

What Animals Need

Grade Level or Special Area: Kindergarten

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Length of Unit: 8 lessons (7 20-minute lessons, 1 lesson with a varying time limit, and 1 2-hour field trip)

I. ABSTRACT

- A. In this unit, kindergarten students will develop a deeper understanding of animals. They will study what animals need to survive as well as how to care for them. The students will get learn how to safely be with animals, then they will get to interact with many different kinds of pets through an Animal Showcase and a field trip.

II. OVERVIEW

- A. Concept Objectives
1. Understand safety precautions around all types of animals. (adapted from Colorado Model Content Standards Science 3.1)
 2. Recognize the difference between living and non-living things. (adapted from Colorado Model Content Standards Science 3.1)
 3. Understand what an animal's basic needs are. (adapted from Colorado Model Content Standards Science 3.1)
 4. Understand that animals eat plants and other animals for food. (adapted from Colorado Model Content Standards 3.2)
 5. Understand how animals have offspring. (adapted from Colorado Model Content Standards 3.2)
- B. Content from the *Core Knowledge Sequence*
1. Science: Kindergarten: Animals and their Needs (page 19)
 1. Animals, like plants, need food, water, and space to live and grow.
 2. Plants make their own food, but animals get food from eating plants or other living things.
 3. Offspring are very much (but not exactly) like their parents.
 4. Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.
 5. Pets have special needs and must be cared for by their owners.
- D. Skill Objectives
1. Tell what an animal is through the Animal Log.
 2. Identify safety precautions to take with animals.
 3. Identify and describe living and non-living things. (Colorado Grade Level Expectations)
 4. Tell what animals need to survive.
 5. Identify that water is important to all living things on Earth. (Colorado Grade Level Expectations)
 6. Students will correctly identify which animal eats which type of food.
 7. Identify an animal's habitat.
 8. Describe some plants and animals that live in different places (e.g. polar bear) and how they are different. (Colorado Grade Level Expectations)
 9. Show through a game that baby animals are not the exact same as parents.
 10. Match a picture of a baby animal with a picture of an adult animal.
 11. Demonstrate how to care for pets.
 12. Interact with animals in the correct way.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Hirsch, E.D. and Wright Souzanne. *Core Knowledge Grade K Teacher Handbook*
 - 2. Hirsch, E.D. *What You Kindergarten Needs to Know.*
 - 3. Parsons, Alexandra. *Amazing Mammals.*
- B. For Students
 - 1. Plants and Plant Growth (Kindergarten)

IV. RESOURCES

- A. *Wild Animals ABC: An Alphabet Book* by Michael Dahl (Lesson Three)
- B. *Whose House Is This? A Look at Animal Homes-Webs, Nests, and Shells* by Elizabeth Gregoire (Lesson Five)
- C. *Amazing Mammals* by Alexandra Parsons (page 28) (Lesson Six)

V. LESSONS

Lesson One: Pre-assessment and Animal Safety (one 20-minute lesson)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand safety precautions around all types of animals.
 - 2. Lesson Content
 - a. Pets have special needs and must be cared for by their owners.
 - 3. Skill Objective(s)
 - a. Tell what an animal is through the Animal Log.
 - b. Identify safety precautions to take with animals.
- B. *Materials*
 - 1. Animal cards: 20-30 animals (pictures cut out of magazines glued onto index cards or tag board with the name of the animal written below it): one for each student (Tip: laminate the cards so that they can be used many times!) *Note: These will take time to prepare before the unit. Some examples using clip-art are available in Appendix I.*
 - 2. The class pet (fish or any small animal)
 - 3. "Caring for Animals" worksheet for each student (Appendix A)
 - 4. Pencil for each student
 - 5. Crayons for each student
- C. *Key Vocabulary*
 - 1. An *animal* is any living organism that breathes and moves around.
- D. *Procedures/Activities*
 - 1. Gather students on the rug. Tell students that you are going to play a game where one student is going to act like an animal and the other students will guess what animal they are. Give each student an animal card as they come up. Have students take turns acting out the animal on their card for the other students to guess. (Each student will only have about 30 seconds.)
 - 2. Say: *For the next few weeks, we will be studying animals in our classroom. You will be able to see and touch many different kinds of animals. We are also going to make an Animal Log with the work we will do so that you can always remember what we learned about animals.* Tell students: *Before we are able to bring animals into our classroom and begin our study, we must know how to behave toward animals. How can you be safe around animals?* Have students

give examples of animals that they should stay away from for safety reasons. Some answers are: rattlesnakes, bears, lions, poisonous animals, etc.

