

Animals and Their Needs

Grade Level: Kindergarten

Written by: Michele Turner, Cardinal Community Academy, Keenesburg, Colorado

Length of Unit: Nine 20-minute lessons and one 1-hour culminating activity

I. ABSTRACT

If there is one thing that kindergartners love, it has to be animals. This unit will fan the flames of the children's enthusiasm by letting them participate in hands-on lessons that involve real animals. The students will learn about animal characteristics, pet care, animals' basic needs, and animal safety. The lessons incorporate a variety of teaching styles to engage all learners.

II. OVERVIEW

A. Concept Objectives

1. Understand that all animals need food, water, and shelter to survive.
2. Recognize the differences between wild and domesticated animals.
3. Learn about the differences between living and non-living things.
4. Understand safety precautions around animals.

B. Content from the *Core Knowledge Sequence - Kindergarten*

1. Animals, like plants, need food, water, and space to live and grow. (page 19)
2. Plants make their own food, but animals get food from eating plants or other living things. (page 19)
3. Offspring are very much (but not exactly) like their parents. (page 19)
4. Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young. (page 19)
5. Pets have special needs and must be cared for by their owners. (page 19)

C. Skill Objectives

1. Distinguish between living and nonliving things.
2. Identify an animal.
3. Make comparisons of movement, size, texture, color, behavior, and temperature.
4. Distinguish between tame and wild animals.
5. Convey a message using pre-writing skills.
6. Interact with animals in an appropriate manner.
7. Know that animals need food, water, and shelter to survive.
8. Distinguish between baby and adult animals of the same species.
9. Identify safety precautions that should be taken with a foreign animal.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Council for Environmental Education. *Project Wild*. 1992.
2. Hirsch, E. D., Jr. *What Your Kindergarten Needs to Know*. New York: Dell Publishing, 1996.

3. Winnett, David A., Williams, Robert A., Sherwood, Elizabeth A., and Rockwell, Robert E. *Discovery Science: Explorations for the Early Years*. New York: Addison-Wesley Publishing Company, 1994.
- B. For Students
1. The students should know how to appropriately use art supplies such as scissors, markers, and glue.
 2. The students should have some working knowledge of a picture graph.
 3. The students should be able to work collaboratively on a group project.

IV. RESOURCES

- A. Meade, Holly. *John Willy and Freddy McGee*. New York: Marshall Cavendish Corporation, 1998.
- B. Tomb, Howard. *Living Monsters: The World's Most Dangerous Animals*. New York: Simon & Schuster, 1990.
- C. Urquhart, Jennifer C. *The Pets We Love*. Washington D. C.: National Geographic Society, 1991.

V. LESSONS

Lesson One: Animals are Living Creatures

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand that all animals need food, water, and shelter to survive.
 - b. Learn about the differences between living and non-living things.
 2. Lesson Content
 - a. Animals, like plants, need food, water, and space to live and grow.
 3. Skill Objective(s)
 - a. Distinguish between living and nonliving things.
 - b. Identify an animal.
 - c. Make comparisons of movement, size, texture, color, behavior, and temperature.
- B. *Materials*
 1. A live rabbit in a cage concealed by a blanket or drop cloth
 2. A stuffed rabbit
 3. A book
 4. A beach ball
 5. A copy of Appendix A bound together with a blank cover sheet on top for each student (put in at least three copies of Appendix A page #3 Animal Study Sheet)
 6. Crayons
 7. Another class pet such as a fish or guinea pig
 8. Access to a chalk or dry-erase board
 9. A wind-up toy
- C. *Key Vocabulary*
 1. A living thing – something that breathes, moves, grows, and requires nourishment

2. Animal – is a living organism that breathes, moves, grows, and requires nourishment

D. *Procedures/Activities*

1. Gather the children in the circle area. Say: *For the next couple of weeks, we are going to be learning about animals. You will have an opportunity to see and touch lots of different kinds of animals. But before we start this unit, I want to talk about appropriate ways of treating animals. For example, if I brought in a dog, how do you think you should treat that animal?* Use Socratic questioning to arrive at these answers: 1. The animal should be approached slowly. 2. The children should ask the owner if it is okay to touch the animal. 3. Given the owner's approval, the animal should be petted gently, avoiding the eyes and mouth. 4. The children should wash their hands after petting the animal. 5. The children should take turns petting the animal and never be rough or crowd the animal. 6. The children should talk in a low voice around the animal. 7. The children shouldn't feed the animal unless the teacher or the pet's owner gives them permission.
2. After it is clear that all students understand how to behave around animals, uncover the cage containing the pet rabbit. Ask the children to remain seated while you gently remove the animal from its cage. *You will each get a chance to touch this rabbit. I am going to hold it because sometimes rabbits scratch with their front and rear paws when they get nervous, and I don't want any of you to get scratched. When I call you, I want you to come up and touch the rabbit. While you are petting him, I want you to think about how he is different from this stuffed rabbit.* Hold up the stuffed rabbit. *You are welcome to touch the stuffed rabbit too. After we have all had a chance to touch the rabbits, we are going to talk about how the two are different.*
3. Have the children come up in small groups and touch and look at the real and stuffed rabbits. Direct the children to go wash their hands after touching the rabbit. When everyone has had a chance to see the rabbit, return it to its cage and direct attention to the board. Write "living" and "nonliving" on the board. *Today you have looked at a living and a nonliving rabbit. Which rabbit was living? Which rabbit is not living? Let's see if we can figure out what makes the difference between living and nonliving creatures. I want you to tell me what you saw and felt when you examined the real rabbit.* List such characteristics as: has fur, moves, has two eyes, eats, wiggles its nose, feels warm, feel it breathing, tries to get away, and makes noises. You may want to put picture clues next to the words for the non-readers in the group. *Now, I want you to tell me about the stuffed rabbit.* List such characteristics as: has fur, does not move, has two eyes, does not move its nose, does not feel warm, cannot feel it breathing, stays in same place, and never makes a noise.
4. *Looking at what we have written here (point to the board) what makes a creature alive? Is it because the alive one has fur? (no) Is it because the alive one moves?* Bring out a wind-up toy and let the children see it move

across the floor. *Is this toy alive because it moves?* Compare each characteristic of the living and nonliving rabbit until you have reached the conclusion that a living thing is something that breathes, moves, grows, and requires nourishment.

