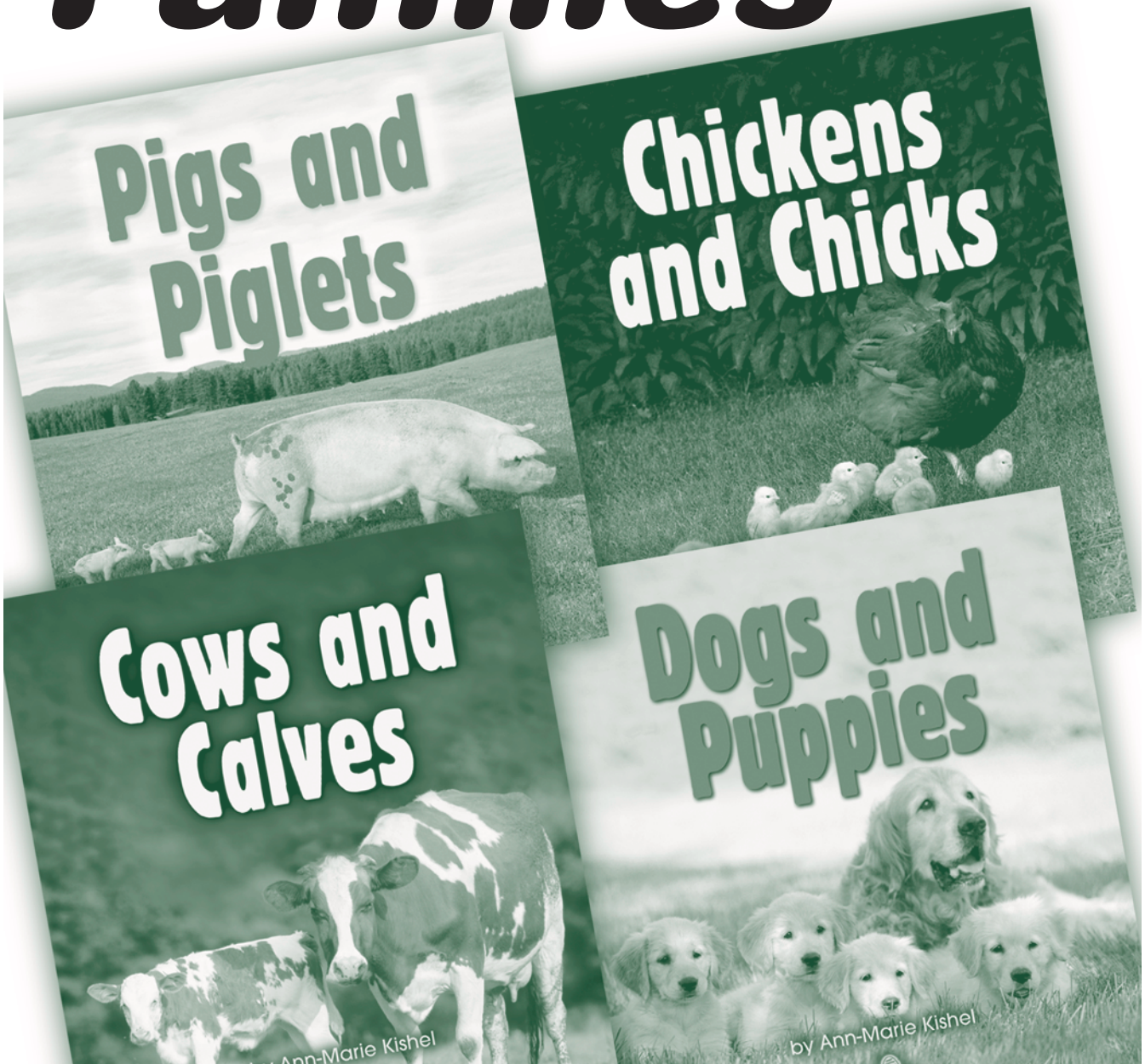


TEACHING

Animal Families



Kindergarten Reading Level

Standards

- Language Arts—
Reading
- Uses the general skills and strategies of the reading process.
 - Uses viewing skills and strategies to understand and interpret visual media.
- Science
- Understands the principles of heredity and related concepts.
 - Understands biological evolution and the diversity of life.
- Mathematics
- Understands and applies basic and advanced properties of the concepts of numbers.
 - Uses basic and advanced procedures while performing the processes of computation.
 - Recognizes regularities in a variety of contexts (e.g., events, designs, shapes, sets of numbers).
- Health
- Understands the fundamental concepts of growth and development.
- Theater
- Uses acting skills.

