

Fur and Feathers

Age 4-Grade 2

PROGRAM OVERVIEW

Welcome to Cosley Zoo! This class is designed to introduce your students to the concept of classifying animals into groups by looking at their body coverings. We will also be discovering how those body coverings help an animal survive in its environment. Children will be able to touch fur, feathers, scales, and “slime” through the use of biofacts and live animals.

Program Objectives:

- to be able to identify the body coverings of birds, mammals, reptiles, and amphibians
- to identify how these body coverings help the animals survive in their environments
- to be able to classify an animal based on its body covering

This class corresponds with the following Illinois learning standards: 4.A.1a, 4.A.1b, 4.B.1b, 12.A.1a, 12.A.1b, 12.B.1a

PRE-VISIT ACTIVITIES

Here are some suggested activities for your class to complete before your visit to Cosley Zoo. Many of these activities correspond with Illinois learning standards, which are listed after the appropriate activities.

1. Have students create animals using art supplies with a variety of textures (cotton balls, foam, feathers, etc.). Ask them to describe their animals to the class and explain why their body coverings are important. (26.B.1d)
2. Ask the children to read the book *Fuzzy Yellow Duckling* by Matthew von Fleet, or any other tactile book on body coverings. Ask them questions such as: (1.B.1d, 1.C.1b, 2.B.1a, 4.B.1b)
 - Do all animals feel the same?
 - Have you ever touched an animal with fur, feathers, etc.?
 - Which animal in our book feels the most like your pet at home?
3. Distribute the first page of the “Who Goes Where?” worksheet to your students. Ask them to think about what all the animals in each row have in common. Lead them to focus their discussion on the animals’ body coverings. Then distribute the second page of the worksheet, and have the children sort the animals into the proper groups. (1.C.1f, 4.B.1b, 9.A.1b, 12.A.1a)
4. On a large piece of paper, write the words “Fur”, “Feathers”, “Scales”, and “Slimy Skin” in 4 rows. Look through the pictures in nature magazines, either individually or as a class. Put a tally mark by the appropriate body covering each time an animal comes up that fits into that group. Discuss the results with the class. (10.B.1b)

POST-VISIT ACTIVITIES

The following post-visit activities will help you to extend your visit to Cosley Zoo. Corresponding learning standards are listed after each activity.

1. Distribute the “Animal Measuring” worksheet. Ask the students to use rulers to measure the lengths of various types of animals. (7.A.1a)
2. Divide the students into groups and give each group a large sheet of paper or posterboard which is divided into quarters. Put the headings “Mammals”, “Birds”, “Reptiles” and “Amphibians” at the top of the sections. Ask the group to fill each section with pictures of animals with the appropriate body coverings. The pictures can be drawn by hand, cut from magazines, or printed from a computer. (3.C.1b, 5.C.1b, 10.A.1a, 12.A.1b)


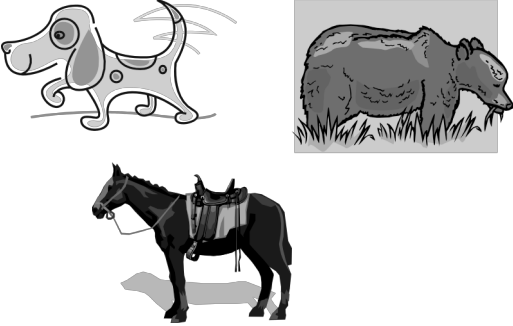
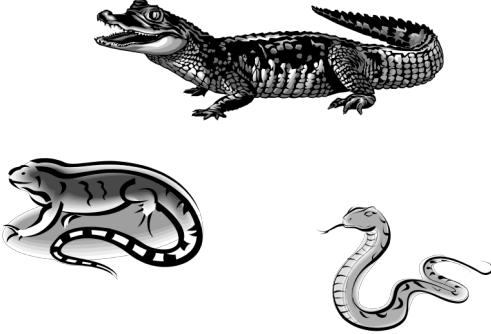
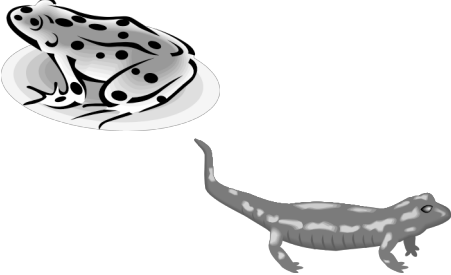
3. Distribute the worksheet entitled “Which Has More?”. Ask students to compare the number of animals in each group. (6.D.1)
4. Tell the students that would like each of them to bring a stuffed animal to class the following day. Ask students to estimate, either individually or as a class, how many of the animals will be mammals, reptiles, birds, amphibians, or “other” (insects, fish, etc.). The next day, ask students to sort the animals they have brought in to determine the actual results. Draw a large bar graph to present the results. Compare the actual number of animals in each group to the predictions. (10.B.1b, 10.B.1c, 11.A.1e)