3. *If you were visiting a friend's house and you saw a cat, how should you treat the cat?* Have many students answer the question. The answers that you should look for are: 1. Approach the animal slowly. 2. Ask the owner's permission to pet the cat. 3. Touch the animal softly. 4. Wash hands after finished petting the cat. 5. Do not scare the cat. 6. Don't feed the cat unless the owner gives permission.
4. After many children have had the chance to share ideas of animal safety, bring out the fish. Introduce the fish to the students (with name) and tell them that the fish will be a friend in the classroom while we are studying animals. They will have the chance to observe the fish and be able to care for it. Ask ways that students know to care for the fish. Some possible answers are: 1. Feed the fish special food. 2. Clean the fish's bowl frequently. 3. Keep clean water in the bowl.
5. Have students return to their seats. As an assessment for the unit, have students draw ways to care for and ways to be safe around animals. The students should draw caring for animals at home. Each student should dictate to the teacher a way that they can care for a pet. They should be able to write the name of the animal below the picture they draw (or beginning and ending sounds). Students use a pencil and crayons to make their pictures. All student work from the unit will be kept and made into an Animal Log. (The animal log will consist of all the students' work bound together. It will have a cover that students can decorate. The logs will be made when all work is finished.)

E. *Assessment/Evaluation*

1. Have students turn in "Caring for Animals" (Appendix A). The teacher will keep all students' work to make the Animal Logs.

Lesson Two: Differences Between Living and Non-living Things (one 20-minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Recognize 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. Identify and describe living and non-living things.

B. *Materials*

1. The class pet (fish)
2. A stuffed animal (preferably a stuffed fish)
3. A wind up toy or stuffed animal that moves
4. "Differences between living and not living" worksheet for each student (Appendix B)
5. Pencil for each student
6. Crayons for each student

C. *Key Vocabulary*

1. A *living thing* is something that breathes and moves around.

D. *Procedures/Activities*

1. Gather students on the rug. Bring the fish down onto the rug as well. Say: *Yesterday we learned about how to treat animals. Today we are going to look at our class pet more. We are also going to look at another animal.* Give each student the opportunity to see the fish and observe it for a few minutes. While

the students are observing the fish, ask questions like: *What do you see the fish doing? How does it move around? How does the fish breathe?* (Modification: This can be done with any type of animal, as long as the animal and the stuffed animal are the same.)

2. Then, bring out the stuffed animal. Ask students what it is. Students will answer “a stuffed animal” or a “fish.” Give all students the opportunity to touch the stuffed animal.
3. Ask students: *Which of my two animals is living? Which is not living? How do we know? Let’s talk about what makes an animal living.* Ask students to describe the real fish. They will say things like: it lives in water, it swims, has two eyes, makes bubbles in the water, breathes through gills, etc.
4. Then, ask students to describe the stuffed fish. They will say things like: it has two eyes, it does not live in water, does not move around, does not breathe through gills, etc.
5. Ask students: *What does the real fish do that the stuffed fish does not do that makes it living?* Students will answer breathing and swimming (moving around).
6. Bring out the wind up toy. Show that it can also move around. Ask students: *Does it mean that this toy is alive? It moves around like the real fish!* The students will answer that something must both move and breathe.
7. Using objects and people already in your classroom, ask whether or not they are alive. Use the walls, students, tables, etc.
8. Ask students: *Are all animals living things?* They should answer “yes.” Have students give examples of animals that move around and breathe: elephants, lions, sharks, etc.
9. Ask students a few times about what makes something living. They should always answer, “it must breathe and move around.” Write this answer on the board as the students return to their seats. Try to write the answer in the form that it appears on the worksheet “Differences between living and not living” (Appendix B).
10. Explain the worksheet and have students draw two pictures of a living thing and two pictures of a non-living thing. They should also fill out the bottom sentence (a modification is to have it written on the board for spelling.) Students will use pencils and crayons to write and draw pictures. They must have at least two pictures of each a living thing and a non-living thing. They also should have the bottom sentence filled in correctly. The bottom sentence should read: “Something is living if it breathes and moves.” (A modification is that more advanced students may write the name of the pictures that they drew. Another modification for students who may have difficulty writing could be to have another animal or a picture of a real animal as well as a stuffed animal. Have students point to the animal that is living and tell why it is living.)