Multiple Intelligences Utilized

- Linguistic, musical, logical–mathematical, spatial, bodily–kinesthetic, intrapersonal, interpersonal, and naturalistic

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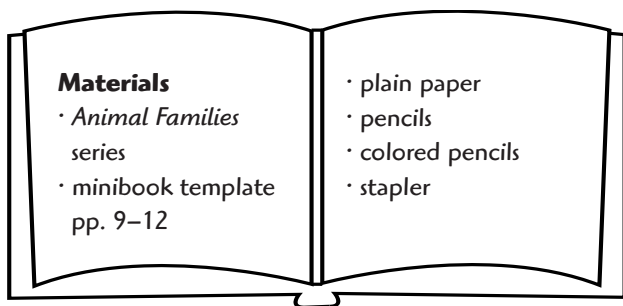
Books in the *Animal Families* series include:

Chickens and Chicks
Cows and Calves
Dogs and Puppies
Pigs and Piglets
Turtles and Hatchlings

Lesson 1

Animal Families Minibook

Purpose: Students will create their own nonfiction books about animal families.



Objectives

- Recall information from *Animal Families* books.
- Identify animal body parts.
- Classify animals as parents and offspring.
- Describe adult and baby animals.
- Create a book about animal families.
- Support a personal opinion.

Activity Procedures

Prepare

(teacher)

- Copy the minibook template pp. 9–12 back-to-back for each student.
- Assemble the student books. Fold pp. 9–10 and 11–12 on the dotted lines. Fold a plain piece of paper to match the templates. This sheet will be used as the book's cover. Place the pages together and staple in the fold.

Pretest

(class)

- Ask students how they are like their parents.

Read

(student, small groups)

- Read books from the *Animal Families* series.

Model

(teacher)

- Read the minibook template aloud to the class. Discuss how the animal body parts are the same and different.
- Show students how to write their names and the book title on the cover. Have them decorate their covers. To complete the minibook, draw a picture of each animal as a baby and as an adult. Teacher may choose to do these steps as a class or let students work independently.

Practice

(student)

- Students complete their minibooks.

Discuss

(class)

- How are animal babies and their parents different? Are some animal babies very different from their parents? Are you glad that human babies are like their parents, or would you want to be very different?

Evaluate

(teacher)

- Check that students have completed their minibooks correctly.



Activity Ideas

Use in the classroom after reading books from the *Animal Families* series.

Art

Title: Puppets

Objective: Students will create animal family puppets.

Materials: construction paper, glue, crayons, pencils, small paper bags or craft sticks, various art materials

Description: Give each student two paper sacks or craft sticks for the base of their puppet. Students create parent and baby animal puppets. The images on the Family Cards p. 8 could be enlarged and used to make stick puppets.

Dramatic Play

Title: Puppet Show

Objective: Students will present a puppet show about animal families.

Materials: animal puppets (an adult and baby of each type of animal), puppet stage (see below for ideas)

Description: Students work alone or in groups to perform original stories about animal families. If a commercially prepared puppet stage is not available, try these ideas:

- Attach a sheet or piece of cloth between two bookcases or in a doorframe. Cut a large hole at the appropriate height for the performers. If you prefer not to cut the fabric, drape it over a string or hang it at a lower level to make a stage curtain. The performers crouch or kneel behind the curtain and hold up the puppet.
- Boxes make an excellent stage, even large cereal boxes. Cut rectangles in two of the largest sides. Remember to leave enough of the box to frame the opening where the puppets will be seen.
- The easiest stage to create is with a sheet and a table. Drape a sheet over a table so it reaches the floor along one side. This side should face the audience. The performers climb under the table and stick their puppets out from under the sheet. (It may be a little hard for performers to see what they are doing, but that increases the fun.)

Large Motor

Title: Animal Movements

Objective: Students will recognize the traits of various animals.

Materials: chalk, chalkboard, Family Cards p. 8 (optional)

Description: After reading the *Animal Families* books, make a list of animal families. Secretly assign each student an animal parent or baby. (The teacher can pass out a family card p. 8 to each student instead.) Students need to try to find their baby or parent by acting and sounding like the animal.

Title: Duck, Duck, Piglet?

Objective: Students will recall the names of baby animals.

