

Animal Diversity

Outreach Information and Activities

Information covered in the outreach:

Characteristics and comparison of the six major animal classes

- Mammals
- Birds
- Reptiles
- Insects
- Amphibians
- Fish

Live animal encounter

Standards by grade level:

Kindergarten: SC00-S1C1-01; SC00-S1C1-02; SC00-S1C2-01; SC00-S1C4-01; W00-S1C1-01; W00-S1C1-02; W00-S1C2-01; W00-S1C2-02; W00-S3C1-02; R00-S1C2-01; R00-S1C2-02; S00-S4C3-01; S00-S1C2-02

1st grade: SC01-S1C1-01; SC01-S1C1-02; SC01-S1C2-01; SC01-S4C1-02; SC01-S4C1-03; W01-S1C1-01; W01-S1C1-03; W01-S3C1-02; R01-S1C2-02; S01-S1C2-02; S01-S1C4-01; S01-S4C1-02; S01-S4C1-03

2nd grade: SC02- S1C2-01; SC02-S1C2-01; W02-S1C1-01; W02-S3C1-02; R02-S1C2-01; S02-S1C2-02

3rd grade: SC03-S1C1-03; SC03-S4C3-03; W03-S1C1-01; W03-S1C1-04; W03-S2C4-04; W03-S3C6-01; W03-S3C1-02; W03-S3C6-03; S03-S4C4-01

4th grade: SC04-S1C2-01; SC04- S4C1-02; S04-S4C4-02 W04-S1C1-01; W04-S1C1-04; W04-S1C5-02; W04-S1C5-02; W04-S3C6-01; W04-S3C6-03; W04-S3C1-02; S04-S4C1-02

Pre Outreach Project

As a class or as an individual, create a KWL chart. A KWL chart has three columns. One is labeled “What I know.” The second is labeled “What I want to know” and the third is labeled “What I learned.” Have the students fill in the first two columns before the outreach. Fill in the last column after the outreach.

Post Outreach Projects

Kindergarten and 1st

Art: As a class, create a list of different kinds of animals. This list should include mammals, reptiles, birds, fish, amphibians, and insects. Have each student pick one or two animals to draw and color on their own paper. Remind them what covers the body of each animal group i.e. feathers, fur, scales, etc. After the students are done, have each student share what animal they drew.

Poetry: As a class, create a list of words associated with animals. As a class, create a rhyming poem about animals.

2nd through 4th grade

Poetry: As a class, create a list of words that are associated with animals and characteristics that make them different. Either as a class or as individuals, create a poem using the words from the list the students created.

Haiku: A haiku is a poem that has three lines, 5 syllables in the first and third line, and seven syllables in the second line. The poem does not need to rhyme.

Example: Reptiles have scales

Amphibians have smooth skin
Fish breathe using gills

Acrostic: An acrostic poem uses a topic word to form the first letter of each line of the poem.

Example: A tree top home

Night is my play time
I hunt for mice
My owl eyes see everything
A look around
Let me see my kingdom

Cinquain: A cinquain poem is a five lined poem. The first line is a noun and should be the topic of the poem. The second line is two adjectives that describe the title. The third line is three verbs that tell what the noun in line one does. Separate each verb with a comma. Line four is a short phrase or series of words that expresses a feeling about the topic. Line five is one word that is a synonym for the subject.

Example: Lion

Hairy, Large
Stalking, Hunting, Eating
They are majestic
Mammal

Animals from Around the World

Assign or have each student pick an animal from different parts of the world. Have each student research a) the basic biology of the animal b) where it lives, including climate, elevation, and geographical area c) what it eats. For older students have the students research special adaptations that the animal has to help it survive in the environment in which it lives. Examples: coloration, size, mimicry, venom. Have the students write a research paper that includes a drawn picture of the animal they are reporting on. Have the students share their paper with the rest of the class.