a mammal (are endothermic, are vertebrates, have hair, give live birth, nurse young with milk).
2. Students will be able to understand how different mammals meet their survival needs of food, water, shelter, and space.

Theme

Taxonomists classify groups of living things according to specific characteristics.

Sub-themes

1. Mammals belong to a unique class of animals and share many common characteristics.
2. Even though Mammals share many common characteristics, diversity can be found among them.
3. Mammals hold a unique place within our natural world.

Academic standards

Ohio Science Academic Content Standards	Life Sciences Characteristics and Structure of Life (1:2, 1:3, 2:2) Diversity and Interdependence of Life(1:4, 2:5, 2:6, 3:2, 3:3)
Kentucky Core Content	Life Science K-4 The Characteristics of Organisms (SC-E-3.1.1, SC-E-3.3.3) Life Cycles (SC-E-3.2.1) Organisms and Their Environments (SC-E-3.3.1, SC-E-3.3.2)

Vocabulary

Fur: soft, fine, hairy coat of a mammal

Monotreme—the only group of mammals that lay eggs, even though they feed their young on milk. (platypus, echidna)

Marsupial—group of mammals whose babies are born immaturely and most develop inside a pouch. (kangaroo, opossum, koala)

Placental—90% of all mammals are in this group. Most of the baby’s development takes place inside the mother’s body. The baby is nourished by the mother’s blood through an organ called a placenta.

Mammary glands—organs found in the females, by which they produce an energy rich food to feed their babies.

Vertebrate—animal having an internal skeleton, including a backbone containing a nerve cord which is linked to the brain.

Endothermic—able to keep their body at a constant temperature regardless of

the weather conditions. (formerly known as “warm-blooded”)

Carnivore—the word means meat-eater and most members of this group feed by catching and eating other animals.

Herbivore—an animal that primarily eats plants or parts of plants.

Omnivore—an animal that eats a mixture of both plants and animals.

Insectivore—an animal that primarily eats insects

Extensions

Create a Mammal!

Try to create a new species that is a Mammal! What does it look like?
Where does it live? Tell how it survives!

Be a Mammal! Wish You Were Here!
Choose your favorite Mammal. As a Mammal write a postcard from your habitat. What are you doing there? Can you write a letter to the kids in your school telling about your life as well?

Have fun playing these games outside!
Bat and Moth
Kids make a circle with one student (BAT) in the middle. The BAT closes

his or her eyes. A few others go into the circle (MOTHS). The BAT says “BAT” and the MOTHS echo back “MOTH”. BAT tries to find and touch them by “echolocation”! Change roles during the game!

Mammal Switch

While walking in a line the first student calls out a name of a Mammal, steps aside, lets the line progress, and then takes the last place in line. The next person names a new Mammal and does the same. The challenge is to keep the line moving and the Mammal names coming!

Margay Mouse

Students form a circle. Two balls-one the Margay (a small hunting cat from S.America) and a Mouse get passed from student to student, hand to hand, no tossing! The Mouse starts first and the Margay follows, after the Mouse is a few spots down the circle. The balls keep moving but if the Margay touches the Mouse she has successfully caught her prey! For a more challenging game have the students pass the ball behind their backs, under their legs, etc.!

One, Two, Three Food For Me!

Many Mammals hunt by sight and are sensitive to prey movement. One student is the hunting Mammal and stands ahead of the group. The rest of the group is several yards behind the Mammal.

The Hunting Mammal has his or her back to the group and calls out “ONE, TWO, THREE, FOOD FOR ME!”. Upon hearing this, the other Prey animals try to quickly move up to lightly touch the Hunter.(as in Red, Light, Green Light, Stop!) As the Hunter turns the Prey should FREEZE! The Hunter quickly turns and if any Prey animals are

still moving they are “Eaten” and leave the game until the game starts again. Anyone who first touches the Hunter’s back successfully becomes the new Hunter!

What strategies did the players use to stay alive? What strategies did the Hunter use to successfully catch the Prey? Do animals use the same strategies?

Resources

Books

Burton, John. Mammals of North America. Thunder Bay Press.1995

Julivert, Maria Angels. Bats. Barron’s Educational Series, Inc. 1994.

Tulin, Melissa. Aardvark’s to Zebras. Citadel Press.1995.

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