

Animals around the World

Grade Level: Kindergarten

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Length of Unit: 8 lessons

I. ABSTRACT

1. Kindergarteners will learn about many different animals from around the world during this unit of animals from each continent. This unit is intended to be used throughout the year along with the study of the seven continents. The students will engage in a variety of activities, such as games, movement, writing, presenting, and drawing. Assessments used will be student products, journals and teacher observation.

II. OVERVIEW

1. Concept Objectives
 1. The student understands that animals have basic needs. (TEKS Science K.9)
 2. The student will understand how animals adapt in certain areas.
 3. The student responds to various texts. (TEKS LA K.10)
2. Content from the *Core Knowledge Sequence*
 1. Animals and Their Needs (p. 19)
 - 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 much 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 Objectives
 1. The student will discuss meanings of words and develop vocabulary through meaningful/concrete experiences. (TEKS LA K.8A)
 2. The student will develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (TEKS LA K.8B)
 3. The student will listen to stories being read aloud. (TEKS LA K.10A)
 4. The student will generate ideas before writing on assigned tasks. (TEKS LA K.15E)
 5. The student will use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects. (TEKS Math K.1A)
 6. The student will sort organisms and objects into groups according to their parts and describe how the groups are formed. (TEKS Science K.6 A)
 7. The student will observe and record stages in the life cycle of organisms in their natural environment. (TEKS Science K.7D)
 8. The student will identify basic needs of living organisms. (TEKS Science K.9A)
 9. The student will give examples of how living organisms depend on each other. (TEKS Science K.9 B)
 10. The student will identify ways that the Earth can provide resources for life. (TEKS Science K.9 C)

III. BACKGROUND KNOWLEDGE

1. For Teachers

1. Hirsch, Jr. E.D. *What Your Kindergartener Needs to Know*. New York: Dell Publishing, 1996. ISBN 0-385-31841-3.
2. Hirsch, Jr. E.D. *Teacher Handbook Series Kindergarten*. Charlottesville, VA: Core Knowledge Foundation, 2004. ISBN 1-890517-69-0
3. Col, Jeananda. *Enchanted Learning*. <http://www.EnchantedLearning.com> 1998

2. For Students

1. An Overview of the Seven Continents (p. 11)
 - Identify and locate the seven continents on a map
 - Asia
 - Europe
 - Africa
 - North America
 - South America
 - Antarctica
 - Australia

IV. RESOURCES

1. Bateman, Robert. *Safari*. New York, NY: Scholastic, 1998. ISBN0-439-16026-X
2. Bourgeois, Paulette & Clark, Brenda. *Franklin Wants a Pet*. New York, NY: Scholastic 1995. ISBN 0-590-48915-1
3. Canizares, Susan, & Reid, Mary. *Who Lives In The Rainforest?* New York, NY: Scholastic, 1998. ISBN 0-590-76961-8
4. Col, Jeananda. *Enchanted Learning*. <http://www.EnchantedLearning.com> 1998
5. Dingwall, Liana. *Nature's Children: Bison*. Danbury, Connecticut: Grolier Educational Corporation, 1986. ISBN 0-7172-1925-9
6. Gibbons, Gail. *Penguins*. New York, NY: Holiday House, 1998. ISBN 0-8234-1388-8
7. Helmer Diana, S. *Panda Bears*. New York, NY: The Rosen Publishing Group, 1997. ISBN 0-8239-5133-2
8. Hirsch, Jr. E.D. *What Your Kindergartener Needs to Know*. New York: Dell Publishing, 1996. ISBN 0-385-31841-3.
9. Ivy, Bill. *Nature's Children: Kangaroos*. Danbury, Connecticut: Grolier Educational Corporation, 1990. ISBN 0-7172-2639-5

V. LESSONS

Lesson One: What Makes a Pet?

1. Daily Objectives

1. Concept Objective(s)
 - a. The student understands that animals have basic needs. (TEKS Science K.9)
 - b. The student will understand how animals adapt in certain areas.

