

**Fur, Feathers, and Scales
Kindergarten**

**Written and Developed by
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Animal Discovery

Name: Sarah Webster and Sarah White

Topic: Fur, Feathers, and Scales-pre field trip

Grade: Kindergarten

Standards:

Science

K.3.2 Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.

English/ Language Arts

Reading: K.1.20 Identify and sort common words in basic categories.

Materials:

- Student
- Teacher
 - Objects that show different textures (fur, feathers, scales)
 - Set of pictures
 - Poster board
 - Masking Tape

Objectives:

- Students will be able identify animals that are classified as mammals, reptiles, and birds.
- Students will be able to compare animal appearances.

Introduction: Show the students the objects that you have brought in to demonstrate the different textures of animals. For example, fur coat, fake feathers, alligator boots or purse, etc. Ask about the differences in textures that the objects have. After that ask them what animals have these same textures.

Procedures:

1. Show students pictures that represent animals from the different groups.
Ex. Monkeys, lizards, cardinals, etc.
2. Ask the students if they see anything different between the animals in the pictures
3. Discuss a mammal is and give examples.
 - Mammals: warm blooded, fur or hair covers skin
 - Ex. Lion, tiger, cheetah, leopard, monkey, gorilla, walrus, dolphin, elephant, beaver, bears, etc.
4. Discuss what a bird is and give examples.
 - Birds: warm blooded, feathers cover skin
 - Ex. Owl, humming birds, cardinal, eagle, penguin, blue jay, toucan, etc.
5. Discuss what a reptile is and give examples.
 - Reptiles: Cold blooded, scales cover skin
6. Put the poster board (divided into three parts: first section is labeled fur, second section is labeled birds, and the third section is labeled scales) on the chalk board

7. Each student will be given an animal not already discussed and asked to put the animal in the correct section of the poster board with masking tape.

Conclusion: After that ask the students to come up with more animals that could go into those categories.

Extension Activity:

The students can look through storybooks and see if they can identify and categorize animals. (Books that can be used for this activity are listed below in the resources)

Modifications:

- Give students the option on whether they would like to place the animal on the poster board themselves or instruct the teacher on what category it should go in.
- Have large pictures of the animals for the visual impaired.

Closure:

To close this lesson the teacher should go over each section of the poster and reinforce the idea that mammals have fur, birds have feathers, and that reptiles have scales.

Resources:

Netrikon Designs. (2010). Animal Pictures. Retrieved July14, 2011 from <http://www.junglewalk.com/photos/Animal-pictures.htm>.

Carle, E. (1989). Animals animals. New York, NY: Philomel Books

World Book Inc. (1997). The world book encyclopedia of science: the animal world. Chicago, IL: World Book Inc.

Animals In Motion

Name: Sarah Webster and Sarah White

Topic: Fur, Feathers, and Scales-pre field trip

Grade: K

Standards:

Science

K.3.2 Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.

Materials:

- Student
 - Science Journal
 - Pencil
- Teacher
 - YouTube Video
 - Projector with internet connection

Objectives:

- Students will be able describe physical features of animals
- Students will compare and describe the way animals move.

Introduction: Play the [Animal Action Song](#) from YouTube.

Procedures:

1. After the video discuss with the students how the mammals, birds, and reptiles move differently.
 - Mammals: Most move about on four feet
 - Birds: Movement is made by flight (with the exception of the bat, which is considered to be mammal)
 - Reptiles: Some move about on four feet, like lizards. Snakes do not have feet so they use their whole body to move in a slithering action
2. Take students to large area of the room and play Animal Action Song again. Allow them to move around like the animals in the song
3. Students will move back to their seats like the animal of their choice
4. The students will then get their science journals
5. Instruct students to pick an animal to write about in their journal
6. The students will then fill out their science journal.(Make sure these words are written to where the students can see them: mammal, bird, reptile, fur, feather, and scales)
 - Journal Page: (Fill in the blank/Circle Choice)
My animal has _____ (fur, feather, scales)
So it is a _____ (mammal, bird, reptile)
My animal moves by _____ (feet, flying, slithering)

Conclusion: Have each student orally present what animal they chose and the information they wrote about it in their science journal to the class.