5. Quiz the children by pulling out various objects and applying the living/nonliving test to each. For example, show the students a beach ball. Ask: *Is this beach ball living?* (no) *How do you know? Does it breath? Does it move? Does it grow? Does it require nourishment?* Continue in this manner with an apple, a book, and a fish or another class pet. The children will discover that it may be possible to answer “yes” to one or two of the questions but in order to be living, you must answer “yes” to all of the questions. *All animals are living creatures. Let’s test that theory. Give me an example of an animal.* Run through the questions for each animal given to prove that every animal is living. Lastly, go through the questions for a human to prove that a human is an animal as well.
6. Hand each student an animal journal. Have them turn to the first page and draw a picture of a living and a nonliving thing, labeling the pictures “living” and “nonliving.” When the students have finished, they can color the cover of their animal journal and write _____’s animal journal on it.

E. *Assessment/Evaluation*

1. The students should bring their drawings to the teacher and explain why the drawings are either living or nonliving.

Lesson Two: Animals Can Be Wild or Tame

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Recognize the differences between wild and domesticated animals.
2. Lesson Content
 - a. Animals, like plants, need food, water, and space to live and grow.
 - b. Pets have special needs and must be cared for by their owners.
3. Skill Objective(s)
 - a. Distinguish between tame and wild animals.
 - b. Make comparisons of movement, size, texture, color, behavior, and temperature.

B. *Materials*

1. Two pieces of poster board
2. Glue
3. Scissors
4. Several magazines with pictures of animals in them. Some good magazines to have are: *National Geographic, Ranger Rick, Science and Children, Smithsonian, Discover, ZooBooks*, pet store fliers, farm or feed store catalogs, etc.
5. Access to a chalk or dry-erase board
6. Animal journals

C. *Key Vocabulary*

1. Animal – is a living organism that breathes, moves, grows, and requires nourishment
2. Wild animal – is an animal that lives in a free condition, providing for its own food, shelter, and other needs
3. Tame (domesticated) animal – are animals which humans have tamed and have kept in captivity; they are usually not afraid of humans; in fact, tame animals must depend on people to feed and take care of them

D. *Procedures/Activities*

1. Call the students to the circle area. Review what makes a thing living or nonliving. *Today, we are going to talk about two different kinds of animals, tame and wild animals. Both tame and wild animals are living but they are very different. Does anyone know what it means to be tame?* Explain that a tame animal usually won't bite or harm humans, that it is usually kept in captivity such as a cage or a corral, etc, and that it depends on people to feed and take care of it. Tame animals are usually called "pets." *Raise your hand if you have a pet.* Call on one student and ask: *Does your pet live in captivity (in your house, in a cage, in a corral, etc.)? Does your pet usually harm you? Is your pet afraid of people? Do you have to take care of your pet?*
2. *How is a pet different than say an animal you would run into in the wild such as a bear?* Elicit such responses as: 1. The bear would be afraid of you. 2. The bear might try to hurt you. 3. You don't have to feed the bear. 4. You can't keep the bear at your house. *Let's make a list of some tame animals.* Write the list on the board, providing a picture clue for non-readers. *Now, let's write a list of some wild animals.* Write these on the board as well.
3. *We are going to work in groups to make posters of some wild and some tame animals.* Split the class into two groups. Give each group a poster board, scissors, glue, and access to magazines that have pictures of animals in them. Give one group the job of finding tame animals and the other group the job of finding wild animals. Each group should scan the magazines and find examples of their type of animal and then paste it on the poster board. When each group has had a chance to find some examples, have the two groups present their findings. If any animal comes into question, go through the aforementioned questions on how to identify whether an animal is tame or wild.
4. Hand each child his/her animal journal. Turn to page 2 (Appendix A page 2). The students should draw an example of a wild animal and an example of a tame animal, labeling each drawing.

E. *Assessment/Evaluation*

1. The students should show their drawings to the teacher and explain the reasoning behind each label. They should also be able to tell why both examples are living creatures.

Lesson Three: Traveling Zoo

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand that all animals need food, water, and shelter to survive.
2. Lesson Content
 - a. Animals, like plants, need food, water, and space to live and grow.
 - b. Offspring are very much (but not exactly) like their parents.
 - c. Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.
 - d. Pets have special needs and must be cared for by their owners.
3. Skill Objective(s)
 - a. Convey a message using pre-writing skills.
 - b. Interact with animals in an appropriate manner.
 - c. Make comparisons of movement, size, texture, color, and temperature.