- c. The student responds to various texts. (TEKS LA K.10)
- 2. Lesson Content
 - a. Pets have special needs and must be cared for by their owners
- 3. Skill Objective(s)
 - a. The student will listen to stories being read aloud. (TEKS LA K.10A)
 - b. The student will sort organisms and objects into groups according to their parts and describe how the groups are formed. (TEKS Science K.6A)
 - c. The student will identify basic needs of living organisms. (TEKS Science K.9A)
- 2. *Materials*
 - 1. Magazines
 - 2. Scissors (pair for each child)
 - 3. Glue (2-3 glue sticks)
 - 4. Large piece of butcher paper for a t-chart
 - 5. Franklin Wants a Pet Paulette Bourgeois & Brenda Clark
 - 6. Journal or blank paper
- 3. *Procedures/Activities*
 - 1. This lesson can be taught at the beginning of the year while students are getting to know each other.
 - 2. Place several magazines at each table and have children find 2-4 animals in the magazines to cut out.
 - 3. Once each child has found several cut-outs from the magazines, have the children gather in the whole group area with their animal cut-outs.
 - 4. Have the children sit around the teacher-made t-chart that is labeled *pets* on one side and *other animals* on the other side.
 - 5. Let each child share their animals and decide where it fits on the t-chart.
 - 6. After each child has shared, discuss what characteristics animals on each side of the chart have that make it a pet or a wild animal. (Example: pets have special needs and are cared for by owners, wild animals need more room to move and survive)
 - 7. Read Franklin Wants a Pet and discuss the responsibilities of having a pet.
 - 8. In a journal or on a blank piece of paper, have the children draw a picture of their pet or one they would like to have.
- 4. *Assessment/Evaluation*
 - 1. The teacher will observe students as they complete the t-chart and monitor class discussion responses.
 - 2. Completion of pet picture.

LESSONS

Lesson Two: North American Bison

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student understands that animals have basic needs. (TEKS Science K.9)
 - b. The student will understand how animals adapt in certain areas.
 - c. The student responds to various texts. (TEKS LA K.10)
 - 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. The student will discuss meanings of words and develop vocabulary through meaningful/concrete experiences. (TEKS LA K.8A)
 - b. The student will develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (TEKS LA K.8B)
 - c. The student will listen to stories being read aloud. (TEKS LA K.10A)
 - d. The student will identify basic needs of living organisms. (TEKS Science K.9A)
 - e. The student will identify ways that the Earth can provide resources for life. (TEKS Science K.9 C)
- B. *Materials*
1. Nature's Children: Bison by Liana Dingwall
 2. One picture of a bison for each child (Appendix A-1)
 3. Blank paper for each child
 4. Glue for each child
- C. *Key Vocabulary*
1. bison- largest land animal in North America, having large forequarters, a shaggy mane, and a massive head with short curved horns.
 2. habitat- the environment where an animal lives.
- D. *Procedures/Activities*
1. This lesson should begin after children have had an introduction to and can locate North America on a map. Ask a child to locate North America on a map and brainstorm animals that they know live in North America.
 2. Ask if anyone knows of an animal that is only found in North America. Give hints if needed (examples: largest land animal, hairy, brown, lives on the plains, travel in a stampede, hunted by the Plains Indians). They will probably guess buffalo, but inform them that they are called bison in North America.
 3. Introduce the vocabulary words *bison* and *habitat* and ask the children to listen for these words in the passages.
 4. Read all or just pages 5, 11, 12, 15, 21, 22, and 25 in the book Nature's Children: Bison.
 5. After reading, discuss a bison's habitat. Brainstorm what you might see in a bison's habitat and why you might see these things.
 6. Make a list of the things you might see in that habitat such as mostly flat land, lots of grass, not many trees, rivers or tanks for water, and large areas of land to run.
 7. Give each child a picture of a bison (Appendix A) and a blank sheet of paper.
 8. Instruct the children to use the blank paper to create a bison's habitat and then color the picture of the bison and glue it to the habitat.
- E. *Assessment/Evaluation*
1. The teacher will listen to responses during the discussion about the bison's habitat and observe students' drawings of the habitats.

