Sci-Port: LOUISIANA'S Science Center

Animal Defenses

Grades: K-3

Duration: 30 minutes

Program Description

Observe adaptations of live animals and discover what they need to survive. (Hands on interaction with the animals will depend upon their health and availability)

Louisiana GLE:

Kindergarten:
Science:
1. Ask questions about objects and events in the environment
2. Pose questions that can be answered by using students' own observations and scientific knowledge
4. Use the five senses to describe observations
24. Compare the human body with plants and animals
25. Identify easily observable variations within types of plants and animals

English Language Arts
Speaking and Listening
Standard 4
33. Initiate and sustain normal conversation on a specific topic with the teacher
40. Participate in designated roles within classroom activities

1st Grade:
Science:
1. Ask questions about objects and events in the environment
2. Pose questions that can be answered by using students' own observations and scientific knowledge
5. Use the five senses to describe observations
27. Identify what animals and plants need to grow and develop
29. Describe basic functions of parts of the body
32. Describe features of some animals that benefit them in their environments

English Language Arts
Writing
Standard 2
27. Use specific action and descriptive words
Speaking and Listening
Standard 4
45. Speak clearly at a speed and volume appropriate for the purpose and setting
53. Use active listening strategies
54. listen and respond to information presented in a variety if ways,

2nd Grade:
Science
1. Ask questions about objects and events in the environment
2. Pose questions that can be answered by using students' own observations and scientific knowledge
6. Use the five senses to describe observations
30. Identify physical characteristics of organism

English Language Arts
Reading and Responding
Standard 7
20. Apply basic reasoning skills
Writing
Standard 2
21. Use a greater variety of action and descriptive words
Speaking and Listening
Standard 4
38. Adjust speaking tone and volume to suit purpose and audience
42. Deliver informal presentations that demonstrate an understanding of a topic
44. Use active listening strategies, including asking for clarification and explanations

3rd Grade:
Science
1. Ask questions about objects and events in the environment
2. Pose questions that can be answered by using students' own observations and scientific knowledge
6. Use the five senses to describe observations
35. Compare structures (body parts) in a variety of animals

English Language Arts
Reading and Responding
Standard 7
22. Apply basic reasoning skills
Speaking and Listening
Standard 4
38. Give and follow precise directions and instructions
42. Use active listening strategies
43. Assume the role of contributor and active listener

Key Terms:

Mammal: a class of warm-blooded vertebrate animals that have, in the female, milk-secreting organs for feeding the young.
Bird: a two-legged warm-blooded animal that has wings, a hard beak, and a body covered with feathers. Class: Aves
Fish: zoology any cold-blooded aquatic vertebrate animal that typically has jaws, fins, scales, a slender body, a two-chambered heart, and gills for providing oxygen to the blood
Reptile: an air-breathing cold-blooded egg-laying vertebrate such as the crocodile, tortoise, snake, or lizard, with an outer covering of scales or plates and a bony skeleton. Class: Reptilia
Amphibian: a cold-blooded vertebrate that spends some time on land but must breed and develop into an adult in water. Frogs, salamanders, and toads are amphibians. Class: Amphibia
Adaptations: biology the development of physical and behavioral characteristics that allow organisms to survive and reproduce in their habitats

Connections to Permanent Exhibits:

Animals found Kids@Work- Located in the red barn

Animals found in Red River Gallery – Located down stairs by the paddle boat

Web Resources:

Neuroscience for Kids - Animal Senses
http://faculty.washington.edu/chudler/amaze.html

Some animals have developed amazing adaptations to their environments. Many different types of energy exist in the environment, some of which humans cannot detect. Here are some examples of how some animals sense the outside world and the anatomical structures that allow them to do so. Developed by Neuroscience for Kids

All about Farm Animals

http://kiddyhouse.com/Farm/

This is an Interactive page where students can learn about ducks, pigs, horses, sheep, turkeys, cows, and chickens. Additional animal resources for teachers can be found. Developed by Kiddyhouse.com

Pre-Visit Activities:

1. Students can write stories about animals
2. Read stories about animals
3. Present to class about family pet or favorite animal

Post- Visit Activities:

1. What type of Animal?
2. Cold Blooded Vs. Worm Blooded Animals
3. Animal Coverings

Animals – Story Starter

Name _____ Date _____

Write a story in the space provided. Try to use every word from the list below in your story.