B. Materials

1. Copies of Appendix B (parent letter) sent out two-weeks prior to starting the unit
2. Animal journals
3. Pencils
4. Camera (optional)

C. Key Vocabulary

1. Animal – is a living organism that breathes, moves, grows, and requires nourishment

D. Procedures/Activities

1. Send out a copy of Appendix B (parent letter) two weeks prior to the start of the unit. The letter calls for parents to bring in various kinds of pets on a certain day as part of the kindergarten's Traveling Zoo. Prearrange with the parents times to come by with their pets. Make sure that conflicting pets, such as dogs and cats, come at different times. You may want to take a picture of each visiting animal and his or her owner to make up a bulletin board, put into a class photo album, or send as a thank you note to the visiting pet owners.
2. Explain to the children that throughout the day, parents will be bringing in different kinds of pets. Hand out the children's animal journals and ask them to turn to page 3. *For each animal that comes in today, we are going to be looking at its characteristics or what makes it special. We will be recording what color the animal is, how it moves, what kinds of legs, arms, wings, fins, or tails it has, where it lives, and anything else that we learn from the pet owner. We will keep our animal journals handy throughout the day because the different animals will be showing up at different times. When you see a new animal visitor come to the door, I want you to stop whatever you are doing, pick up your animal journal and silently walk to the circle area and wait for the animal to be introduced. Again, go over appropriate ways of handling a pet.*

3. As each pet and pet owner comes in, ask the pet owner to tell a little about his/her animal such as its name, what it likes to do, what it likes to eat, how you take care of it, where it likes to sleep, where they got the animal, etc. If you have the pet owner's permission, allow the children to come and touch the animal in small groups, always reminding them to go wash their hands after touching it. (This is critical when touching such animals as baby chicks and iguanas that carry salmonella poisoning.)
 4. After each child has had a chance to touch and inspect the animal, fill out the Animal Study Sheet (Appendix A #3) as a group. Allow the child to use drawings or other pre-writing methods to convey their messages. At the end of the day, make a large picture graph on the board to compare all the animals that came in throughout the day. Label the categories: has hair, has scales, has wings, has legs, is smaller than a kindergartner, is larger than a kindergartner, etc.
 5. Give each child their animal journals and focus on page #4 (my favorite animal...). Have the students draw a picture of their favorite animal that visited.
- E. *Assessment/Evaluation*
1. This activity is intended for exploration. There would be no assessment other than making sure that each student is paying attention during the pet owner's presentations.

Lesson Four: Animals Need Food, Water, and Shelter to Survive

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that all animals need food, water, and shelter to survive.
 2. Lesson Content
 - a. Animals, like plants, need food, water, and space to live and grow.
 - b. Plants make their own food, but animals get food from eating plants or other living things.
 3. Skill Objective(s)
 - a. Know that animals need food, water, and shelter to survive.
 - b. Convey a message using pre-writing skills.
- B. *Materials*
1. Animal journals
 2. Crayons
 3. Copies of Appendix C (needs' wheel) for each student
 4. A brad fastener for every two students
 5. Access to a chalk dry-erase board
- C. *Key Vocabulary*
1. Animal – is a living organism that breathes, moves, grows, and requires nourishment
 2. Shelter- a place where animals live that keeps them warm and safe from the environment

- D. *Procedures/Activities*
1. Call the children to the board. Write “People” and “Animals” on the board. Ask what people need to survive. List all answers but make sure the children include food, air, a home, clothes, and water in the list. Then ask what animals need to survive. List all answers including food, air, water, a place to live, and warmth.
 2. Look at the lists and see if any of the concepts can go together such as warmth connected to shelter. Have the children notice the similarities and differences between the two lists. Ask why clothes need to be on the human list but not on the animal list? Pare down the two lists until you get at the very basic needs: food, water, and shelter. Explain that shelter is a place where animals live that keeps them warm and safe from other creatures. Ask the children to give examples of shelters such as a burrow for a rabbit, a doghouse for a dog, an ant hill for an ant, a nest for a bird, etc. Also, if you have already covered the unit on plants, you may want to ask: how do plants needs differ from animal needs?
 3. Break the students into pairs giving each pair a copy of Appendix C (animal needs’ wheel). Ask the pairs to pick an animal that they would like to focus on. Then the pair should draw a picture on the needs’ wheel of their animal eating, their animal drinking, and their animal in its shelter. The students should draw the specific food and the specific shelter that their animal needs. Then the pair should draw a picture of their animal on the blank wheel and cut out the window. They should then attach the two wheels (the one with the window goes on top) with a brad fastener.
 4. Have the pairs of students get with another pair and share their needs’ wheel with them.
 5. Give each student his/her animal journal (Appendix A #5). They should draw a picture of the three main needs of every animal.
- E. *Assessment/Evaluation*
1. Check the students’ journals to make sure they are getting the concept.

Lesson Five: Animals’ Needs, continued

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that all animals need food, water, and shelter to survive.
 2. Lesson Content
 - a. Animals, like plants, need food, water, and space to live and grow.
 - b. Plants make their own food, but animals get food from eating plants or other living things.
 3. Skill Objective(s)
 - a. Know that animals need food, water, and shelter to survive.
 - b. Convey a message using pre-writing skills.
- B. *Materials*
1. Animal journals
 2. Pencils

3. Two adult helpers
4. A class pet such as a guinea pig
5. Small samples of food such as a piece of candy, lunch meat, a carrot, grass or hay
6. An animal discovery collection which could contain: animal hooves (sold as dog chews), bones, cicada shells, cocoons, coral, dead insects, feathers, fish scales, fossils, fur, nests, horns, insect eaten bark and leaves, leather, pelts or skins, sand dollars, seashells, skeletons, owl pellets, cow hair balls, snail shells, snake skins, sponges, starfish, teeth (from various animals), turtle shells; place very fragile or small objects in a “look, but don’t touch” container with a clear lid

C. *Key Vocabulary*

1. Animal – is a living organism that breathes, moves, grows, and requires nourishment
2. Shelter- a place where animals live that keeps them warm and safe from the environment