If you have questions or comments about your visit to Cosley Zoo, please share them with us. Call 630/665-5534 or send them to:

Education Supervisor
Cosley Zoo
1356 Gary Ave.
Wheaton, IL 60187

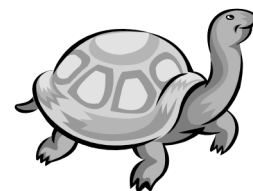
WHO GOES WHERE?

What do the animals in each box have in common?

<p>Birds</p>	
<p>Mammals</p>	
<p>Reptiles</p>	
<p>Amphibians</p>	

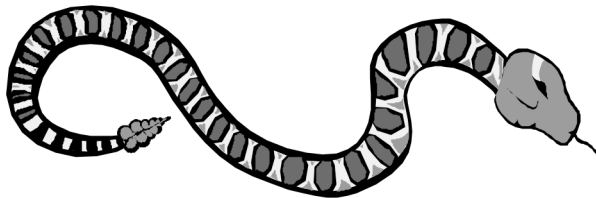
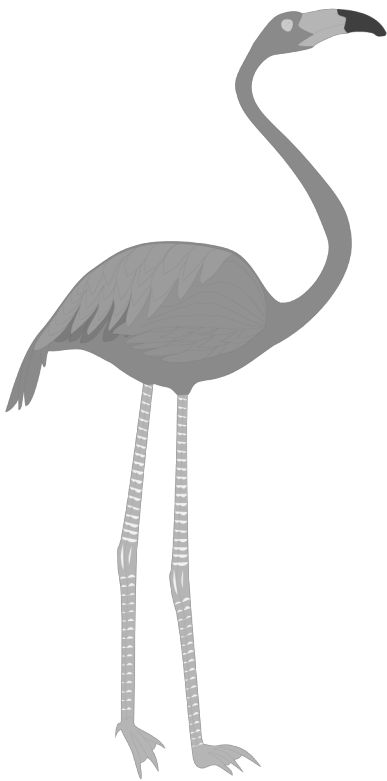
WHO GOES WHERE?

Draw a square around each animal, and then cut it out. Glue each animal into the correct box on the first worksheet.



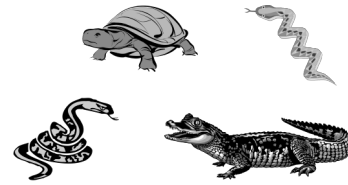
ANIMAL MEASURING

1. The animal with fur is _____ inches long.
2. The animal with feathers is _____ centimeters tall.
3. The animal with scales is _____ inches long.
4. The animal with slimy skin is _____ centimeters long.

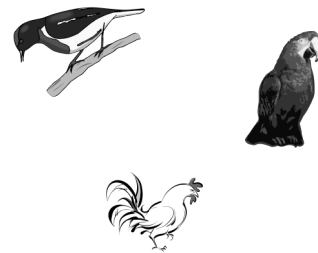
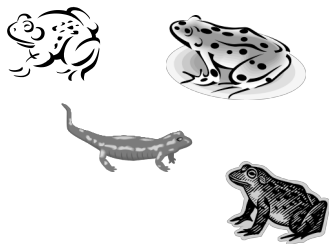


WHICH HAS MORE?

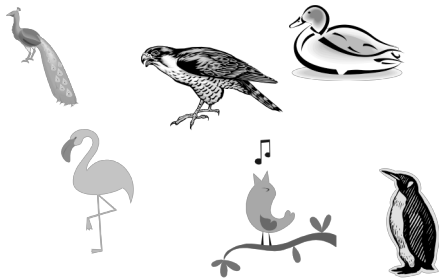
Mammals?.....or Reptiles?



Amphibians?.....or Birds?



Birds?.....or Reptiles?



Mammals?.....or Amphibians?