Materials: none

Description: This game is modeled after "Duck, Duck, Goose." Students sit in a circle facing each other. One person is "It." He or she announces which animal he/she is and walks around the outside of the circle. As "It" walks around, he/she taps people's heads and says the names of various animals. "It" will eventually tap one person and say the name of the matching baby animal. That child will get up and chase "It" around the circle. The goal is to tag "It" before he/she is able to sit down in that child's spot. If the child is not able to do this, he/she becomes "It" for the next round and play continues. If the child does catch "It," "It" has to sit in the center of the circle. Then the child becomes "It" for the next round. The new "It" announces a different animal before starting again. The person in the middle can't leave until another person is tagged and he/she is replaced.

Math

Title: Animal Addition

Objective: Students will count animals.

Materials: Animal Addition p. 16, pencils, crayons

Description: Explain Animal Addition p. 16 to the class. Students count the different animals and write the number on each blank. Point out math symbols on the page and explain the concept of addition. Have students color the sheet when they are done.

Title: Which One Is Bigger?

Objective: Students will compare two animals and identify which one is bigger.

Materials: Which One Is Bigger? p. 13, crayons

Description: Students look at the animal family pairs. Have students circle the animal in each pair that is bigger. Extend student learning by discussing that the other animal is smaller.

Science

Title: Where's My Piglet?

Objective: Students will identify the body parts of a piglet.

Materials: Where's My Piglet? p. 14, crayons or pencils

Description: Explain to the class that the pig needs help finding its piglet. Students can create a path from the pig to the piglet by coloring the boxes that contain piglet body parts.

Title: My Daddy

Objective: Students will match each offspring to its father based on a specific body part.

Materials: My Daddy p. 15, scissors, glue, crayons or pencils

Description: Read My Daddy p. 15 to the class. Explain how to cut out each baby animal and glue it into the box next to the description of the baby's daddy. Students may color the images before or after the page is completed.

Social Studies

Title: Before and After

Objective: Students will compare developmental stages using the terms *before* and *after*.

Materials: chalkboard, chalk

For optional activity: paper, Family Cards p. 8, scissors, glue, pencils

Description: Discuss the meanings of *before* and *after*. On the chalkboard, create a T-chart entitled *Growing*. Label the first column *Before* and the second column *After*. Have the students name various animals and identify the correct column. (puppy=before/dog=after) Write the words on the board in the correct columns. As an individual assessment, have students create their own T-charts with a plain piece of paper and a copy of Family Cards p. 8.

Bulletin Board

Title: All in the Family

Objective: Students will identify similarities between family members.

Materials: construction paper, markers, personal photos

Description: For an at-home project, have each student's family create a family poster on a piece of construction paper. The poster should present how family members are similar. (Be aware of any adoptive family situations and suggest ideas focusing on human similarities, if necessary.)

Family Cards Activities

Use in the classroom after reading books from the *Animal Families* series. The cards can be found on page 8.

Bulletin Board

Title: Family Ties

Materials: enlarged copies of Family Cards p. 8, yarn

Objective: Students will match animals to their offspring.

Description: Enlarge the Family Cards p. 8 by 200 percent or larger. Cut out and laminate. Create a matching bulletin board by posting the parent cards along the top of the board. Randomly place the baby cards along the bottom of the bulletin board. Attach yarn from the bottom of each parent card. (Make sure the yarn will reach the matching baby card.) Students take turns connecting the yarn from the parent card to the baby card. The free end of the yarn can be temporarily attached using pushpins or tape.

Math

Title: Family Patterns

Objective: Students create a pattern.

Materials: Family Cards p. 8, scissors, glue, construction paper, pencils, crayons

Description: Explain to students how to make a pattern. Students may create their own parent-baby patterns by cutting and gluing Family Cards p. 8 onto construction paper. To extend the activity, the teacher starts a pattern and asks students to complete it. To create longer patterns, give each student two sets of cards.

Science

Title: Who Am I?

Objective: Students will ask questions to discover the identity of a mystery animal.

Materials: Family Cards p. 8, scissors, tape

Description: Tape an animal card to each student's back. Do not let students see their cards. Have students show their cards to other students and ask yes/no questions to discover the identity of their animal. Once they have guessed correctly, they can move the card to their chest.

Title: I'm Lost!

Objective: Students ask questions to discover the identify of a mystery animal.

Materials: Family Cards p. 8, scissors

Description: Give each student a card. Students can see their card, but they cannot show it to anyone else. Students try to locate their parent or baby by telling another student one of their animal's traits. For example, "My parent /baby has a tail. Do you?" If the second student answers yes, the first student asks if that student is the animal the student is looking for. If the second student answers no, then they move on to a different student. Once the pairs have found each other, they can find a seat together.