D. *Procedures/Activities*

1. Explain to the students that they will be doing three centers focusing on animals’ basic needs. Remind the students of the activities they did the previous day. Go over the concept that animals need water, food, and shelter to survive. Break the class into three groups. Send one group to each center. Tell the students that if they finish early, they are to go to the discovery center, which contains the aforementioned discovery collection. Explain that some of the materials are fragile and have to be handled with care or they will break. Others are so fragile that they are placed in see-through containers and they are to stay in the container. Encourage the students to use their imagination to figure out what the objects are. Tell the group that you will reveal what the objects really are after everyone has had a chance to examine them.
2. Center #1: Animals need water. Have the adult helper take the group to the drinking fountain. The helper should talk to the children about the fact that our bodies need water to be healthy. Ask the children how they feel if they haven’t had enough water? (headache, thirsty, etc) Explain that most of our bodies are made up of water and that if we don’t get enough water, we will die. Tell the children that animals are the same way except they drink in different ways. Ask: How do people drink? Begin a discussion on how animals drink. Focus on the different animals the children saw at the Traveling Zoo or the ones they have at home. Act out the different ways animals can drink such as swallowing like people, licking like cats, sucking like butterflies, slurping like a horse, etc.
3. Center #2: Animals need food. Have the adult helper ask the children what kinds of food they eat. Ask the children what would happen if they did not eat? Begin a discussion about the kinds of food animals eat. Use a class pet such as a guinea pig for a food experiment. Talk about what the guinea pig normally eats (prepared guinea pig food). Then experiment giving the guinea pig some hay, a carrot, a piece of candy, a piece of lunchmeat, etc.

Have the children observe what the guinea eats and doesn't eat. Talk briefly about animals that eat only plants (such as guinea pigs), animals that eat only meat (coyotes), and animals that eat both (people).

4. Center #3: Animals need shelter. Have the adult helper give each child a copy of Appendix A #6 (animal shelters). Explain what a shelter is again to the children. Looking at the worksheet, explain that animals can only live in certain places to survive. Work as a group through the sheet, showing the children that it takes special environments for animals to survive.
5. Have all the children rotate through every center, perhaps switching every 10 minutes or so. Give time at the end so that every student has a chance to go to the discovery center. Then go over the items in the center and tell the students what they really are. Leave the objects out so the children can again explore them in their free time.

E. *Assessment/Evaluation*

1. Informally assess the children at each center by watching to see if they get the concept.

Lesson Six: Baby Animals

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand that all animals need food, water, and shelter to survive.
2. Lesson Content
 - a. Offspring are very much (but not exactly) like their parents.
 - b. Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.
3. Skill Objective(s)
 - a. Distinguish between baby and adult animals of the same species.
 - b. Convey a message using pre-writing skills.

B. *Materials*

1. Pictures of the children when they were babies (secretly obtained from their parents)
2. Animal journals
3. Crayons
4. Magazines or photographs of baby and adult animals

C. *Key Vocabulary*

1. Animal – is a living organism that breathes, moves, grows, and requires nourishment

D. *Procedures/Activities*

1. Look through pictures of baby and adult animals. *What makes baby animals different than adult animals? All of you were once babies too. Let's see if you can figure out whose baby picture goes with whom. If you see your picture, don't yell it out. Keep it a secret so that we can all guess who it is.* Hold up the pictures that you've gathered from parents. Allow the children to make guesses at who the person is in the picture, making

sure that they defend their answers by noting similarities in hair, shape of mouth, or other visible characteristics. Then reveal the whether they correctly matched the person to the picture. Discuss the clues that were used and the ways that humans change as they grow.

2. Compare the changes humans undergo with those of other animals such as baby kittens opening their eyes soon after birth, baby chicks losing their fluffy down and getting real feathers, caterpillars becoming butterflies, etc.
3. *As you grew from a tiny baby to what you are today, you had a lot of help from your parents. Baby animals are the same way. They need a lot of help from their parents (mostly their mothers) to survive. Let's think about human babies. What kinds of things do parents have to do for their babies? List the answers on the board. (feed them, change their diapers, rock them to sleep, carry them around, protect them from harm, etc) Now think about a baby kitten. What does a mother cat have to do for her kittens? (feed them milk, move them around, teach them to hunt, bring them food, fend off predators) Notice that both human babies and little kittens both need a lot of care.*
4. Give each student their animal journals, focusing on page #7. Have them draw a picture of an animal baby and illustrate the ways that its parents have to care for it.

E. *Assessment/Evaluation*

1. Observe how the child completes his/her journal entry.

Lesson Seven: Pets Need Special Care

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand that all animals need food, water, and shelter to survive.
 - b. Recognize the differences between wild and domesticated animals.
2. Lesson Content
 - a. Pets have special needs and must be cared for by their owners.
 - b. Animals, like plants, need food, water, and space to live and grow.
3. Skill Objective(s)
 - a. Identify an animal.
 - b. Make comparisons of movement, size, texture, color, behavior, and temperature.
 - c. Distinguish between tame and wild animals.
 - d. Convey a message using pre-writing skills.

B. *Materials*

1. The book *The Pets We Love*
2. Access to the chalk board
3. A piece of typing paper for each student
4. Crayons

C. *Key Vocabulary*

1. Pet - an animal that is tame, lives in confined quarters, and is dependent on humans for care

D. *Procedures/Activities*

1. Read the book *The Pets We Love*. Discuss with the children some of the ways the owners took care of their pets in the book. Offer a definition of a pet such as a pet is a tame animal that doesn't live in the wild and that is dependent on people for care. *What does it mean to be tame? What does it mean to depend on people for their care? What does it mean to not live in the wild? Do any of you have pets? What kinds of pets do you have?* Draw a picture graph on the board making the categories be types of animals such as dogs, cats, fish, rodents, snakes, birds, etc. Title the graph "Our Pets."
2. Initiate a discussion on pet care. Ask the students what they do to take care of each of the pets listed in the graph. Point out that each of the pets require food, water, and shelter, and unlike wild animals, people must provide these things for pets.
3. Call the students to their work areas. Give each student a piece of paper. Ask them to turn the paper horizontally and fold the two sides inward until the sides of the paper meet. This creates three folded columns when the flaps are open and creates a closed-door look when the flaps are closed. Ask the children to draw a large picture of their favorite pet's face on top of the folded flaps. Then have the students open the flaps and draw or write what they have to do to care for their particular pet. Have the students share their work with their table mates by first showing the picture they drew of their pet's face and then opening the flaps to reveal the drawings of the pet care needed for that animal.

