

**Unit Big Idea: Plants and animals are living things that grow and develop.**

**Inquiry Question: How are animals alike and different? Topic: Animal Coverings and Color**

**Students will:**

- Compare and contrast how animals are covered.
- Tell how some animals are alike and different by their coverings: skin, fur, feathers or scales.
- Identify the body parts that cover an animal

**Vocabulary** Students should begin to read, hear, and use the following:

- Covering, skin, fur, feathers, scales (wet - fish, dry - reptiles)

**Learning Experience Introduction**

View the last few minutes on Adobe Connect from last week: Garden City Elementary

**Animal Coverings and Color**

**60 minutes**

**Science workbook page - none**

Start the lesson by:

**1. Colorful Animal Coverings Skin: Feathers, Fur, Scales**

Writing the following on the board, "Animals are covered with fur, scales or feathers. What are you covered with?" Ask students the following questions:

- Do you have feathers? What animals have feathers? - teacher list on board.
- Do you have scales? What animals have scales? What animal has wet scales? - list on board.
- Do you have fur? What animals have fur? - list on board, and suggest that our hair, beard, are types of fur.

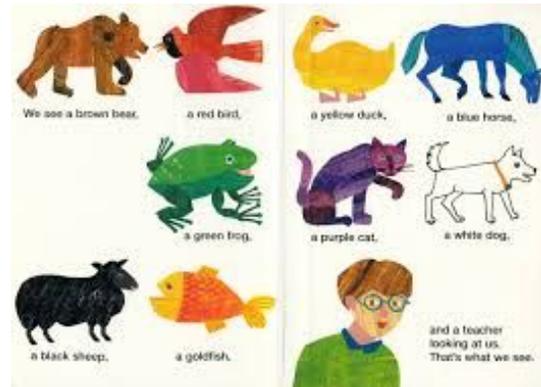
Continue the discussion on animal coverings by telling students that all animals including us are covered in skin. Skin can have fur, feathers or scales of many different colors. Ask students to name animals that are:

- Yellow - duck, feathers, bird
- Green - frog, skin, amphibian
- Blue - parrot, feathers, bird
- Red - cardinal, feathers, bird
- Brown - horse, fur, mammal
- White - polar bear, fur, mammal
- Other

## 2. Brown Bear, Brown Bear, What Do You See?

Read aloud [Brown Bear, Brown Bear, What do you see?](#) by Bill Martin Jr., to the class. When finished ask the students to list the different types of coverings and color:

- Brown bear - fur
- Red bird - feathers
- Green frog - skin
- Goldfish - scales
- Black sheep - fur
- Yellow duck - feathers
- Blue horse - fur
- Purple cat -fur
- White dog -fur
- Teacher - skin



Use the **Colorful Animal Coverings Skin: Feathers, Fur, Scales** student worksheet for students to take notes and make drawings of the different animal coverings they discover.

## 4. Animal Toss Game

This is a game to reinforce animal coverings. Start with having your student form a circle on the floor or meeting rug. Hold up one animal. A stuffed brown bear would be a perfect start, but is not necessary. Tell students in this game you take turns naming an animal covering

type

(fur, feather, or scale) or color. Say aloud, "Bear, bear, what do you see?" Ask students to raise their hand. Call on one student and give them the stuffed animal. After they respond (fur or brown) ask the student to repeat, "Bear, bear, what do you see?". Pick another student to respond to fur or brown. Once both have been identified move to the next animal and the next two students. You can also do this with images on the computer or drawings.

## 5. Animal Bulletin Board

Reinforce this week's science lesson by creating a classroom bulletin board in the same manner as the student worksheet. Provide student drawings, pictures, and images of various animals. Ask students to sort them and place them on the board.

## Resources

- *Colorful Animal Coverings Skin: Feathers, Fur, Scales* - student worksheet
- [Brown Bear, Brown Bear, What do you see?](#) by Bill Martin Jr., illustrated by Eric Carle
- Animal Toss Game materials
  - Soft stuffed animals - Beanie Babies or other - six or more
- Animal Images:
  - Scales - fish and reptiles
  - Fur - mammals various colors
  - Feather - birds various colors
  - Skin - humans, frogs, toads - amphibians

# Colorful Animal Coverings Skin: Feathers, Fur, Scales

- [Furs, Feathers, Skin, and Scales Lesson Plan](#) - excellent resource Veterinarian Youth

**Name:**

**Date:**

**Skin - Color**

**Scales**

**Feathers**

**Fur**

## Animal: Shape and Size

Unit Big Idea: What can you tell about living things?