Reading

Title: Beginning Sounds

Objective: Students identify the beginning sounds of words.

Materials: Family Cards p. 8, scissors, pencils, crayons

Description: Students say the name of the animal on each card. The cards can then be grouped based on the beginning sound. Write the beginning letter on the back of each card for self-correction. Laminate the cards for durability.

Additional Resources

BOOKS

Ashland, Linda. *Babies on the Go*. San Diego: Harcourt, 2003.

Using rhyming text and watercolor paintings, this book shows the many ways that animal babies move.

Baillie, Marilyn. *Little Wonders: Animal Babies and Their Families*. Toronto, Ontario: Maple Tree Press, 1995.

This book examines 12 different animals and their babies. Focus is on the care that parents give to their young.

Carle, Eric. *Does a Kangaroo Have a Mother, Too?* New York: HarperCollins, 2000.

Carle uses his signature illustrative style and repetitive text to introduce young readers to 12 animals and their mothers.

Helman, Andrea. *Northwest Animal Babies*. Seattle: Sasquatch Books, 1998.

Readers are introduced to 26 animal babies from the Pacific Northwest through photographs and interesting facts.

Schofield, Jennifer. *Animal Babies in Grasslands*. New York: Kingfisher, 2004.

_____. *Animal Babies in Polar Lands*. New York: Kingfisher, 2004.

_____. *Animal Babies in Ponds and Rivers*. New York: Kingfisher, 2004.

_____. *Animal Babies in Rain Forests*. New York: Kingfisher, 2004.

As the titles indicate, each of these books focuses on babies from a particular habitat. Photos and a riddle format give information about each baby and then reveal its mother on the next page.

Simon, Seymour. *Wild Babies*. New York: HarperCollins, 1997.

This book uses full-color photographs to highlight 13 animal babies from around the world. It includes information about the growth and care of young animals.

Singer, Marilyn. *Tough Beginnings: How Baby Animals Survive*. New York: Henry Holt, 2001.

This book explains some of the worries and difficulties that baby animals face.

Wallace, Karen. *Wild Baby Animals*. New York: DK Publishing, 2000.

Readers learn about the lives of various baby animals.

WEBSITES

Animal Baby Images

<http://www.agr.state.il.us/kidspage/babies.html>

This site allows visitors to learn more about baby animals. Click on the drawing of an animal to see photos of it and to hear an audio clip. It also gives the correct terminology for the animals at each stage of life.

Animals Two by Two

<http://www.fossweb.com/modulesK-2/AnimalsTwobyTwo/index.html>

An interactive game on this site allows players to try and determine what a baby animal will look like when it grows up. There is also a photo gallery of young and adult animals.

Baby Animals

<http://cgcreations.org/babyanimals/index.html>

This online story uses rhyming stanzas to tell the names of baby animals and their parents.

Baby Animals Asia

<http://www.timeforkids.com/TFK/games/white/0,9970,1143043,00.html>

Kids try to match animals and their babies in this online game. When the student guesses wrong, the baby animal describes the features it has in common with its parent.


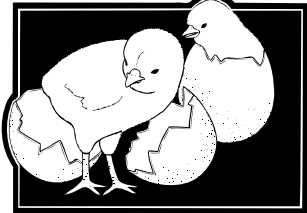
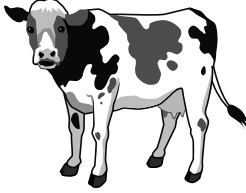
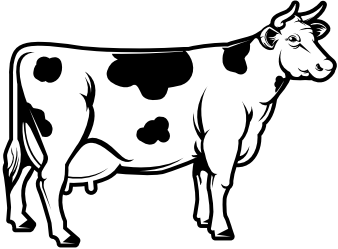
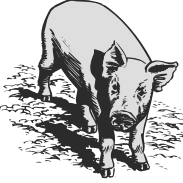
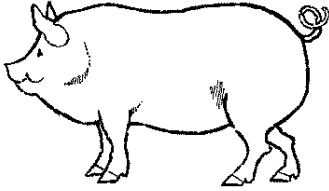
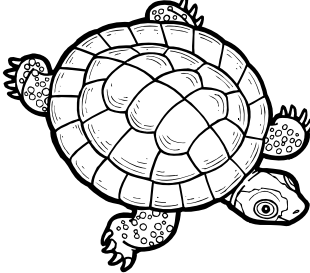