E. *Assessment/Evaluation*

1. Informally assess the drawings to make sure the students are grasping the concept.

Lesson Eight: A Pet's Perspective

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand that all animals need food, water, and shelter to survive.
 - b. Recognize the differences between wild and domesticated animals.
2. Lesson Content
 - a. Pets have special needs and must be cared for by their owners.
 - b. Animals, like plants, need food, water, and space to live and grow.
3. Skill Objective(s)
 - a. Identify an animal.
 - b. Make comparisons of movement, size, texture, color, behavior, and temperature.
 - c. Distinguish between tame and wild animals.
 - d. Convey a message using pre-writing skills.

B. *Materials*

1. The book *John Willy and Freddy McGee*
2. A piece of typing paper for each student

3. Crayons
- C. *Key Vocabulary*
 1. Pet - an animal that is tame, lives in confined quarters, and is dependent on humans for care
- D. *Procedures/Activities*
 1. Call the students to the circle area. Begin a discussion on respect for animals. Ask the students: What does it mean to be respectful to animals? Why do we need to be kind and gentle with animals? What happens to people who aren't respectful to animals? What happens to animals who have been mistreated?
 2. To reinforce this concept, ask the children to think about the world according to their pet's perspective. Ask the children to think about where their pet lives and to consider how it looks to their pet. Ask questions to several students specific to their pet such as: How do you think a person looks to a hamster? How do you think a refrigerator looks to a cat? How do you think a car like to a dog? How do you think a dishwasher looks to a guinea pig?
 3. Read the book *John Willy and Freddy McGee* to the students. Discuss how the guinea pigs saw the house in a different way than people normally see it. Then have every child choose an object and illustrate how it might look to a class pet. Help the students to write a caption under their illustration and then post the pictures on a bulletin board titled, "From Our Pet's Perspective."
 4. Give each student his/her animal journal (Appendix A page #7) Have the students draw a picture of the proper way to take care of a pet.
- E. *Assessment/Evaluation*
 1. Informally assess the children by looking at their animal journal entries.

Lesson Nine: Animal Safety

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand safety precautions around animals.
 2. Content Objective(s)
 - a. Pets have special needs and must be cared for by their owners.
 3. Skill Objective(s)
 - a. Identify safety precautions that should be taken with a foreign animal.
 - b. Distinguish between tame and wild animals.
 - c. Convey a message using pre-writing skills.
 - d. Interact with animals in an appropriate manner.
- B. *Materials*
 1. Poster board for every three students
 2. Markers
 3. The book *Living Monsters: The World's Most Dangerous Animals* by Howard Tomb

4. The National Geographic Society videos such as: *Crocodiles: Here Be Dragons* (Catalog No. 51482), *Hunt for the Great White Shark* (Catalog No. 51996), *Strange Creatures of the Night* (Catalog No. 51376), *Realm of the Alligator* (Catalog No. 51593) (optional)
 5. A pre-made pet safety poster to use as an example
- C. *Key Vocabulary*
1. Animal – is a living organism that breathes, moves, grows, and requires nourishment.
 2. Safety – to use caution or to be careful in a particular situation.
- D. *Procedures/Activities*
1. Read the book *Living Monsters: The World's Most Dangerous Animals*. Invite the students to discuss the book by going through some of the animals mentioned and by pinpointing why they are dangerous to humans.
 2. If you would like, show one or more of the videos listed above, depending on your students' interest. Then arrange the students into groups of three. Working as a team, have the students make up safety posters for a chosen animal. They should draw pictures or use writing to convey a message to others about how to act around a particular animal.
 3. The teacher should have a pre-made poster to show the class an example. For example, the poster could be about dogs. The poster could show the students how to approach a strange dog for the first time by demonstrating how to hold your hand out to let the dog sniff it, how to react if the dog growls, how to move slowly towards the dog, and most importantly how to ask the owner if it is alright to touch the dog in the first place. Students might be interested in doing safety posters on bears, mountain lions, sharks, alligators, snakes, or bees or other biting insects. The students may have to consult an encyclopedia if they need more information about the animal they have chosen.
 4. When the students have completed their posters, have them present their posters to the class. Encourage the students to not only show their posters but to actually act out how to act around their particular animal by having one student be the animal and other student be a person approaching the animal for the first time.
- E. *Assessment/Evaluation*
1. Informally assess the posters to make sure the students are getting the idea.

Lesson Ten: Culminating Activity

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that all animals need food, water, and shelter to survive.
 - b. Recognize the differences between wild and domesticated animals.
 - c. Learn about the differences between living and non-living things.
 - d. Understand safety precautions around animals.

2. Lesson Content
 - a. Animals, like plants, need food, water, and space to live and grow.
 - b. Plants make their own food, but animals get food from eating plants or other living things.
 - c. Offspring are very much (but not exactly) like their parents.
 - d. Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.
 - e. Pets have special needs and must be cared for by their owners.
3. Skill Objective(s)
 - a. Distinguish between living and nonliving things.
 - b. Identify an animal.
 - c. Make comparisons of movement, size, texture, color, behavior, and temperature.
 - d. Distinguish between tame and wild animals.
 - e. Convey a message using pre-writing skills.
 - f. Interact with animals in an appropriate manner.
 - g. Know that animals need food, water, and shelter to survive.
 - h. Distinguish between baby and adult animals of the same species.
 - i. Identify safety precautions that should be taken with a foreign animal.