Inquiry Question: How are animals alike and different? Topic: Size, Shape, and Weight

### Students will:

- Use pictures and context to aid comprehension and to draw conclusion or make predictions about story content.
- Observe and draw physical features of common plants and animals.
- Describe and compare living animals in terms of shape, texture of body covering, size, weight, color, and the way they move.

**Vocabulary** Students should begin to read, hear, and use the following:

- fur, feathers, scales, size, weight

### Learning Experience Introduction

View the last few minutes on Adobe Connect from last week: from Westlake Elementary School

## Animals: Alike & Different - Size, Shape, and Weight

60 minutes

Teacher Edition Science book page 133-137

Flipchart page 47 & 48

### How are Animals Alike and Different?



Start the lesson by:

1. Writing the following on the board: *I will know some ways that animals are alike and different.*
2. Review what was learned in the last two lesson: animals move, and animals are covered in colorful skin, scales, fur, or feathers.
3. Ask children to think about a pet or any animals they have seen in the neighborhood, zoo, or a farm. Chart their responses on the board.
4. Display and read aloud the flipchart page 47 - *How are animals alike and different?*

- Ask students to tell what covers each animal: snake - scales, frog - skin, giraffe - fur, bird - feathers, fish - scales.
- Ask students to tell how each animal moves: snake - crawls, frog - hops and swims, giraffe - walks and runs, bird - flies and hops, fish - swims and jumps.
- Ask student to tell where each animal can move or live: snake - land or water, frog - land or water, giraffe - land, bird - land or air, fish - water.
- Write the five animal names on the board: snake, frog, giraffe, bird, fish. Ask student to list ways they are alike and different. Use the following chart to record responses. Possible student responses are italicized.

Animals Alike and Different		
Alike	Animal	Different
<i>Eyes</i> <i>Move</i> <i>Alive</i> <i>Ears</i> <i>Bones</i> <i>Eat</i> <i>Mouth</i> <i>Colorful</i>	<b>SNAKE</b>	<i>No legs, no arms, scales</i>
	<b>FROG</b>	<i>Hop, swim, green, croaks, skin</i>
	<b>GIRAFFE</b>	<i>Run, tall, fur</i>
	<b>BIRD</b>	<i>Flies, feathers, beak</i>
	<b>FISH</b>	<i>Gills, swims</i>

- You will find additional teaching strategies, ideas, and resources in the science teacher's edition pages 134 - 135.

## How Big Are Some Animals?



Start the lesson by:

- Writing the following on the board: *I will know that animals are different sizes and weights.*
- Display and read aloud the flipchart page 48 - *How big are some animals?*
  - Ask the students to name the two animals in the picture (hippopotamus, mouse). Which animal is big? Which animal is small? Discuss which animal weighs more. Help children understand that the size and weight of the hippopotamus is much greater than that of the mouse. Ask students tell how they are alike and how they are different.

- b. Compare and contrast other animals to the hippopotamus and the mouse. Make a diagram like the following for the discussion. Students should suggest that an ant is smaller than a mouse and an elephant is larger than a hippopotamus. Ask students to name animals that are larger than a mouse, but smaller than a hippopotamus. Sort all the suggested animals by size.

What animals are bigger or smaller than these?



3. You will find additional teaching strategies, ideas, and resources in the science teacher's edition pages 136 - 137.

### Live Animals

Start the lesson by:

1. Give each student a copy of the *Animals: Alike and Different - Size, Shape, and Weight* - student worksheet.
2. Tell students that we are now going to observe live animals. Caution children that when live animals are presented they should follow these rules:
  - a. Stay seated and quiet - use your eyes and ears to observe
  - b. Do not touch any animal without permission
  - c. Wash your hands before and after touching any animal
  - d. All animals could bite - that is why they have a mouth and teeth
  - e. Never scare anyone with an animal
3. Provide several live animals suitable for a classroom presentation. The following animals are good choices - garter snake, corn snake, gecko lizard, bearded dragon lizard, goldfish, Betta fish, hissing cockroach. You may ask teachers or staff from local pet shops to make a presentation with live animals. The Indiana Department of Natural Resources, Indianapolis Zoo, the Indiana Herpetological Society, or Eagle Creek Park's Nature Center may do live presentations for your classroom. Present each of the live animals to the group. Ask students to complete the worksheet about the animals presented.

### Resources

- Science Flip Chart pages 47 - 48
- Teacher's Edition Science Book pages 133 - 137
- Live animals - snake, lizard, fish, hissing cockroach
- *Animals: Alike and Different - Size, Shape, and Weight* - student worksheet

# Animals: Alike and Different - Size, Shape, and Weight

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Live Animals I Observed		
Alike	Animal	Different - Special
	<b>SNAKE</b>	
	<b>LIZARD</b>	
	<b>FISH</b>	