Extension Activity:

If students get done early they can play the Animal Charades game. There will be a box of cards that have a picture of an animal on it. The student will draw a card from the box and then imitate the movement of that animal. (The teacher can use the pictures of animals from the previous lesson; website listed below). This game can be done in groups of 2 or more.

Modifications:

- Have the journal entries already written or typed out for students who are unable to write so then they would be able to cut out the answer and glue into their science journal.

Closure:

To close this lesson the teacher should say, "Tomorrow we will be going on a field trip to Wesselman's to explore mammals, birds, and reptiles more closely." Also go over what you expect from the students on this field trip (behavior).

Resources:

Netrikon Designs. (2010). Animal Pictures. Retrieved July14, 2011 from <http://www.junglewalk.com/photos/Animal-pictures.htm>.

This website can be used for images of animals for the Animal Charades game.

Classroom Reflection Collage

Names: Sarah Webster and Sarah White

Topic: Fur, Feathers, and Scales-post field trip

Grade: K

Standards:

- Science K.3.1 Observe and draw physical features of common plants and animals.
- Science K.3.2 Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.

Materials:

- Teacher
 - A large poster board (the size will depend on the number of students in your class)
 - Masking Tape
 - Chalkboard/ Overhead/Dry Erase board
 - Utensils for writing on the board
- Students
 - 1 piece of scratch paper or lined paper for each student
 - 1 5x7 piece of construction paper for each student
 - Markers, crayons, or colored pencil (teacher's preference) for each student

Objectives:

- The student will be able to draw and describe one animal from the field trip.
- The students will be able to label their picture with the proper heading (fur, feather, or scale).
- The students will be able to compare the physical feature of the animal they choose to draw with the animal a classmate has chosen.

Introduction: Gather students in an open area and have them sit in a circle. Tell students "Today we will be talking about our experience at Wesselman's yesterday". Say "I want you to close your eyes and think about one thing you learned on our trip." Allow students to think for one minute. Then pair the students up (one group of 3 if there is an odd number) according to who they are sitting next to. Have the students take turns sharing one thing they learned on the trip with their partner. Use a class signal like one hand up to quietly show that they are done discussing. When they are all finished, have one person from each group tell the class one thing their group talked about. While students are sharing, the teacher should write down what they say under the L (learned) heading of the KWL chart.

Procedure:

1. Explain to the students "We will be making a classroom reflection collage." Ask students "What is a collage," and "What does it mean to reflect?" Tell students "We will be drawing a picture of one

- animal you saw or learned about on the trip. This picture must include a label of Fur, Feather, or Scale.” Write “Fur, Feather, or Scale” on the board so students can see what the words look like.
2. Dismiss students back to their seats one by one. You can have students move like their favorite animal to get there.
 3. Pass out (or have a student helper pass out) 1 piece of scratch paper per student. Instruct the students to practice drawing their animals to help them decide what their picture will look like. Also have them practice writing their word.
 4. When a student is done give them a 5x7 piece of paper and tell them “You will one get one piece of paper so be careful.” Give students time to draw.
 5. While students are drawing, hang up a large, blank poster on the wall. This is what the students will tape their picture on for the collage. The poster board should be near the open area where the students sat at the beginning of the lesson.
 6. When students are done, allow them to stick a curled piece of tape on the back of their picture and stick it to the poster board.

Conclusion: Have the students gather back in the area by the poster. Ask “Which of these animals have fur? Which of these animals have feathers? Which of these animals have scales?”

Extension activity: If students finish early, they can find a partner that is also done and compare similarities and differences in their animals. If you have access to computers, you can allow the students to play the [Animal Forest Game](#). This game helps students identify different characteristics of forest animals.

Modifications:

- Have the animal name dotted on the paper so the student can trace it.
- For seeing impairments, have the student describe what they think the animal looks like or what it sounds like, then write and/or draw what they say.
- Make a pictorial list of animals from the trip from students to choose from.

Closure: The teacher will say, “Today we reflected on what we learned on our field trip. Tomorrow we will be talking about another kind of animal that does not have fur, feather, or scales. We will be talking about insects.”

Resources:

Sheppard Software. (n.d.). Animal Forest Game. Received July 13, 2011
from <http://www.sheppardsoftware.com/preschool/animals/forest/animalforestgame.htm>