B. *Materials*

1. Pre-arrange for a local SPCA or Humane Society member to come give a presentation on pet care, adoption of pets, and birth control of pets
2. Pre-arrange for a local zoologist or biologist from a local college or the Division of Wildlife to come give a presentation on a specific animal or group of animals of particular interest to the students
3. Send out a copy of the parents' invitation one-week in advance of the culminating activity (Appendix D)
4. Arrange all of the children's projects on a table including their animal journals, animal needs' wheels, pet care fold-out pictures, animal safety posters, and wild/tame animal collages
5. Arrange several of the books listed in the bibliography section of this unit on a table for easy access
6. Snacks such as Animal Crackers to Puppy Chow (recipe on Appendix E)

C. *Key Vocabulary*

1. Animal – is a living organism that breathes, moves, grows, and requires nourishment
2. Safety – to use caution or to be careful in a particular situation
3. Pet - an animal that is tame, lives in confined quarters, and is dependent on humans for care
4. Shelter- a place where animals live that keeps them warm and safe from the environment
5. Wild animal – is an animal who lives in a free condition, providing for its own food, shelter, and other needs

6. Tame (domesticated) animal – are animals which humans have tamed and have kept in captivity; they are usually not afraid of humans; in fact, tame animals must depend on people to feed and take care of them

D. *Procedures/Activities*

1. Invite your students’ parents to come to school for an Animal Celebration. Set up the room in three centers that the students will rotate through with their parents. The idea is that the students will share their knowledge about animals with their parents, while learning some new information in the process. Break the group up into three groups.
2. Center #1: Arrange for the local SPCA or Humane Society to give a presentation on pet care, adoption of pets, and birth control for pets.
3. Center #2: Students will share their animal journals, animal needs’ wheels, pet care fold out pictures, animal safety posters, and wild/tame animal collages with their parents.
4. Center #3: Invite a local zoologist or biologist from a local college to visit your classroom and share information related to a specific animal or group of animals.
5. Rotate each group through every center, rotating every 10 minutes or so. If a group finishes early, encourage them to look at the animal books arranged on a table.
6. After everyone has finished, celebrate the end of the unit with a snack of animal crackers or with Puppy Chow (recipe given in Appendix E).

VI. HANDOUTS/WORKSHEETS

- | | | |
|----|---------------------------------------|---------------------|
| A. | Appendix A #1, #2, #3, #4, #5, #6, #7 | animal journal |
| B. | Appendix B | parent letter |
| C. | Appendix C | animal needs’ wheel |
| D. | Appendix D | parent invite |
| E. | Appendix E | Puppy Chow recipe |

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A non-living thing

A living thing

Appendix A#2-Animals and Their Needs

A tame animal

A wild animal

Animal Study Sheet

Name of
Animal: _____

Type of
Animal: _____

Color: _____

Size: _____

Animal's movement: _____

Animal's food: _____

Animal's shelter: _____

Appendix A#4-Animals and Their Needs

My favorite thing from the Traveling
Zoo was

Appendix A#5-Animals and Their Needs

Animals have three basic needs:

Appendix A#6-Animals and Their Needs

Animal	A guinea pig	A bear	A duck
Your room			
A Lake			
The Woods			

Appendix A#7-Animals and Their Needs

Baby animals need a lot of help from their parents.