E. *Assessment/Evaluation*

1. Have students turn in “Differences between living and not living” worksheet (Appendix B). The teacher will keep all student work to put into the Animal Logs.

Lesson Three: What Animals Need to Survive (one 20-minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand what an animal’s basic needs are.
2. Lesson Content
 - a. Animals, like plants, need food, water, and space to live and grow.

3. Skill Objective(s)
 - a. Tell what animals need to survive.
 - b. Identify that water is important to all living things on Earth.
- B. *Materials*
 1. *Wild Animals ABC: An Alphabet Book* by Michael Dahl
 2. Animal cards (same from Lesson One)
 3. Class pet (fish)
 4. “What animals need” worksheet (Appendix C) for each student
 5. Pencil for each student
 6. Crayons for each student
- C. *Key Vocabulary*
 1. An *animal* is any living organism that breathes and moves around.
 2. To *survive* is to live or remain living.
 3. *Shelter* is something that provides cover or protection.
- D. *Procedures/Activities*
 1. Tell students: *Today we are going to continue talking about animals and what they need to live.* Ask students: *What do you need to survive?* They will give answers like water, food, house, clothes, air, etc.
 2. Read *Wild Animal ABC* to the students. If you have time constraints, a possibility might be to read half of the book now and half during the next lesson or at another time.
 3. Ask students: *What did the animals in the book need to survive?* They will give answers like food, water, air, shelter, etc. *What does our fish need to survive?* There will be answers such as food, clean water, etc.
 4. Pass out “What animals need” (Appendix C). Have a quick discussion about what animals need. Say: *What animals need and what we need are the same! To help us remember what animals need, we are going to draw pictures and write what animals need to live!* Help students fill in the blanks of the top sentence. It should read: “Animals need food, water, air, and shelter to live.” (The order may be mixed around if needed.) Students should also draw pictures of animals eating, drinking water, etc. Students must draw at least three pictures of what animals need. (Modification: draw pictures of animal needs instead of writing the words.)
- E. *Assessment/Evaluation*
 1. Students show the teacher and turn in “What animals need” (Appendix C). Students should have all the words written and at least three pictures of animals and their needs. Teacher saves the work for the Animal Logs.

Lesson Four: What Animals Eat (one 20-minute lesson)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand that animals eat plants and other animals for food.
 2. Lesson Content
 - a. Plants make their own food, but animals get food from eating plants and other living things.
 3. Skill Objective(s)
 - a. Students will correctly identify which animal eats which type of food.
- B. *Materials*
 1. Animal cards (same from previous lessons)
 2. Class pet (fish)
 3. Two plants

4. Two pieces of play food (steaks or another type of meat)
 5. “What animals eat” worksheet for each student (Appendix D)
- C. *Key Vocabulary*
1. An *animal* is any living organism that breathes and moves around.
 2. A *carnivore* is an animal that eats meat.
 3. A *herbivore* is an animal that eats plants.
 4. A *omnivore* is an animal that eats both meat and plants.
- D. *Procedures/Activities*
1. Have students gather on the rug. Ask students: *What is your favorite type of food?* Allow many students to give answers of their favorite food.
 2. Tell students that each animal has their own favorite type of food. Explain that some animals eat just meat, some eat just plants, and some eat both. Tell students that an animal that eats just meat is called a carnivore. Have students repeat the word “carnivore” at least two times. Tell students that an animal that eats just plants is called an herbivore. Have students repeat the word “herbivore” at least two times. Tell students that an animal that eats both plants and meat is called an omnivore. Have students repeat the word “omnivore” at least two times.
 3. Bring out the class fish. Ask the students what the fish eats. (If the students just answer “fish food,” have them be more specific. The teacher might need to explain that the fish food is made from plants.)
 4. Show students some animal cards. Place the plant, the play food, and a station with both a plant and play food at different places in the room. Pick a few students and give them each an animal card. One at a time, have each student walk to the food that the animal on their card eats.
 5. Have students return to their seats. Give each student a “What animals eat” worksheet. Explain to students that they should circle either “meat,” “plants,” or “meat and plants” depending on what the animal pictured eats. (You might want to explain that meat can mean any other animal that is eaten.)
- E. *Assessment/Evaluation*
1. Students will use “What animals eat” worksheet (Appendix D) and circle either “meat,” “plants,” or “meat and plants” depending on what the indicated animal eats. The answer key for this worksheet is located in Appendix E. Students should have answers that match the answer key. Teacher will save all student work for the Animal Logs.