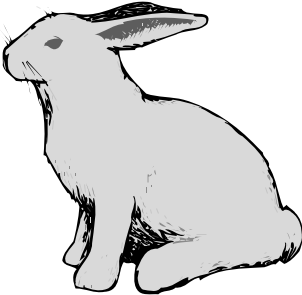

Enchanted Learning

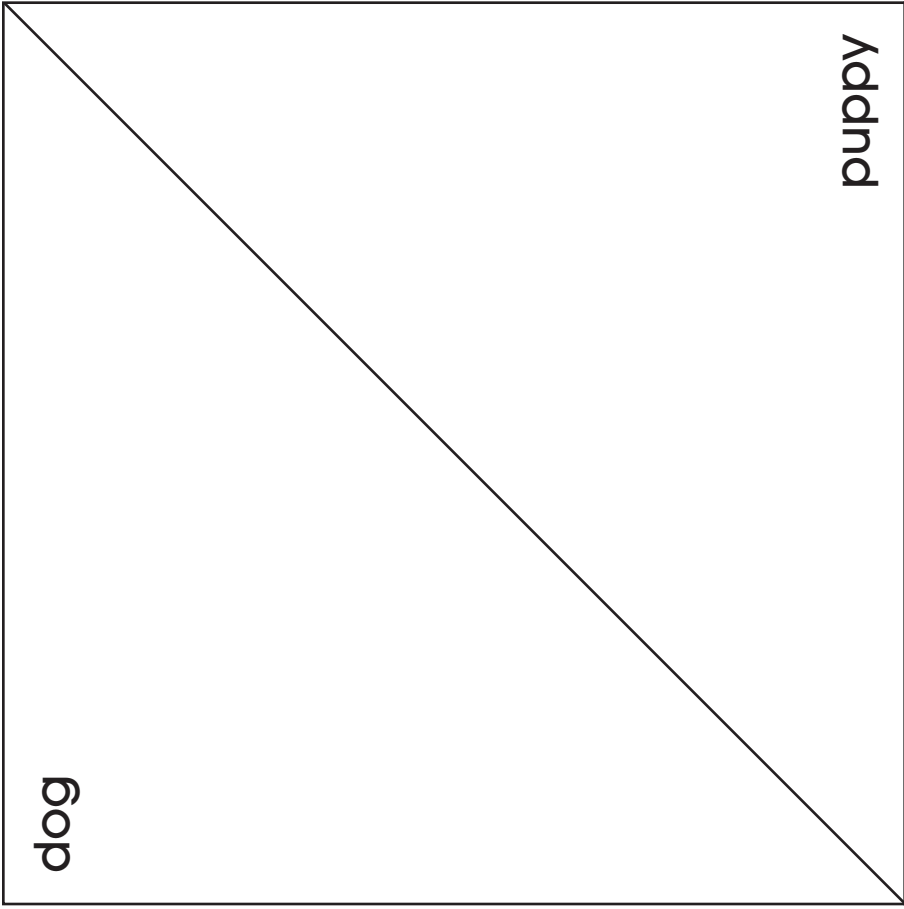
<http://www.enchantedlearning.com>

This website contains many animal facts and activities.