Appendix B-Animals and Their Needs

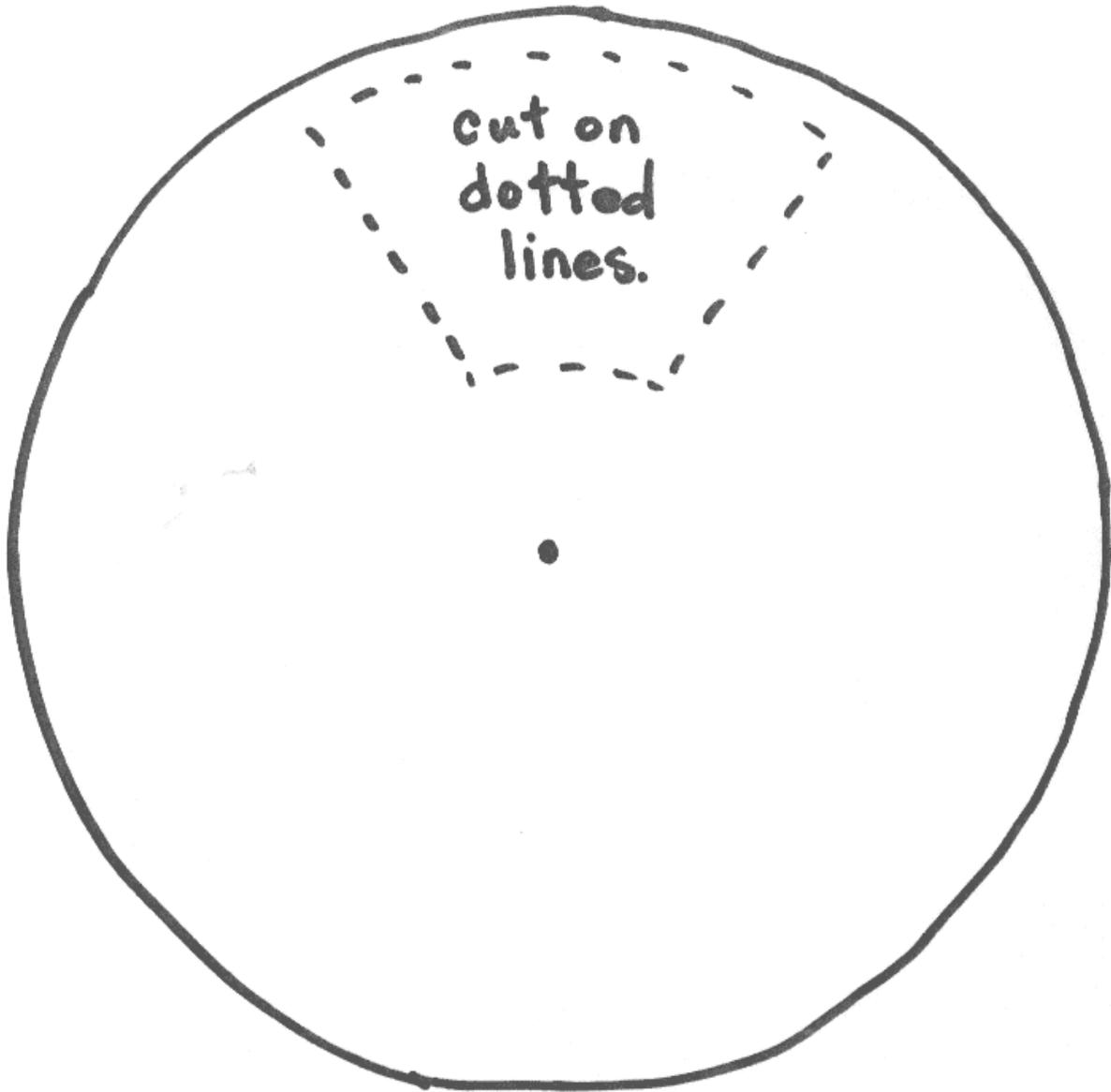
Dear Parents,

In two weeks, the kindergarten will begin a unit on animals and their needs. We will be exploring many different kinds of animals to help your child develop an understanding of animals and also give them the ability to nurture and care for them.

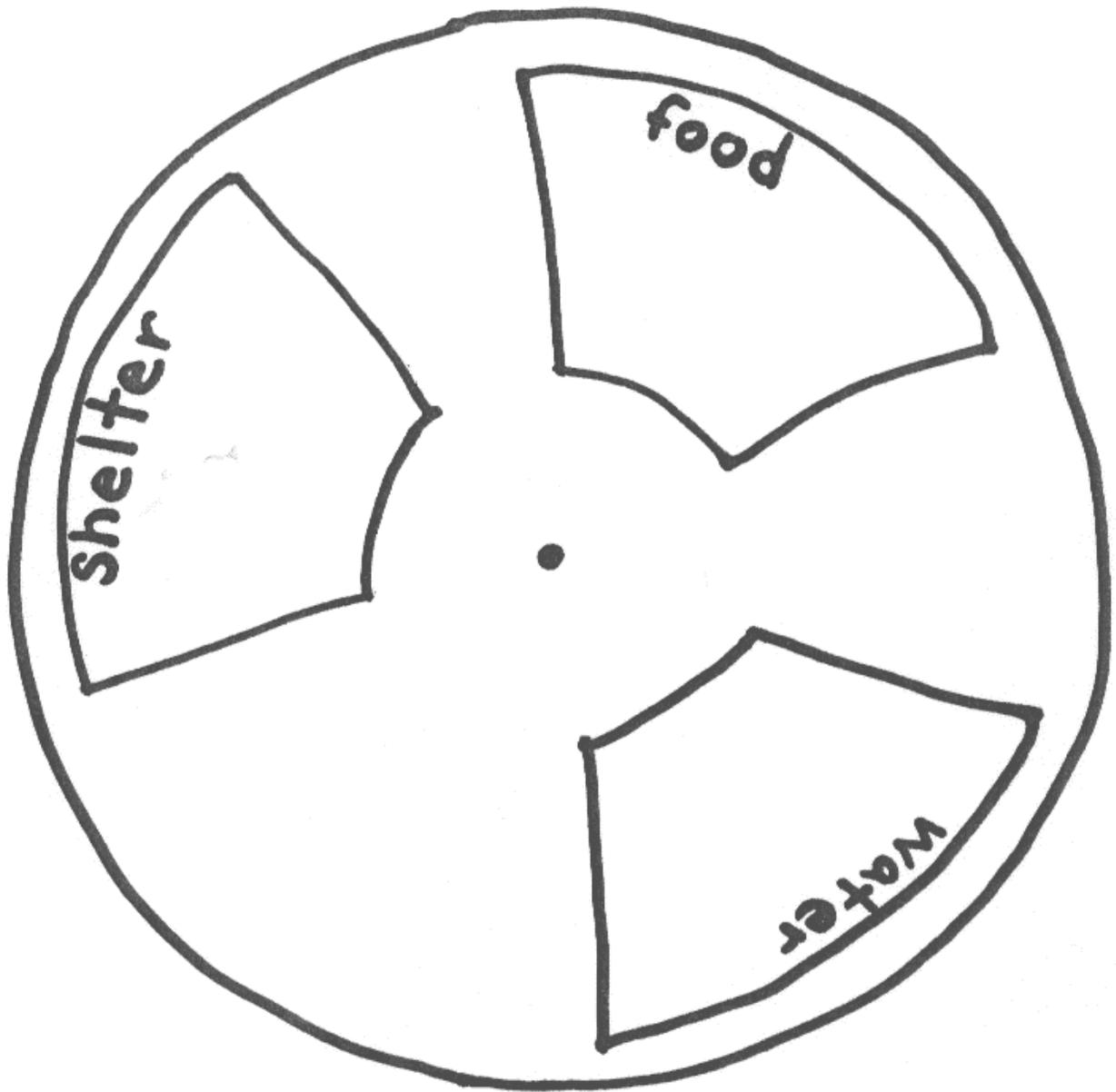
One outstanding feature of this unit is the Traveling Zoo, where the children are given the opportunity to interact intensively with a variety of animals. The Traveling Zoo will be on _____. I am currently looking for adults who are willing to bring in tame and child-friendly animals for 20-minute presentations. The pets and pet-owners will come to the school at pre-arranged times, and then the owners will talk briefly about the animal's habits, its origins, what it likes to do, what it likes to eat, etc. If the pet owner gives permission, the children would greatly benefit from getting to touch and interact with the animal.

