

# **Community in the Classroom Presentation Plan**

Lesson Name Animals Around the World

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Grade Level K Standards Connection(s) Life Science: observing and identifying similarities and differences between animals

## **Abstract:**

*Your opportunity to tell teachers and kids what's going to be fun and interesting about your visit!*

We share our world with animals – all kinds of animals; from tiny ants to large mountain lions. Learn to identify characteristics that are common among certain groups of animals. What makes a animal belong to a certain group? Does it have fur? Fins? or Feathers? Feel the pelt of a furry animal versus the scales of a slippery fish. We will look at lots of pictures of wonderful animals. We will learn to sort them into different groups using criteria such as shape, size, body parts, and diet. Once we learn how to sort animals into groups, then we will discuss the kinds of home these animals most likely live in. Do they live in a tree? in a cave? or in the water? We will end the activity by drawing and coloring a home for one of our favorite animals.

## **Vocabulary/Definitions:**

*3 – 6 important (new) words*

mammal: warm-blooded animals with hair or fur that produce milk to nourish their young.

reptile: cold-blooded animals with scales instead of fur that begins life as an egg that is laid by the mother.

amphibian: cold-blooded animals with smooth skin that breathes instead of fur that begins life as an egg that is laid by the mother.

insect: three body segments, six legs, and an external skeleton.

habitat: the place where an animal lives

trait: a feature/characteristic of an animal

## **Materials:**

*What you'll bring with you*

I will bring pictures of animals for sorting. In addition, I will bring some dead specimens for children to see and touch such as a fish, the skin and fur of different animals, and insects.

*What students should have ready (pencils, paper, scissors)*

Children should have some paper, glue, crayons and markers for drawing and coloring a home for their animal.

## **Classroom Set-up:**

*Student grouping, Power/Water, A/V, Light/Dark, set-up/clean-up time needed*

Students will initially work in groups of two or four students to sort animals by different criteria. This can be done sitting on the rug. A writing board will be needed to collect feedback from the students. Students will then do individual work to draw and color a home for their animals.

## **Classroom Visit**

### **1. Personal Introduction: \_\_\_\_\_ 5 \_\_\_\_\_ Minutes**

*Who are you? What do you want to share with students and why? How will you connect this with students' interests?*

I will speak to the kids about how science is really about being curious about the world around them. I will tell them how this started for me as a child and slowly developed over time.

### **Topic Introduction:**

\_\_\_\_\_ 10 \_\_\_\_\_ Minutes



*Big Idea(s), vocabulary, assessing prior knowledge. What questions will you ask to learn from students?*  
I will begin by asking the kids what are their favorite animals. I will find pictures of these favorite animals and then ask them to describe some of their favorite animals.

## **2. Learning Experience(s):** 30 **Minutes**

*Demonstrations, hands-on activities, images, games, discussion, writing, measuring... What will you do, what will kids do? Describe in order, including instructions to kids.*

Pass out 6 images of various animals to groups of students (2 or 4). Ask them to talk about how they are alike and how they are different and then to sort the animals into groups. Ask each group of students to describe how they divided up their animals and the different animal groups they made.

Ask the whole class to sort their sets of animals based on 1) size, then 2) type/# of body parts, then external covering. With each criteria, ask students to share their results with the class – how many they found, what animals are in each group.

Discussion: “Scientists sort animals into groups too. By looking at how an animal looks, behaves, has babies, and other clues, we have found some big animal groups. Some of these groups are shown in our pictures: mammals, insects, amphibians, reptiles, birds. [write on board with definitions.] These groups can live in many different places or habitats. For example lets think about mammals that live in different habitats. Can you think of a mammal that lives in a house? A flat, grassy plain? The ocean? a furry, flying mammal that lives in a cave? We’re going to think about where some of the animals we’ve been looking at might live and draw pictures of what their habitat might look like. Hold up a picture of an animal. “Where do you think this animal might live? Why? (Gazelle: it has long legs to run it needs room, Bird:it has wings and can get to high places like trees or cliffs, Fish/Dolphin: it is shaped for moving through the water, Snake: it has no legs or fins so it must crawl on or through the ground. Salamander: It has smooth wet skin so it must life in a damp place.)

Ask the student to each pick an animal picture from their set or other pictures the leader has and discuss among themselves the habitat that their animal would most likely live in. They will then have an opportunity to paste their animal on a sheet of paper and draw or color this home.

## **3. Wrap-up: Sharing Experiences and Building Connections** 10 **Minutes**

*Putting the pieces together – how will students share learning, interpret experience, build vocabulary?*

Students will have an opportunity to show their pictures to the class. They will explain the characteristics of their animal – what makes them unique and guess what type of animal it might be. They will also explain the home that they drew for their animal. Write talking points on board: My animal has (fur, fins, shiny wet skin, etc) I think it could be a (animal type) I imagine that my animal’s habitat might look like this ....

## **4. Close:** 5 **Minutes**

*How can kids learn more? Thanks and good-bye! Clean-up.*

Students could visit the biology room at the Lawrence Hall of Science. They could also take a trip to the zoo or have the mobile zoo visit their school. In addition, the East Bay Vivarium in Berkeley also makes visits to schools with various reptiles and amphibians. A list of in-class and field trip programs related to animals is attached.

**TOTAL** 50 – 60 **Minutes**

## **Follow-up – After Presentation**

*Suggest students write a letter explaining “How we learned about \_\_\_\_\_?”*

*List or attach examples of activities, websites, connections for additional learning.*

*Attach worksheets, hand-outs, visuals used in classroom presentation.*