Family Cards

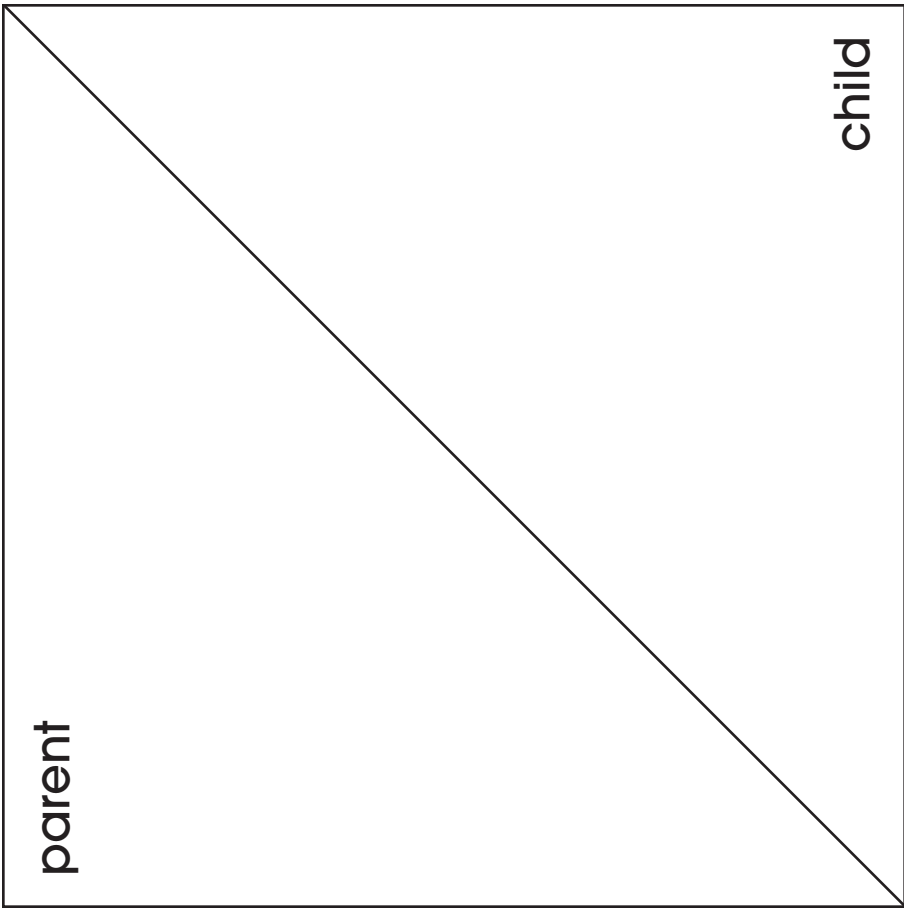
			
			
			
			



dog

puppy

Dogs and puppies have tails.



parent

child

Parents and children have toes.

turtle

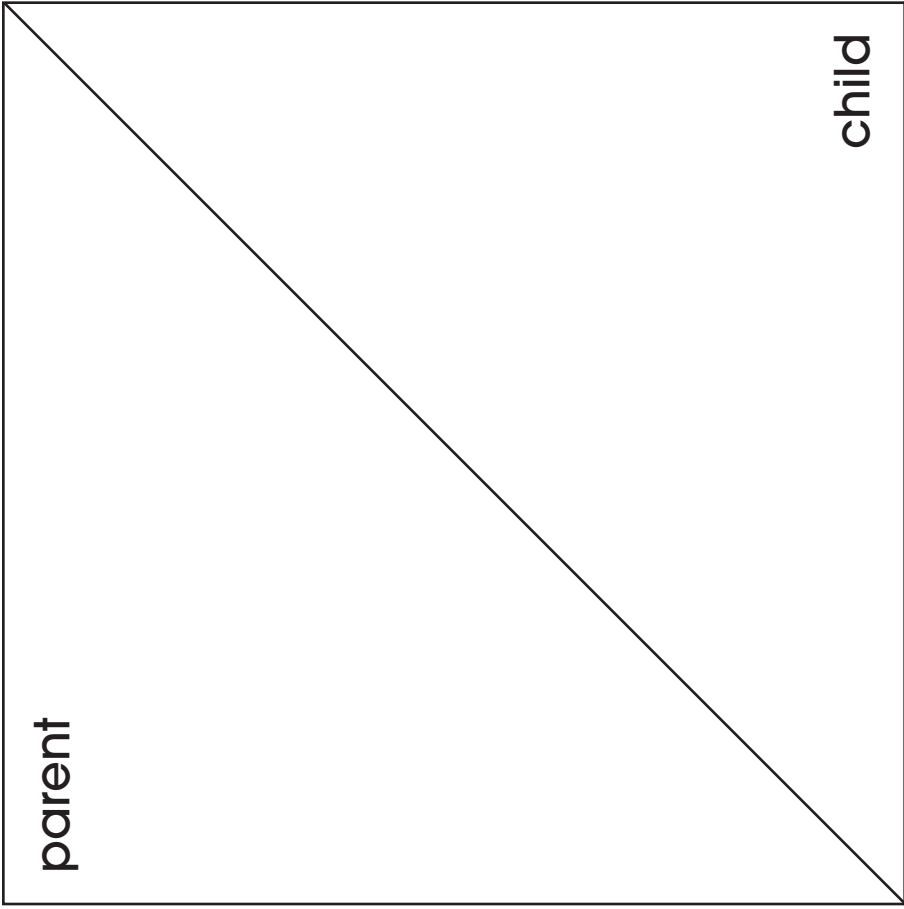
hatchling

Turtles and hatchlings have shells.