LESSONS

Lesson Three: African Animals

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands that animals have basic needs. (TEKS Science K.9)
 - b. The student will understand how animals adapt in certain areas.
 - c. The student responds to various texts. (TEKS LA K.10)
 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. The student will listen to stories being read aloud. (TEKS LA K.10A)
 - b. The student will identify basic needs of living organisms. (TEKS Science K.9A)
 - c. The student will give examples of how living organisms depend on each other. (TEKS Science K.9 B)
 - d. The student will identify ways that the Earth can provide resources for life. (TEKS Science K.9 C)
 - e. The student will generate ideas before writing on assigned tasks. (TEKS LA K.15E)
 - f. The student will discuss meanings of words and develop vocabulary through meaningful/concrete experiences. (TEKS LA K.8A)
 - g. The student will develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (TEKS LA K.8B)
- B. *Materials*
 - 1. Resource books on African animals
 - 2. Safari Robert Bateman
 - 3. Butcher paper or chart paper for shared writing
 - 4. Markers
 - 5. Pictures of African animals (lion, warthog, gazelle, cheetah, hyena, zebra, cape buffalo)
 - 6. Tape for human Venn diagram
- C. *Key Vocabulary*
 - 1. prey- an animal hunted or caught for food.
 - 2. predator- any animal that lives by preying on other animals.
- D. *Procedures/Activities*
 - 1. This lesson is designed to be completed after you've discussed several different African animals (lion, warthog, leopard, cheetah, zebra, gazelle, hyena, etc.) or if you can find a book that discusses several of these animals all in one such as Safari by Robert Bateman.
 - 2. Read Safari or review the animals discussed throughout your study of Africa. Review their habitats and diets.
 - 3. Introduce the vocabulary words *prey* and *predator*.
 - 4. Through shared writing, make a list of animals that are predators and animals that are prey.
 - 5. As the class is listing prey and predators, together brainstorm what the animals might prey upon, or what might prey upon the animal.
 - 6. Pass out pictures of African animals.
 - 7. Place two circles that intersect creating a third area on the floor to represent a Venn diagram. Have the children decide (depending on their picture) where they would fit in the Venn diagram (prey, predator, or both).
- E. *Assessment/Evaluation*
 - 1. Monitor students' understanding of prey and predators and where the animal pictures fit on the Venn diagram.

Lesson Four: European Pigeons

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands that animals have basic needs. (TEKS Science K.9)
 - b. The student will understand how animals adapt in certain areas.
 - c. The student responds to various texts. (TEKS LA K.10)
2. Lesson Content
 - a. Offspring are much 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. The student will discuss meanings of words and develop vocabulary through meaningful/concrete experiences. (TEKS LA K.8A)
 - b. The student will develop vocabulary by listening to and discussing familiar and conceptually challenging selections read aloud. (TEKS LA K.8B)
 - c. The student will listen to stories being read aloud. (TEKS LA K.10A)
 - d. The student will observe and record stages in the life cycle of organisms in their natural environment. (TEKS Science K.7D)
 - e. The student will identify basic needs of living organisms. (TEKS Science K.9A)
 - f. The student will give examples of how living organisms depend on each other. (TEKS Science K.9 B)

B. *Materials*

1. Enchantedlearning.com
2. Other non-fiction books about pigeons
3. What Your Kindergartener Needs To Know E.D. Hirsch

C. *Key Vocabulary*

1. pigeon- tame birds that thrive in cities.
2. incubate- to sit on eggs to provide heat, in order to promote development and the hatching of young.

D. *Procedures/Activities*

1. Write the word pigeon on the white board and ask the children if they know what a pigeon is.
2. Read the definition and inform the children that Europe has many major, big cities and/or castles. If you have previously learned about any of these cities ask the children to recall them.
3. Read the facts about pigeons from the enchanted learning website or any other non-fiction books about pigeons.
4. Brainstorm ways babies in homes are cared for (feeding the baby, cleaning the baby, keeping it safe).
5. Discuss why pigeons build nests and introduce the vocabulary word *incubate*. Relate these ideas to how and why pigeons care for their young.
6. Brainstorm how other animals care for their young in different ways than pigeons.
7. Read pages 264 and 265 from What Your Kindergartener Needs to Know.