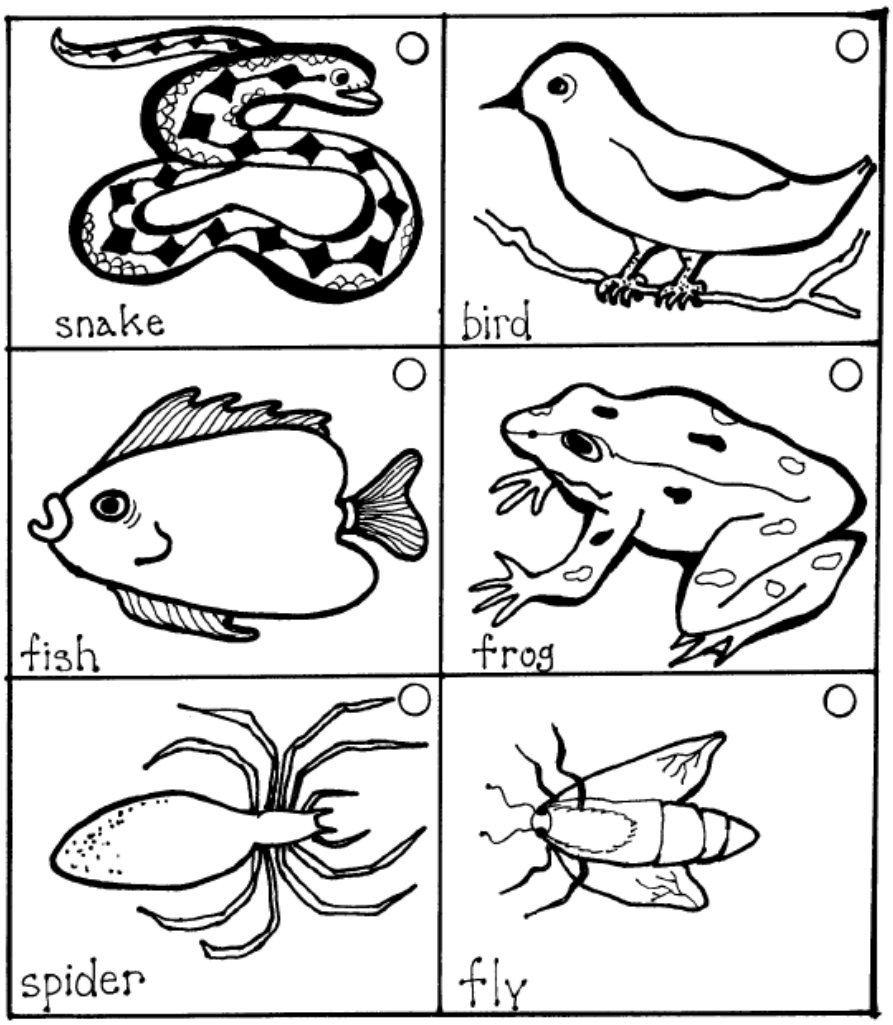
Word List

hamster	lizard	donkey	falcon
snake	sparrow	tiger	leopard
cheetah	mouse	rabbit	eagle
horse	crocodile	dove	chipmunk
elephant	robin	turtle	whale
minnow	stork	hawk	alligator
monkey	worm	zebra	camel

Name _____ Date _____

Cold-Blooded & Warm-Blooded Animals

When an animal is cold-blooded, its temperature changes with the temperature of its surroundings. When an animal is warm-blooded, it maintains a stable body temperature even though it may be in cold or warm surroundings. Directions: Color all of the animals below so that they look healthy! Then, in the upper right-hand corner, color the circle blue if the animal is cold-blooded. Color the circle red if the animal is warm-blooded.



 www.TeacherVision.com

Name _____

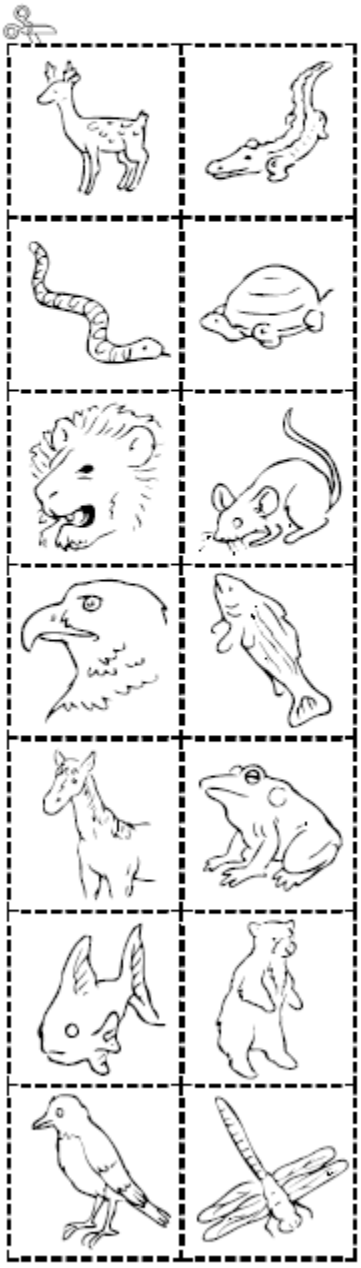
Explore Activity

What kinds of animals are there?

Cut out the animal pictures.
Classify them into two groups.
Label each group.

_____

_____



Notes for Home Your child classified animals in different ways.
Home Activity: Have your child cut out animal pictures from a magazine and classify them.