cow

calf

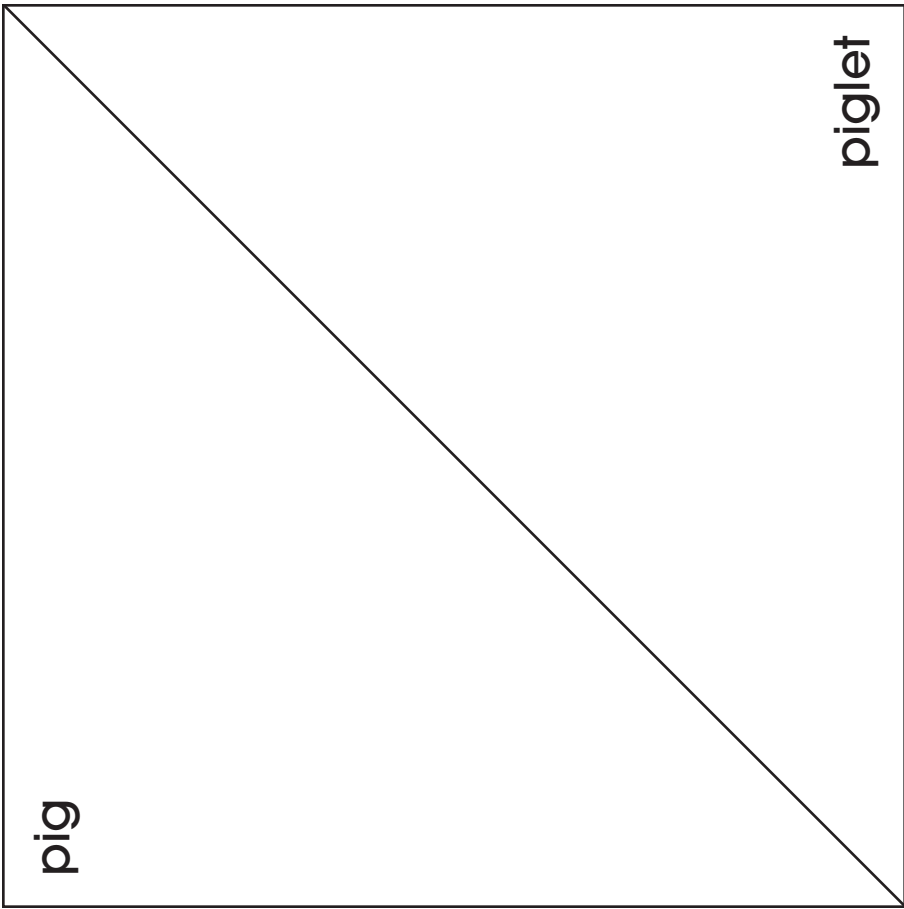
Cows and calves have four legs.



parent

child

Parents and children have eyes.



pig

piglet

Pigs and piglets have snouts.

chicken

chicks

Chickens and chicks have wings.

parent

child

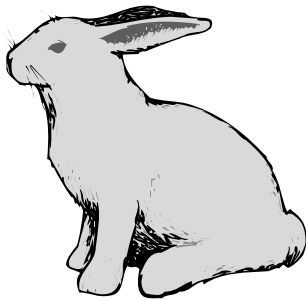
Parents and children have fingers.

Name _____

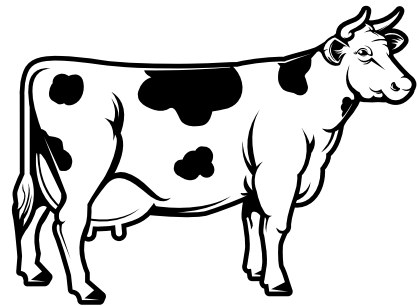
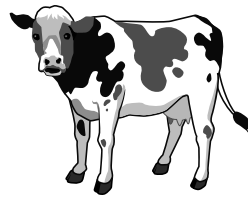
Which One Is Bigger?

○ Circle the bigger picture in each square.

1.



2.



3.

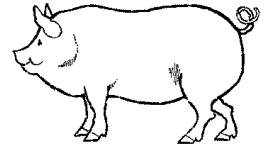


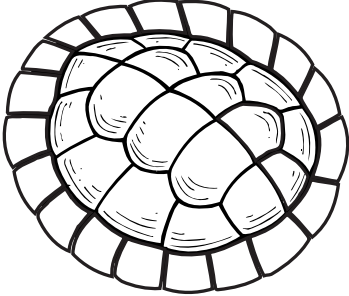
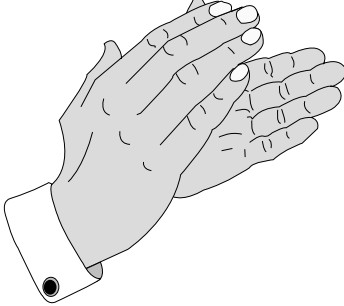