8. Instruct the children to write and illustrate one way a mother or father animal cares for its baby in their journal. Remind the children that their illustration should match their words.
- E. *Assessment/Evaluation*
1. Completion and success of journal entry using appropriate picture and phonemic spelling.

LESSONS

Lesson Five: Antarctic Penguins

1-2 days

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands that animals have basic needs. (TEKS Science K.9)
 - b. The student will understand how animals adapt in certain areas.
 - c. The student responds to various texts. (TEKS LA K.10)
 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 much 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.
 3. Skill Objective(s)
 - a. The student will listen to stories being read aloud. (TEKS LA K.10A)
 - b. The student will generate ideas before writing on assigned tasks. (TEKS LA K.15E)
 - c. The student will sort organisms and objects into groups according to their parts and describe how the groups are formed. (TEKS Science K.6 A)
 - d. The student will observe and record stages in the life cycle of organisms in their natural environment. (TEKS Science K.7D)
 - e. The student will identify basic needs of living organisms. (TEKS Science K.9A)
 - f. The student will give examples of how living organisms depend on each other. (TEKS Science K.9 B)
 - g. The student will identify ways that the Earth can provide resources for life. (TEKS Science K.9 C)
- B. *Materials*
1. KWL chart
 2. Penguins by Gail Gibbons
 3. Other non-fiction books about penguins
 4. Big Book Pages (Appendix B-1 through B-6) copied and enlarged to “big” book sized pages, ready for groups to illustrate before the presentation of this lesson
 5. Pair of flippers
 6. Eggs
- C. *Procedures/Activities*
1. As a class, complete the K and W sections of a KWL chart about Penguins.
 2. Read Penguins by Gail Gibbons or any other non-fiction book about penguins.
 3. Explain that penguins are birds and that birds lay eggs. Brainstorm other animals that lay eggs.

4. Discuss and/or read non-fiction books about penguins' habitats, diet, and how they care for their young (example: some build nests, Emperor penguin males carry the eggs on top of their feet, when born the mother feeds the baby penguin food that she has stored in her stomach).
 5. Fill in the L section of the KWL chart about what the children have learned about penguins. Guide the children to recall information that will be used in making the big books. (Penguins live in....., penguins lay....., penguins eat....., penguins are good at.....)
 6. Divide kids into groups of 5-6 or by tables (each group will be making a big book about penguins). Give each child one page of their group's big book and have them complete the sentence on the page and illustrate it. Monitor students as they work in groups, reminding students that their illustrations should match the words on their page.
 7. When completed, let each group share their big book and compare how the children responded to each page.
 8. Keep the big books in the book center for children to refer to as they continue to study Antarctica.
- D. *Assessment/Evaluation*
1. Completion of big books. Illustrations match the words on the pages of the book.
- E. *Extension*
1. Fun game or center activity: Have the children put on a pair of flippers to see how far they could carry an egg (on the flippers) before it rolled off or broke.

LESSONS

Lesson Six: How Much Can a Panda Eat?

Daily Objectives

1. Concept Objective(s)
 - a. The student understands that animals have basic needs. (TEKS Science K.9)
 - b. The student will understand how animals adapt in certain areas.
 - c. The student responds to various texts. (TEKS LA K.10)
 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. The student will discuss meanings of words and develop vocabulary through meaningful/concrete experiences. (TEKS LA K.8A)
 - b. The student will develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (TEKS LA K.8B)
 - c. The student will listen to stories being read aloud. (TEKS LA K.10A)
 - d. The student will use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects. (TEKS Math K.1A)
 - e. The student will identify basic needs of living organisms. (TEKS Science K.9A)
- A. *Materials*
1. Enchantedlearning.com