Lesson Five: Animal Habitat (one 20-minute lesson)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what an animal’s basic needs are.
 2. Lesson Content
 - a. Animals, like plants, need food, water, and space to live and grow.
 3. Skill Objective(s)
 - a. Identify an animal’s habitat.
 - b. Describe some plants and animals that live in different places (e.g. polar bear) and how they are different.
- B. *Materials*
1. *Whose House Is This? A Look at Animal Homes-Webs, Nests, and Shells* by Elizabeth Gregoire
 2. “Animal homes” animal cut-outs (Appendix F) for each student

3. Scissors for each student
 4. “Animal homes” worksheet #1 (Appendix G) and “Animal Homes” worksheet #2 (Appendix H): one each per student
 5. Pencil for each student
 6. Crayons for each student
 7. Glue or glue sticks: one bottle or stick per pair of students
- C. *Key Vocabulary*
1. A *habitat* is the environment where an animal lives.
 2. An *animal* is any living organism that breathes and moves around.
- D. *Procedures/Activities*
1. Gather students on the rug. Read *Whose House Is This?* to the students. Since the book is a guessing book, have students guess the habitat of the animal when the picture is shown.
 2. Ask students: *What did you notice about each of these animal homes? Were they all the same?* Students will answer no and say that they were all different.
 3. Brainstorm as a class animals that live in a particular area. (Ex: If you are choosing to do animals that live in the jungle, students will answer tigers, elephants, pandas, etc.) Brainstorm about 2-3 different areas. Some areas that can be used are: the jungle, the desert, the ocean, and the arctic.
 4. Say to students: *An animal’s home is called their habitat. We can see that each different type of animal has its own habitat. Now we get to make habitats for some animals.*
 5. Have students return to their seats. Give each student a copy of “Animal homes” animal cut-outs (Appendix F). Students may color each of the animals. Explain that they will be creating a habitat for each of the animals. Remind students to match the correct animal to the correct box. Each animal is labeled, so have students look at the beginning letters to match. (Modification: Put a small version of the animal picture in each box for students to match the picture to the habitat.)
 6. The students may use their crayons and pencils to draw the habitat of each animal. Have students use their scissors to cut out the four animals on the lines provided. They should draw the habitat in the correct box of Appendix G or Appendix H. Once the habitat is created, the students will glue the animal in the box.
- E. *Assessment/Evaluation*
1. Students will show the teacher the habitats that they created for each of the animals. Students will explain why they put each animal in a particular habitat. The teacher will keep all student work for the Animal Logs.

Lesson Six: Baby Animals Matching Game

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how animals have offspring.
 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. Show through a game that baby animals are not the exact same as parents.
 - b. Match a picture of a baby animal with a picture of an adult animal.

B. *Materials*

1. *Amazing Mammals* by Alexandra Parsons
2. Animal cards (same from previous lessons)
3. Baby animal cards (use the same animal from the animal cards, but put pictures and names of the baby animals instead)
4. Memory game tiles with baby animals and adult animals (These can be made the same as the animal cards, but smaller. They can also be bought at a game store or a teacher store.): 20 tiles per pair of students (Tip: laminate the cards so they can be used many times!) Sample cards are available in Appendix I.

C. *Key Vocabulary*

1. The *offspring* are the children of an animal or human being.

D. *Procedures/Activities*

1. Gather students on the rug. Read page 28 of *Amazing Mammals* to the students.
2. Bring out animal cards and baby animal cards. Pick one animal from each deck (same animal: one adult and one baby). Choose an animal that is similar as an adult and a baby (tiger). Ask students: *Are both these animals the same?* They will respond yes because they are both tigers (or whatever animal you are using). Ask: *What is different about them?* Students will probably discuss color, size, and age.
3. Get two more animal cards from each deck, but this time make it an animal that does not look the same as an adult and a baby (frog). Ask student: *Are both these animals the same?* They will probably say no since they do not look the same. Discuss with them that they are the same, but some animal babies do not look the same as others.
4. Tell students: *We are going to play a game with baby animals and adult animals. We are going to match the picture of a baby animal with the picture of the parent.*
5. Demonstrate how to lay the 20 matching game tiles out on the floor in a 4X5 block face down. Tell students to take turns turning two cards over. Tell students: *When you have a pair of one baby animal and one adult animal, they get to take those cards out of the game and put them in a pile. Take turns turning over cards, and make sure that you pay attention to where each card is so you can get a pair! Whoever has the most cards at the end of the game wins! It is important that we take turns and play fairly. What does it mean to play fairly?* Students will give answers like: take turns, share, be nice, etc.
6. Divide the students into pairs either by drawing names or letting students pick a partner. Give each pair 20 memory game tiles and have them play the game according to the directions previously given. Each pair will play the game at various spots around the room.

