

Furry Friends **Suggested Reading**

Animals Born Alive and Well by Ruth Heller

The Bat In The Boot by Annie Cannon

Black Bear Cub by Alan Lind

The Call of the Wolves by Jim Murphy

Gray Wolf Pup by Doe Boyle

The Kissing Hand by Audrey Penn

Little Gorilla by Ruth Bornstein

The Mitten by Jan Brett

Wild Animals Touch and Feel by DK Publishing

Teacher Resources

Ranger Rick's Nature Scope – Amazing Mammals (Part 1 and 2) by The National Wildlife Federation

Pennsylvania Wildlife: A Viewer's Guide by Kathy and Hal Korber

Why Animals Have Fur by Dorothy Hinshaw Patent

Wildlife Notes by Chuck Fergus (Available from the PA Game Commission)

Furry Friends

Fur, Feathers, and Scales

Pre- Visit Activity

Skills: matching, comparing, memory, fine motor

Objectives:

- TSW identify fur, feathers, and scales as body coverings.
- TSW name at least two animals with each body covering.
- TSW differentiate between body coverings.
- TSW play concentration with animal pictures.
- TSW identify the body covering of the animals matched.

Materials:

- Wild Animals Touch and Feel by DK Publishing or other touch and feel book with a variety of animals
- Feather
- Whole fish from supermarket (if available) or picture of fish or other scaly animal
- Concentration cards – 1 set per small group of students

Procedures:

Before You Start: Make the concentration cards: Copy the pictures and mount them on index cards. Be sure that there is one pair of each picture in each set. Include more or fewer cards in each set, depending on the ability level of your students. You may wish to laminate the cards for durability.

Anticipatory Set:

Read Wild Animals Touch and Feel. Allow the students to feel each animal as it is read. Do the animals all feel the same? Why is that? It is because each of them has something different covering their bodies.

Development of Lesson:

1. Feel your head. What covers your head? Hair. When animals have lots of hair, we call it fur. Have you ever seen or touched an animal with fur? What kind of animal was it?
2. Do birds have fur? No. They these. Show the feather and allow students to touch it. What is it? Can you think of a kind of bird?
3. Some animals have scales. Can you think of one? Fish have scales. Show the students the fish and allow them to touch and feel the scales. What else has scales?
4. Play a game of concentration:
 - a. Show pictures of each animal to be used in the game. Have the students identify them and tell what kind of body covering they have (fur, feathers, scales).
 - b. Divide the students into cooperative groups. Give each group a set of cards. Mix the cards and turn them face down.
 - c. Take turns turning over a pair of cards. If they match, keep them. If they do not, turn them back over, leaving them where they are.
 - d. Play until all matches are made.

Summary:

Look at the matches made during the game. What kind of body covering do they have?

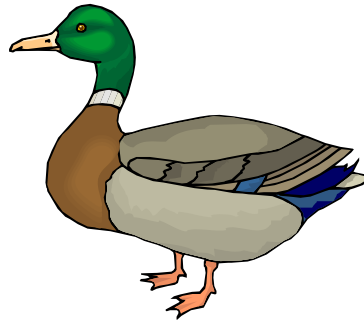
Extensions:

- Make your own touch and feel book! Draw or cut animal pictures out of calendars and old magazines. Use pieces of felt or fake fur, craft feathers, and bubble wrap to add fur, feathers and scales.