2. Panda Bears by Diana Star Helmer
 3. Pencil
 4. Bottle of Glue
 5. Kid size chair
 6. Table
 7. Student that weighs approximately 40 pounds.
 8. Book
 9. Scale for weighing items
- B. *Key Vocabulary*
1. estimate- an educated guess
- C. *Procedures/Activities*
1. Ask the children to tell you what they know about panda bears.
 2. Remind children where the continent of Asia is located in reference to other continents previously studied (North of or above Antarctica, to the right of or East of North America). Ask one child to locate it on a map or globe.
 3. Using enchantedlearning.com and Panda Bears by Diana Star Helmer pages 13 and 14 read facts about Pandas and discuss a panda's diet.
 4. Ask the children if they can recall about how much bamboo a panda eats in one day.
 5. Brainstorm items that might weigh approximately 40 pounds.
 6. Introduce the vocabulary word *estimate* and give examples of things that can be predicted. Explain that when we give predictions, they are not always exact, but should be close.
 7. Display a pencil, table, a child, kid chair, bottle of glue, book, and let each child *predict* what item they think my weigh approximately 40 pounds.
 8. Using the scale, place each item on the scale and see how much it weighs. After each weighing, discuss if the item weighs more than, less than, or the same as, what a panda eats.
 9. As a class, decide which item has the closest weight to how much a panda bear eats in one day.
- D. *Assessment/Evaluation*
2. Monitor the children's responses to the comprehension of a panda diet.
 3. Evaluate the conceptual understanding of items that weigh 40 pounds.

LESSONS

Lesson Seven: South America Animals

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands that animals have basic needs. (TEKS Science K.9)
 - b. The student will understand how animals adapt in certain areas.
 - c. The student responds to various texts. (TEKS LA K.10)
 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. The student will discuss meanings of words and develop vocabulary through meaningful/concrete experiences. (TEKS LA K.8A)

- b. The student will develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (TEKS LA K.8B)
- c. The student will listen to stories being read aloud. (TEKS LA K.10A)
- d. The student will generate ideas before writing on assigned tasks. (TEKS LA K.15E)
- e. The student will observe and record stages in the life cycle of organisms in their natural environment. (TEKS Science K.7D)
- f. The student will identify basic needs of living organisms. (TEKS Science K.9A)
- g. The student will give examples of how living organisms depend on each other. (TEKS Science K.9 B)
- h. The student will identify ways that the Earth can provide resources for life. (TEKS Science K.9 C)

B. *Materials*

- 1. Who Lives in the Rainforest? by Susan Canizares & Mary Reid
- 2. Graphic organizer on butcher paper split into three columns labeled at the top (Herbivore-Plant Eater, Carnivore-Meat Eater, Omnivore-Plant and Meat Eater). This needs to be on an easel or somewhere accessible for the children to use for interactive writing.
- 3. One copy of Rainforest Animals mini book for each child cut and prepared by teacher before beginning the lesson. Put as many of Appendix C-2 as you think your children can complete successfully.

C. *Key Vocabulary*

- 1. herbivore-plant eating animal
- 2. carnivore-meat eating animal, eats other animals
- 3. omnivore- animal that eats both plants and animals

D. *Procedures/Activities*

- 1. Read Who Lives in the Rainforest? and discuss the layers of the rainforest each animal lives in.
- 2. Introduce the vocabulary words herbivore, carnivore, and omnivore and brainstorm what some of the animals might be that you just read about.
- 3. Read aloud the black and white page at the very end of the book Who Lives in the Rainforest? about each animal and their diet.
- 4. As you read about each animal, use the graphic organizer labeled (at the top) Herbivore-Plant Eater, Carnivore-Meat Eater, and Omnivore-Plant and Meat Eater to list through interactive writing the animal's name under the correct column.
- 5. Brainstorm other animals that you have learned about while studying the South American Rainforest or read about new rainforest animals and show pictures from books or clipart (such as sloth, harpy eagle, gorilla, frog) and write them in the correct column of the graphic organizer.
- 6. Pass out a mini book to each child. Read the mini book aloud together so children will be able to read all the words when they are working on their own. Allow the children to use the graphic organizer if needed for spelling and/or ideas.

