CINCINNATI ZOO & BOTANICAL GARDEN

Frisch's Outreach: Sorting Species (PreK-K) Extensions

At a glance

This program will allow your students to understand the differences among a reptile, mammal, bird and/or an amphibian by engaging in activities and animal encounters.

Goal

This class is designed to allow students to investigate the differences among reptiles, birds and mammals.

Objectives

1. The students will be able to name three differences among reptiles, birds, mammals, and/or amphibians.
2. The students will be able to tell how these differences aid in the animals' survival.
3. The students will develop a respect for animals and the natural world.

Theme

Animals are classified in categories according to their adaptations.

Sub-themes

1. Animals "wear" different coverings (fur, scales, and feathers) according to their classification.
2. Animals have other different adaptations according to their classification.
3. Animals will use their adaptations to help them survive in their habitats.

Academic standards

Ohio Science Academic Content Standards	*Ohio Early Childhood Standards and Grade Level Indicators (ages 4-5)* Scientific Inquiry 1, 2, 5, 7 Life Science 3,5 Scientific Ways of Knowing 1,2
Kentucky Core Content—Science	*Kentucky Core Content for Assessment and Performance Indicators (Grades Primary-4)* The Characteristics of an Organism SC-E-3.1.1 Life Cycles of an Organism SC-E-3.2.2

Vocabulary

Adaptation—a body part or behavior that helps an animal survive in its habitat.

Amphibian—ectothermic, wet skin, eggs, vertebrate.

Behavior—an activity or change in relation to an environment; the way an organism acts in response to a stimulus.

Bird—endothermic, feathers, eggs, vertebrate.

Classify—to arrange in classes, according to subject matter**;** to assign to a category.

Habitat—the natural home or dwelling place of an organism.

Mammal—endothermic, hair, live birth, vertebrate, feed young milk

Mammary glands—glands on a female mammal that secrete milk for young.

Reptile—ectothermic, scales, claws, eggs or live birth, vertebrate.

*Surv*ive— to remain alive or in existence

Extension

Have students "classify" various classroom objects, such as toys, books, themselves, et al. How are they alike? How do they differ?

Have students draw or cut out pictures of animals from magazines. Using these pictures, students can group similar animals together. Animals may be sorted according to size, body coverings, type of movement, etc. How many ways can the students "classify", or group, the animals?

Challenge students to create their own animal by drawing/painting, sculpting with clay or other classroom objects, etc.

Go on a sorting hike outside. Let the students classify what you find or see.

Resources

Books:

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

Hare, Tony. Animal Fact File. Facts on File Inc. New York. 1999.

Legg, Gerald. The X-Ray Picture book of Amazing Animals. Franklin Watts. New York. 1993.

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.cincinnatizoo.org

Internet Public Library/Kidspace/ Animals (comprehensive listing)
http://www.ipl.org/kidspace/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