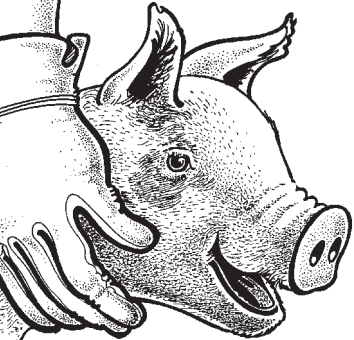
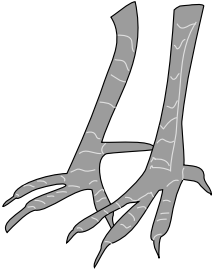

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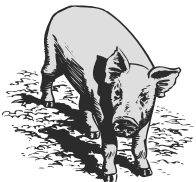


Name _____

Where's My Piglet?





Name _____

My Daddy

My daddy has paws.

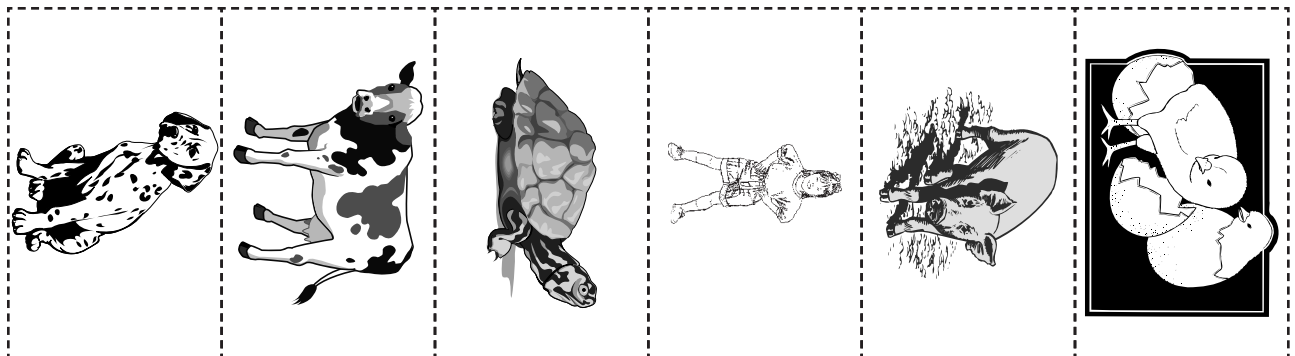
My daddy has a shell.

My daddy has a beak.

My daddy has a snout.

My daddy has fingers.


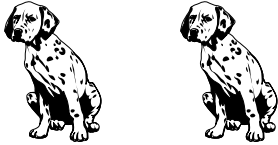

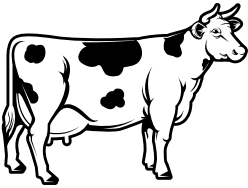
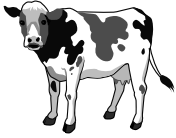
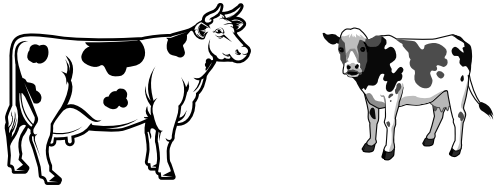
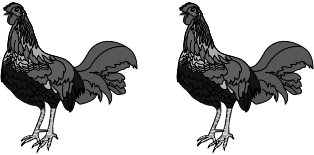


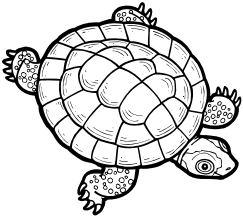

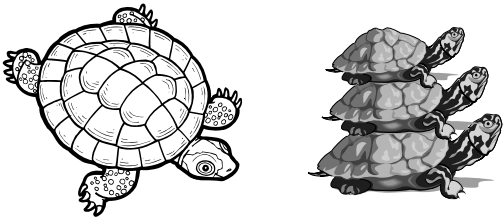
My daddy has a tail.



Name _____

Animal Addition

How Many?

 _____ dog	+	 _____ puppies	=	 _____ animals
 _____ cow	+	 _____ calf	=	 _____ animals
 _____ chickens	+	 _____ chicks	=	 _____ animals
 _____ turtle	+	 _____ hatchlings	=	 _____ animals