E. *Assessment/Evaluation*

- 1. Assess mini books for understanding

LESSONS

Lesson Eight: Australia

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands that animals have basic needs. (TEKS Science K.9)
 - b. The student will understand how animals adapt in certain areas.
 - c. The student responds to various texts. (TEKS LA K.10)
 2. Lesson Content
 - a. Offspring are much 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. The student will discuss meanings of words and develop vocabulary through meaningful/concrete experiences. (TEKS LA K.8A)
 - b. The student will develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (TEKS LA K.8B)
 - c. The student will listen to stories being read aloud. (TEKS LA K.10A)
 - d. The student will sort organisms and objects into groups according to their parts and describe how the groups are formed. (TEKS Science K.6 A)
 - e. The student will observe and record stages in the life cycle of organisms in their natural environment. (TEKS Science K.7D)
 - f. The student will identify basic needs of living organisms. (TEKS Science K.9A)
- B. *Materials*
1. Nature's Children: Kangaroos by Bill Ivy
 2. Butcher paper with a word web drawn on it
 3. Other books about kangaroos or marsupials
 4. Marsupial handout (Appendix D-1)
 5. 2-4 baby dolls or stuffed animals
 6. 2-4 small backpacks
- C. *Key Vocabulary*
1. marsupial-a class of mammal whose females carry their young in a pouch until they are fully developed.
 2. joey- a baby kangaroo.
- D. *Procedures/Activities*
1. Display the butcher paper word web with the word kangaroo in the big middle circle.
 2. Ask the children to tell you words that come to mind when you think about kangaroos (jump, pouch, baby, joeys, big feet). Have the children come to the word web and fill in the surrounding bubbles with the words that remind them of kangaroos.
 3. Introduce the vocabulary word *marsupial* and *joey* then read Nature's Children: Kangaroos, or any non-fiction book about kangaroos. Briefly discuss kangaroos' diets, habitat, how they care for their young, and any other learned information.
 4. Using a map ask the children to recall where kangaroos live and find that continent on the map.
 5. Review the definition of a marsupial and brainstorm other animals that carry their young in a pouch (wombats, koalas, Tasmanian devils, opossums). Have students individually complete the marsupial handout (Appendix D-1).
- E. *Assessment/Evaluation*
1. Successful completion of the marsupial handout (Appendix D-1) and participation in the kangaroo relay.

- F. *Extension*
1. Divide the class into two to four groups and explain that they are going to pretend to be a marsupial. Demonstrate by putting a backpack on backwards (put the straps in front of you so that the pouch is on your stomach) and placing the baby doll or stuffed animal in the pouch.
 2. Go outside and designate a start, turn around spot, and finish (which would be the same as start) and tell the groups they will be participating in a kangaroo relay. The children will line up and take turns putting on the pouch (backpack) with the joey (baby doll or stuffed animal) in it, then hopping like a kangaroo to the designated turn around spot and then back to pass the pouch and joey to the next teammate.

VI. CULMINATING ACTIVITY

1. Using a shoe box and any kind of art supplies, the children can create a habitat for one animal that they have learned about this year and present it to the class for review. Discuss what you would find in an animal habitat such as the animal's food, shelter, water, and surroundings.

HANDOUTS/WORKSHEETS.

1. Bison Picture
2. Penguins Big Book Title Page
3. Penguin Big Book page 1
4. Penguin Big Book page 2
5. Penguin Big Book page 3
6. Penguin Big Book page 4
7. Penguin Big Book page 5
8. Rainforest Animals mini book
9. Rainforest Animals mini book continued
10. Marsupial worksheet