E. *Assessment/Evaluation*

1. Teacher will informally assess students on their ability to match pairs of adults and babies as they play the game.

Lesson Seven: Pet Care (one 20-minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand what an animal's basic needs are.
 - b. Understand safety precautions around all animals.
2. Lesson Content
 - a. Pets have special needs and must be cared for by their owners.
3. Skill Objective(s)

- a. Demonstrate how to care for pets
- B. *Materials*
 - 1. Various pet care supplies (brushes, food dishes, leash, fish nets, cages, bedding, toys, food, etc.) *All supplies need to be specific to one pet.*
 - 2. Stuffed animals (one dog, one cat, one fish, one hamster)
 - 3. “Pet Care” (Appendix J): one per student
 - 4. Crayons for each student
 - 5. Pencil for each student
- C. *Key Vocabulary*
 - 1. A *pet* is a domesticated animal often used for companionship.
- D. *Procedures/Activities*
 - 1. Gather students on the rug. Bring out the pet care supplies. Ask students: *What are all of these supplies used for?* Students will respond that they are used for caring for pets. Some might say they use a brush to brush their dog’s fur or use the cage for their hamster.
 - 2. Say: *Many of us have pets at home that we love. We also need to care for our pets. They need us so that they can live. Today we are going to talk about ways that we can help our pets. I have brought in many supplies that we can use to care for our pets. I have also brought some pets with me today* (show students the stuffed animals) *and we are going to decide which supplies we use for each pet.*
 - 3. Place the stuffed animals at various places around the room. One at a time, have the students take turns bringing the various pet supplies over to the animal that it is used for. For example, the cage will be brought to the hamster, the cat toy will be brought to the cat, etc.
 - 4. If a student has trouble deciding which animal goes with a certain object, have the student get help from another classmate.
 - 5. Have students return to their seats. Give each student “Pet Care” (Appendix J). Have them draw a picture of a way they can care for each animal pictured. (If a student is struggling, have them go to the specific pet they are on and see what is by that pet.) Students should choose one pet that they drew a picture for and dictate to the teacher how they decided the pet should be cared for.
- E. *Assessment/Evaluation*
 - 1. Have students turn in “Pet Care” (Appendix J). Teacher will keep all students’ work to be placed in their Animal Log.

Lesson Eight: Animal Showcase (one lesson-varies on time)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand what an animal’s basic needs are.
 - b. Understand safety precautions around all animals.
 - 2. Lesson Content
 - a. Pets have special needs and must be cared for by their owners.
 - 3. Skill Objective(s)
 - a. Interact with animals in the correct way.
 - b. Identify safety precautions to take with animals.
- B. *Materials*
 - 1. “Parent letter” (Appendix K): sent home about a week or two in advance
 - 2. “Animal Showcase” (Appendix L): one for each student
 - 3. “Animal Log Cover” (Appendix M): printed on colored tag board
 - 4. Another sheet of colored tag board for the back of the Animal Log

