

Animal Introductions

Name, Order or Species of animal:

Class: (circle one)

Mammal Fish Bird Reptile Amphibian Insect Spider Crustacean

Physical Characteristics:

Diet: (circle one) Omnivore Carnivore Herbivore Insectivore

Describe more precisely what it eats:

Active Time: (circle one) Nocturnal Diurnal Both

Adaptations: What are the qualities this animal possesses in the wild which enable it to survive and prosper?

Gossip: If your animal(s) was a human being, in what sort of job would he/she excel.

Animal Introductions

DESCRIPTION: Students will learn about the animals at the Environmental Center, visit with them, and share what they have discovered with their classmates.

OBJECTIVES: Students will be able to

Practice appropriate behavior around the animals.

Explain the characteristics related to the various classes of animals

Define Omnivore, Carnivore, Herbivore and Insectivore

Define Nocturnal and Diurnal

Discuss adaptations for all of the animals at the E.C.

AREA OF ACTIVITY: in and around the Environmental Center

MATERIALS PROVIDED: Animal Information Sheets, Clipboards, Writing Utensils and Animal Introductions Worksheets.

PROCEDURES: INTRODUCTION (10 minutes)

Meet the children outside the front door of the E.C. Go over our expectations of appropriate behavior when around animals.

- Hands and fingers stay out of the cages. Most of these animals will bite when given the opportunity.
- No feeding the animals unless given specific permission to do so by the CSC staff.
- Keep your voice down. Loud noises can cause the animals to get stressed and frightened.
- Wash your hands before you leave. Sing “Happy Birthday” twice while lathering the soap.

Once the expectations are clear, let the students into the E.C. and give them 5 minutes to look around.

CENTERED ACTIVITY (20 minutes)

Have the students sit on the floor while you pass out a clipboard to each child or pairs of children. The clipboard should contain a copy of the Animal Introduction Worksheet and an Info sheet for one of the animals.

Have the students look over the worksheet and go over definitions with the group before sending them off to the animal listed on their info sheet.

Using the info sheet and their own skills of observation, have the students fill out their worksheet. With any extra time students may clean and refill food and water containers for their specific animal at CSC Staff's discretion and with CSC Staff supervision.

When all worksheets are completed, have the children sit in a circle (with their clipboards) so as to become a fenced in area that the animals can walk around in. If they are uncomfortable with a particular animal coming near them, they can use their clipboard as an extra barrier in front of their legs.

VISITING TIME (20 minutes)

As you bring an animal into the circle, have the student(s) that researched that Order of animal talk about the Adaptations and Gossip of that animal. Try to get at least one mammal, reptile and insect out during each visit. Make sure that all students get to talk about their animal even if it can not be brought out of its cage (tarantula, degus, and snake if it has recently been fed).

If there is time take the students outside to observe the turkeys, goats and donkeys. Discuss adaptations as a group and allow them to go inside the pens if all is well. (max 10 children at a time in the donkey pen, 4 in the goat pen)

Feeding the animals treats, carrots or greens from inside the pen is not recommended. Only do this from outside the pen reaching over (not through) the fence.

CONCLUSION (5 minutes)

Head back into the E.C. for hand washing.

As they line up at the front door ask each child which animal at the E.C. was their favorite.

Animal Introductions Glossary

Class - A category in biological taxonomy where the animals in that Class share common attributes. It ranks above Order, Family, Genus and Species respectively.

Amphibians (Amphibia) Derived from the Greek, amphibian meaning double life, amphibians begin their lives in the water breathing through gills and gradually metamorphosis into vertebrate adults breathing air. They are ectothermic (cold blooded) and must guard against overheating by burrowing into the mud or getting in water. In the winter they may become dormant, surviving on fat reserves.

Birds (Aves) They are all endothermic (warm blooded) vertebrates which have feathers, made of keratin, the same as our hair and fingernails. Their forelimbs have become modified wings, they have no teeth, scales on their feet, and lay eggs.

Crustaceans (Crustacea) Aquatic animals with an exoskeleton, they also have two antennae and a pair of modified appendages (think lobster claws) on each segment of their body.

Fish They are divided into four different groups, Agnathans (jawless fish), Chondrichthyes (cartilaginous fish), Osteichthyes (bony fish) and the extinct Placodermi (scaly skinned fish). In common these ectothermic, strictly aquatic animals have limbs in the form of fins (if present) and a two chambered heart which sends blood through the thoracic gills to be oxygenated.

Insects (Insecta) Insects have three distinct body parts, the head, the thorax and the abdomen. They have three pairs of legs and two antennae and they have a life cycle which goes through 4 stages, egg, larva, pupa and adult.

Mammals (Mammalia) Mammals are endothermic "higher" vertebrates which have hair, produce milk through mammary glands, have a backbone, 3 middle ear bones, and generally give birth to live young.

Reptiles (Reptilia) These air breathing vertebrates are ectothermic and rely heat from the sun. Their overlapping scales minimize water loss through evaporation and many, but not all, lay eggs.

Spiders (Arachnida) Including ticks and mites these are air-breathing invertebrates consisting of a head and cephalothorax. They have no antennae and four pairs of legs.

Carnivore Flesh eating animal

Herbivore - Plant eating animal

Omnivore Plant and animal eating animal

Insectivore Insect eating animals

Diurnal Animals active chiefly during the daytime

Nocturnal Animals active primarily during the night