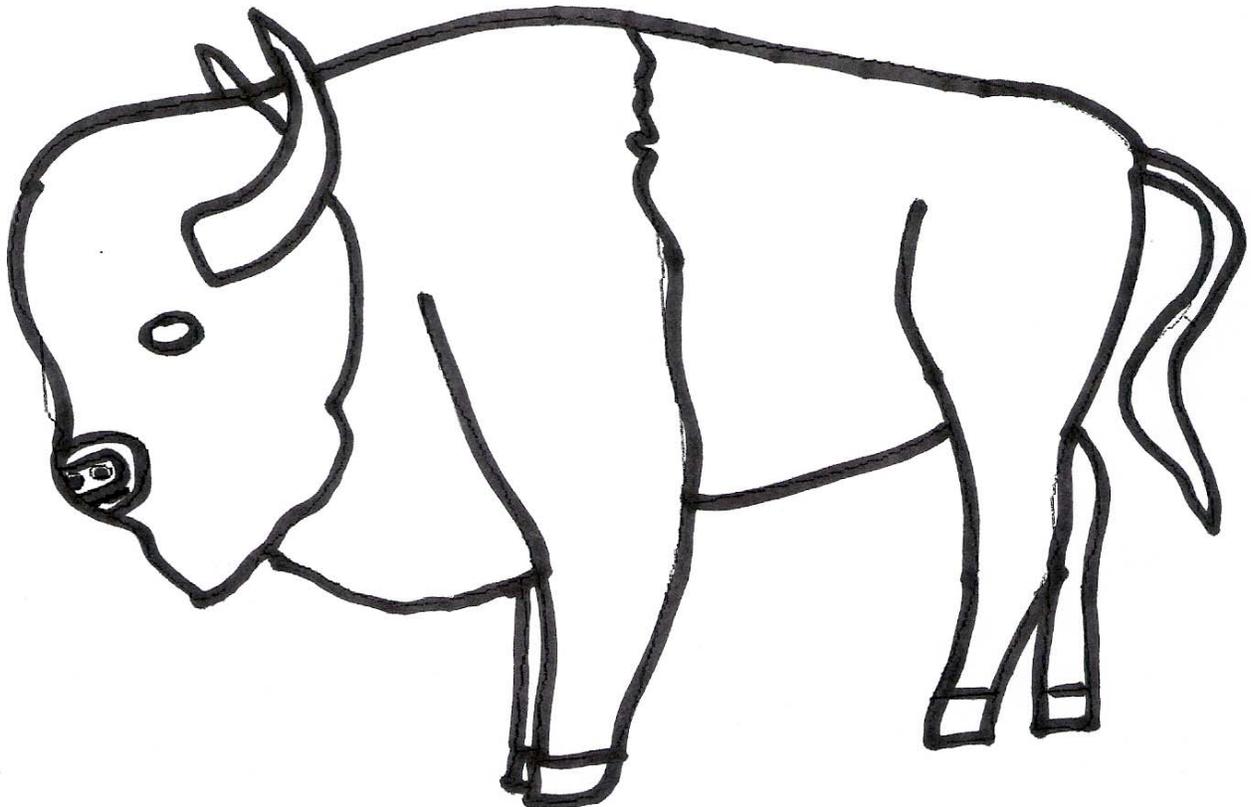
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Appendix A-1

Bison Picture

Use the computer or copy machine to adjust the size to fit appropriately when cut out and glued on the child's habitat drawing.



All About Penguins

By: _____

Penguins live in

Appendix B-3

Penguins lay _____.

Appendix B-4

Penguins eat _____.

Appendix B-5

Penguins can _____.

Penguins are good at

Rainforest Animals

By: _____

Rainforest Animals

By: _____

Rainforest Animals

By: _____

Rainforest Animals

By: _____

in

_____ live in
the rainforest.

Name _____

Circle the marsupials on this page.

Panda

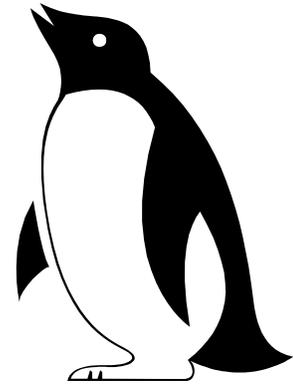


Wombat



Kangaroo

Penguin



Giraffe



Koala