5. Plastic spiral bindings: one for each student
- C. *Key Vocabulary*
1. A *pet* is a domesticated animal often used for companionship.
- D. *Procedures/Activities*
1. Organize parents to bring pets from home by sending home “Parent letter” (Appendix K) two weeks before the Animal Showcase (one week before the unit starts).
 2. Before the presentations, review the proper way to interact with animals with the class. Tell students: *We are going to have many animals come into our classroom today. One might be the animal that you have living at home with you. What are some ways that we can make sure that we are safe around these animals and that they are safe?* Students will give answers from Lesson One: approach the animal slowly; wait for permission to pet the animal; touch the animal softly; wash hands after finished petting the animal; do not scare the animal; don’t feed the animal. If students do not give all the answers, make sure that the teacher brings them up before the animals come into the classroom.
 3. Tell students: *You will be drawing a picture of your favorite animal that you see today, so make sure that you are asking questions about the animal and remembering what it looks like. We will also talk about the animals at the end of our day. Please remember to be calm and safe around the animals in our class.*
 4. Set up 10-minute time slots for pet presentations. The length of the lesson will depend on how many parents sign up. The child may help with the presentation. Each presentation will consist of the parent and child introducing the pet to the class, telling how it is cared for, what it eats, and showing tricks. The students will also be given the opportunity to pet and interact with the pet if given permission by the parent.
 5. Gather all students on the rug for the Animal Showcase. Ask questions to the parents and the students about the pets like: *How is this animal cared for? What toys does it like? Where does it sleep?*, etc.
 6. After all presentations are over, have students return to their seats. Give each student a copy of “Animal Showcase” worksheet (Appendix L). On the worksheet, all students should draw their favorite animal that they saw during the Animal Showcase. Have students dictate why that animal was their favorite to the teacher. If time permits, have students share with the class the animals that they liked.
 7. When finished, give each student “Animal Log Cover” printed on colored tag board. Have them write their name in the blank and color the animals.
- E. *Assessment/Evaluation*
1. Have students turn in “Animal Showcase” (Appendix L). Teacher keeps all student work for the Animal Logs. Have students turn in “Animal Log Cover” (Appendix M). Organize all student work in the order that it was done during the unit. Have a parent or aide help to use the plastic spiral bindings and the tag board back to make each child their Animal Log.

VI. CULMINATING ACTIVITY

- A. Field Trip to the Denver Dumb Friend’s League:
Call the Denver Dumb Friend’s League at least four weeks before the desired date. Set up a tour of the shelter and a class. The students will be able to attend the class and learn more about animals and caring for the animals at the shelter. They will also be able to take a tour of the shelter and see some of the pets that are there. There is an interactive

center that the students can learn more about caring for pets. The tour and class are about 1 ½ hour long.

- B. If the field trip is not an option: Have centers set up around the room for students to work more with animals. Have videos and recordings of animals that students can watch and listen to.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: “Caring for Animals” worksheet
- B. Appendix B: “Differences between living and not living” worksheet
- C. Appendix C: “What animals need” worksheet
- D. Appendix D: “What animals eat” worksheet
- E. Appendix E: “What animals eat” answer key
- F. Appendix F: “Animal homes” animal cut-outs
- G. Appendix G: “Animal homes” worksheet #1
- H. Appendix H: “Animal homes” worksheet #2
- I. Appendix I: Sample Animal Cards and Baby Animal Cards (also to be used for Matching Game)
- J. Appendix J: “Pet Care” worksheet
- K. Appendix K: “Parent letter” (to be sent home one week before the unit starts)
- L. Appendix L: “Animal Showcase” worksheet
- M. Appendix M: “Animal Log Cover”

VIII. BIBLIOGRAPHY

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Appendix A

Name _____

Caring for Animals

Draw a picture of caring for a pet at home.

Appendix B

Name _____

“Differences between living and not living”

Draw 2 things that are living.

Draw 2 things that are not living.

Something is living if it _____ and _____.

Appendix C

Name _____

What animals need

Animals need _____, _____,

_____ and _____ to live.

Draw a picture of 3 animals and draw what they need to survive.

Appendix D

Name _____

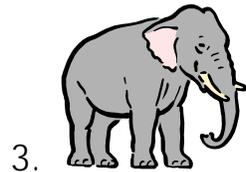
What animals eat



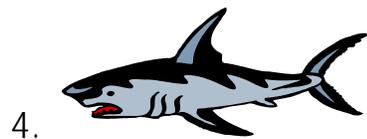
A lion eats:



A zebra eats:



An elephant eats:



A shark eats:



A kindergarten student eats:



Appendix E

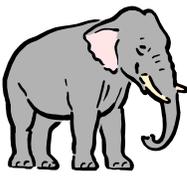
What animals eat (answer key)