Fur, Feathers, and Scales



Cat
Fur



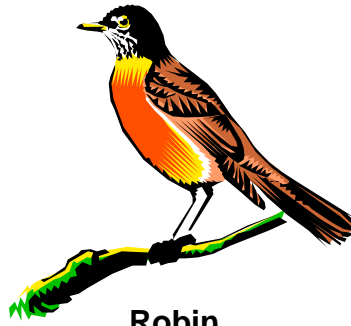
Duck
Feathers



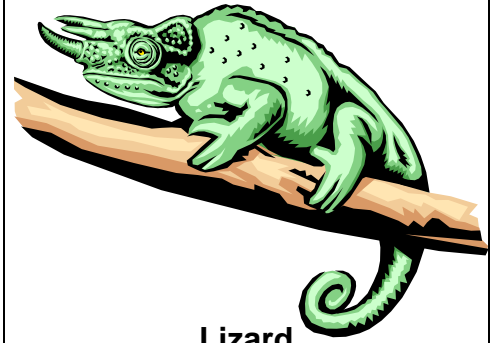
Fish
Scales



Dog
Fur



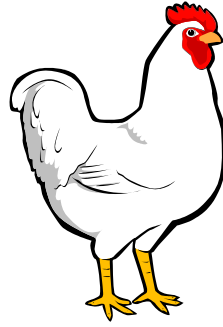
Robin
Feathers



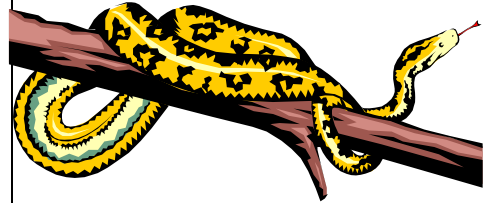
Lizard
Scales



Lion
Fur



Chicken
Feathers



Snake
Scales

Furry Friends

Marvelous Mammals

Post-Visit Activity

Skills: observation, listening, gross motor

Objectives:

- TSW name three mammal characteristics.
- TSW use movement and sound to act out different mammals.
- TSW identify the mammals acted out

Materials:

- Animal list

Procedures:

Anticipatory Set:

Participate in the Pittsburgh Zoo & PPG Aquarium's Furry Friends class. Discuss what you learned. What kind of animals did you learn about? Furry animals are called mammals. What covered their bodies? Fur. What else do you remember about mammals? They drink milk as babies, they need to be taken care of as babies, they need food, water, shelter and space, etc. Ask the students to name some mammals. Add them to the list for the game. We are going to pretend to be different kinds of mammals!

Development of Lesson:

1. Select a mammal from the list (or make up your own). Animals marked with an * are especially challenging. Whisper its name to the first student.

dog	rabbit	pig
cat	mouse	seal
cow	monkey	giraffe
elephant	sheep	squirrel
lion	gorilla	bat*
kangaroo	horse	whale*

2. Using sounds and movements, have the student pretend to be that animal. As they do, the other students try to guess what animal they are acting out.
3. Take turns until all have had a turn.

Summary:

Have the students all select a mammal to act out and have a parade!

Extensions:

- Draw pictures of mammals. Display them in the classroom.
- Cut pictures of mammals from magazines. Use them to create a collage.
- Make mammal masks from paper plates or paper grocery bags.

Furry Friends

Cub Counting

Skills: counting, sorting, language arts, fine motor

Objectives:

- TSW count to ten while using manipulatives.
- TSW list three characteristics of bears.
- TSW sort their bears.

Materials:

- Black Bear Cub by Alan Lind or other bear story
- gummy bears or teddy grahams (use at least 2 different kinds)
- napkins or paper towels

Procedures:

Anticipatory Set:

Read Black Bear Cub. What animal was the story about? A bear! What would it be like to be a bear? What do black bear cubs like to do? (play, climb, sleep, eat, etc.) What do they eat and drink? (berries, nuts, honey, etc.; drink water and milk, when babies) Where do they live? (North America, Pennsylvania, cave, forests) What do they have all over their bodies? (Fur) Today we are going to count bears!

Development of Lesson:

1. Distribute napkins and gummy bears or teddy grahams. Give at least ten bears to each student.
2. What colors do they see? Sort the bears by color.
3. Have the students count their bears out loud. Move the bear from one side of the napkin to the other as they are counted.
4. Count out five bears. Use these as manipulatives to act out the following chant:

Five bear cubs were sleeping on the floor.
One ran away and then there were **four**.
Four bear cubs were climbing up a tree.
One ran away and then there were **three**.
Three bear cubs were looking for something to do.
One ran away and then there were **two**.
Two bear cubs were playing in the sun.
One ran away and then there was **one**.
One bear cub was looking for some fun.
He ran away and then there were **none**!

Summary:

Enjoy your bears as a snack!

Extensions:

- Eat like a bear! Have honey, berries, and nuts for a snack!
- Use other animal crackers for counting.
- Use books or pictures to look at other kinds of bears. How are they different from black bears? How are they the same? Find out how they live and make your own bear book.