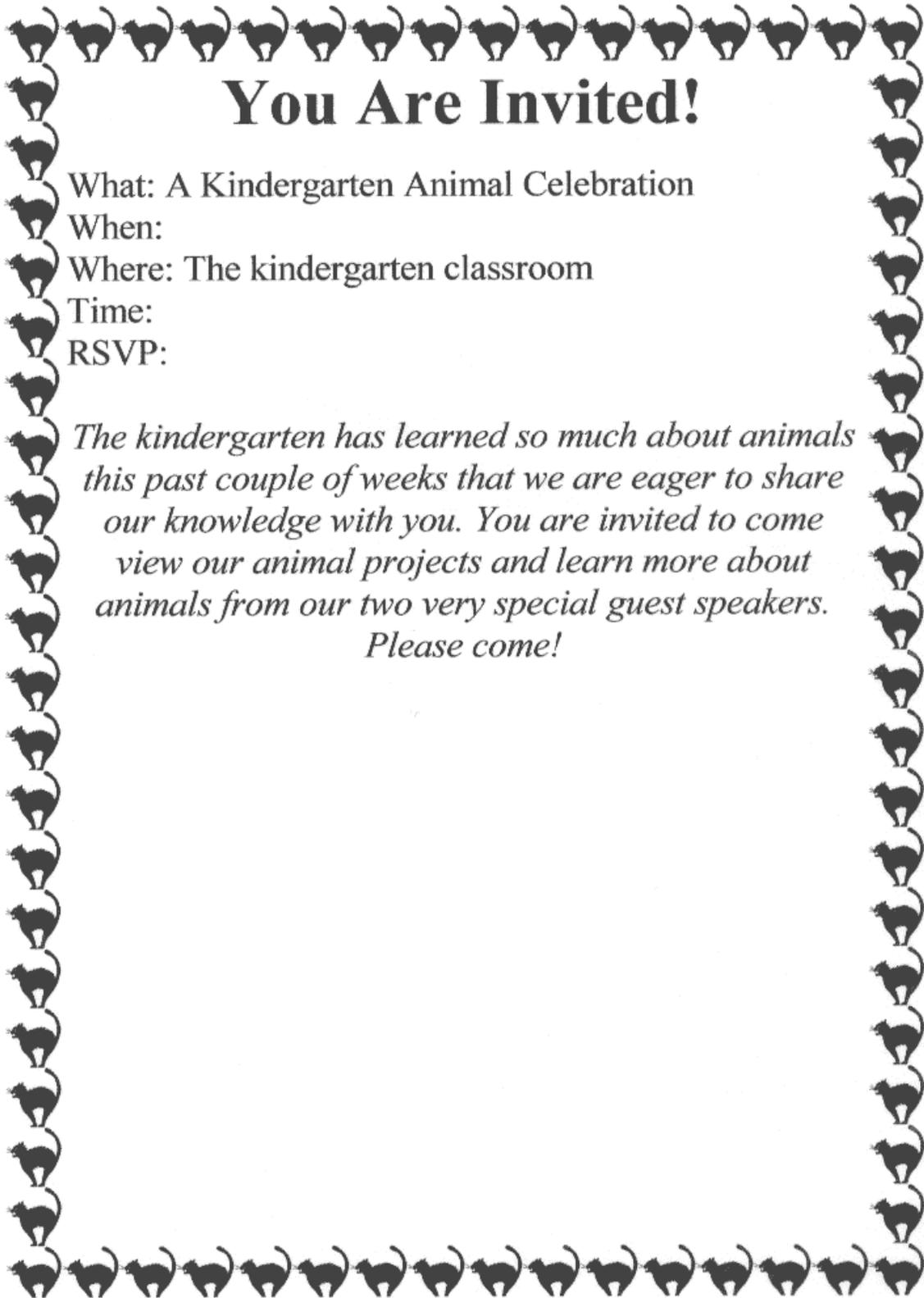
I would like to have a wide range of animals visit such as hamsters, guinea pigs, box turtles, garden snakes, birds, snails, crickets, worms, rabbits, dogs, cats, iguanas, an ant farm, ducks, chickens, horses, etc. **It is critical that the animal be tame and CHILD FRIENDLY.** The animals also need to be on a leash or in a proper cage. Also feel free to bring examples of what the animal eats, pictures of the animal in their habitat, or other necessary items used in caring for the animal. If you would be willing to participate in this activity, please contact me at _____ by _____. Thank you for your support.

Sincerely,



Appendix C, page 2-Animals and Their Needs





You Are Invited!

What: A Kindergarten Animal Celebration

When:

Where: The kindergarten classroom

Time:

RSVP:

The kindergarten has learned so much about animals this past couple of weeks that we are eager to share our knowledge with you. You are invited to come view our animal projects and learn more about animals from our two very special guest speakers. Please come!

Appendix E-Animals and Their Needs

Puppy Chow Recipe

Ingredients:

- 1 twelve-ounce bag of chocolate chips
- 1 cup creamy peanut butter
- 1 stick butter or margarine
- 1 large box Crispix cereal
- ½ pound powdered sugar

Directions:

1. Combine and melt the chocolate chips, peanut butter, and butter. Stir well.
2. Combine the melted mixture and the cereal in a large lidded bowl. Stir until the cereal pieces are coated.
3. Add the powdered sugar. Securely attach the lid and shake the contents of the bowl to evenly disperse the powdered sugar.

Recipe from Fran Palffy, Parma, OH