1.  A lion eats:

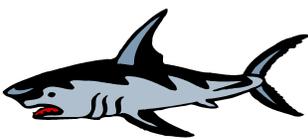
 meat  plants  meat and plants

2.  A zebra eats:

 meat  plants  meat and plants

3.  An elephant eats:

 meat  plants  meat and plants

4.  A shark eats:

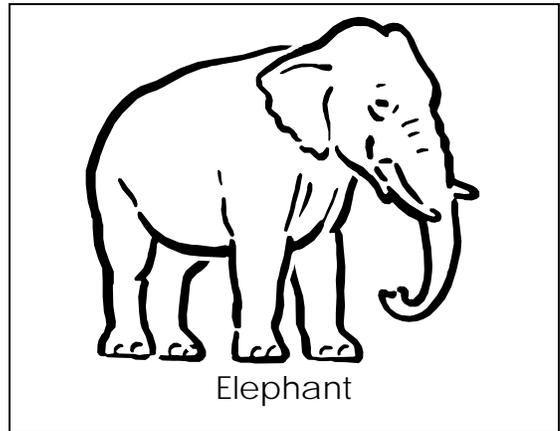
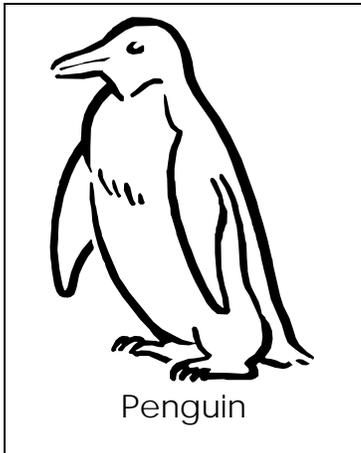
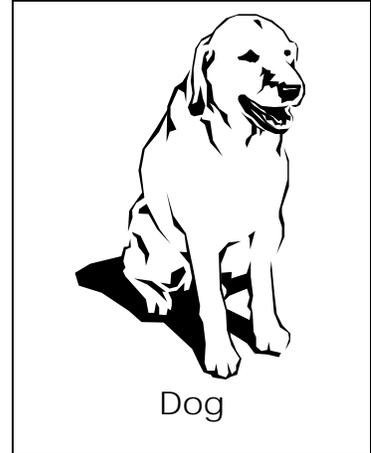
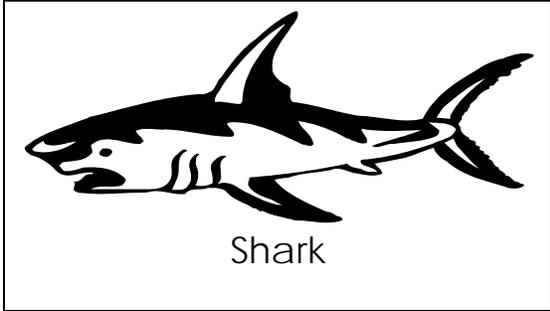
 meat  plants  meat and plants

5.  A kindergarten student eats:

 meat  plants  meat and plants

Appendix F

Animal homes (animal cut-outs)



Appendix G
Animal homes worksheet #1

Name _____

Shark's habitat

Dog's habitat

Appendix H
Animal homes worksheet #2

Name _____

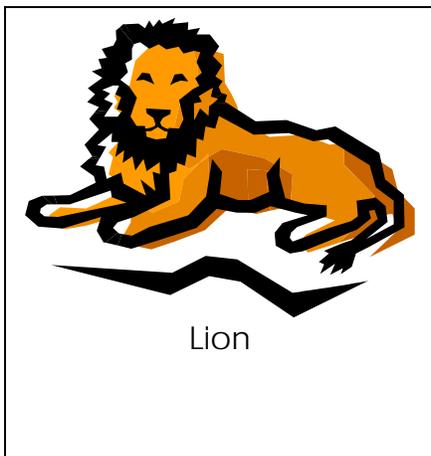
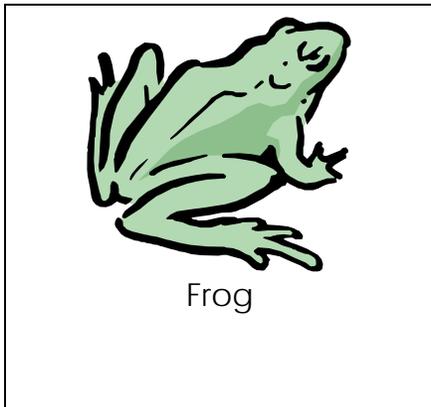
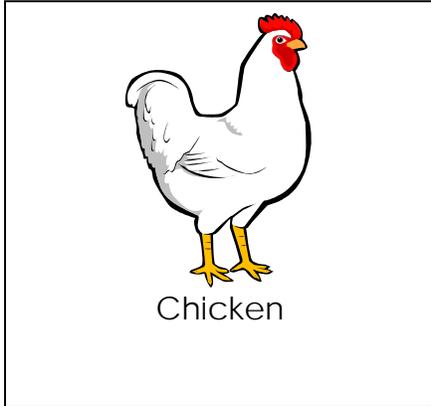
Penguin's habitat

Elephant's habitat

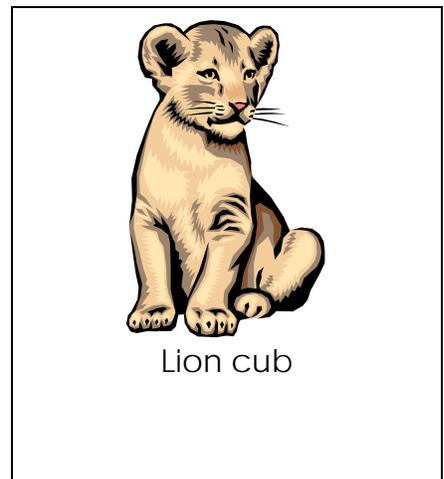
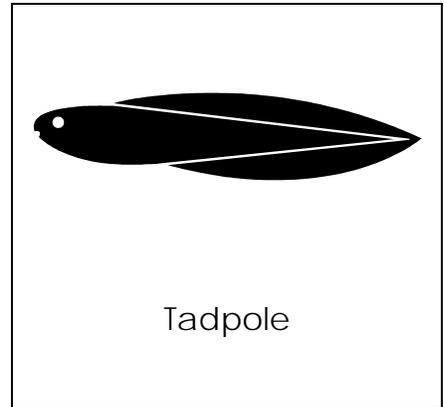
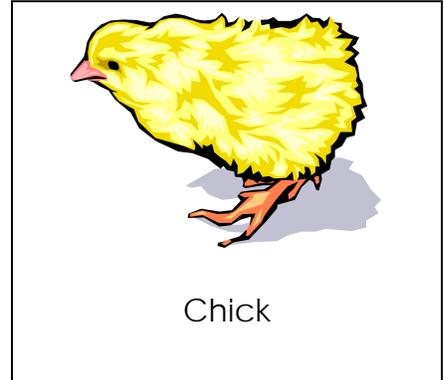
Appendix I

Sample animal cards

Adult Animal Cards



Baby Animal Cards



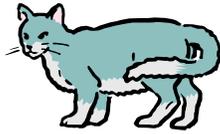
Appendix J

Name _____

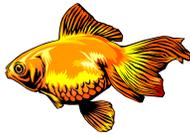
Pet Care



I can care for a _____ by:



I can care for a _____ by:



I can care for a _____ by:

Appendix K

Dear Parents,

In one week, the Kindergarten will start a unit on animals and their needs. We will be studying animal safety, what animals need to survive, baby animals, and pet care. These subjects will be able to help your student understand animals in more depth and give them the skills to care for animals at home.

One very exciting part of this unit is the Animal Showcase, where the students will be given the opportunity to interact with many different kinds of animals. The Animal Showcase will be on _____.

I am looking for adults who are willing to bring their pets from home for the Animal Showcase. I would love to have a diverse range of animals: dogs, cats, turtles, mice, gerbils, birds, horses, snakes, etc. **It is very important that your pet is child friendly!** All pets must be on a leash or in a proper cage when brought in. Each animal would be presented to your child's class for a 10-minute presentation. Each presentation could consist of introducing your pet to the class, telling what it likes to eat, how you care for it, and possibly some tricks. Also, if you give permission, students would love to touch and interact with your animal. If you are interested, please contact me at _____ by _____ and we can set up a time for you!

Thank you for your help!
Sincerely,

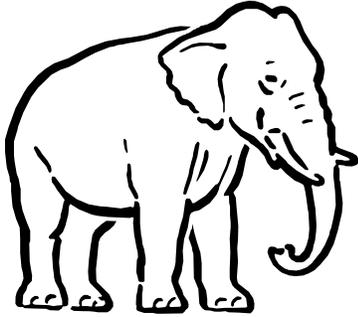
Appendix L

Name _____

My favorite animal at the Animal Showcase was:

Why?:

Appendix M



'S

Animal Log

