



Teacher's Notes: Mammals

Science Standard:

Concept 1: Characteristics of Organisms

Learning Objectives:

- The students will be able to match picture to picture.
- The students will be able to complete a graphic organizer.
- The students will use a graphic organizer to write sentences about mammals.
- The students will be able to identify mammals
- The students will be able to explain/identify characteristics of mammals.
- The students will use technology to search for mammals.

Activities

1. Students do image searches. Have the students save pictures of their favorite ones. Those are then inserted onto a Word document or a PowerPoint. Students write a sentence about each characteristic. **See Technology printable in the materials.**
2. Get a collection of magazines. Have students look for pictures of mammals to cut out. Depending on group you could use the pictures for different things:
 - Students glue pictures of mammals on collage
 - Students divide poster into sections labeling all or some of the characteristics of mammals (warm blooded, hair, take care of young, drinks milk, teeth, grows inside mother, born live). Have students find pictures that represent the characteristics listed.
3. Pick one of the animals from the book. Draw a picture of that animal and write the name of the animal as the word “mammal” below and/or write a sentence. (adapt demands to meet the needs of your student)

General Tips: The goal is to build background knowledge while leading an engaging discussion on any and all information that can be talked about on a given page. The items that you choose to bring up or focus on can be modified for the students you are working with. For example, if you have a student who can point to something in the picture, answer yes/no questions be sure to incorporate a lot more of that as you go through the book. On the same token, be sure to ask a lot of comprehension questions and critical thinking questions at the level appropriate for students. There is something for everyone.

Page 1: NOTE: Have Give Students the Activity Sheet to use as you go through the Ebook. If your students have already read Mammals, add more questions about the traits of mammals to the

suggested questions. There are many different types of animals. There are birds. There are reptiles. There are fish. There are mammals. This book is all about mammals. We will look at mammals and talk about them. Look at the pictures on page 1. What animals do you see? This is a fox. What animal does this look like to you? Yes, it looks like a dog. A dog is a mammal, and a fox is a mammal too. It has fur. All mammals have hair or fur. <https://youtu.be/GBMDbldWx-c> ask students questions related to this video on foxes.

Point: fox, ears, nose, eyes, fur, legs

WH Questions: What type of animal is this?

Yes/No: Is a fox a bird? Reptile? Fish? Mammal? Is the fur green? Is it reddish brown?

Opinions/Experiences: What do you think foxes would like to eat?

Peer to Peer Interaction: After you read Page 1, ask students, “What type of mammal is this?” The answer is the main idea card “fox.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to their partner about foxes.

Page 2: A sheep is a mammal too. It has fur and teeth. Sheep have a special fur. It can be cut and made into wool. Wool is a warm cloth.

Have students view the following video <https://www.youtube.com/watch?v=vK3KsFd2YnQ>

Point: sheep, wool, eyes, nose

WH Questions: Do sheep have fur? Is their fur called wool? What type of animal is a sheep?

Yes/No: Is a sheep a lizard? Is a baby sheep a lamb? Do sheep live in the water? Do a lot of them live on farms?

Opinion/Experiences: Have you ever seen a sheep? Do you have anything made of wool?

Peer to Peer Interaction: After you read Page 2, ask students, “What type of mammal is this?” The answer is the main idea card “sheep.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to their partner about sheep.

Page 3: A dolphin is a mammal. It doesn’t look like it has hair, but it has a tiny bit of hair. It also swims. Most mammals do not live in the water. A dolphin is a mammal because it does not lay eggs like most fish. <https://www.youtube.com/watch?v=oL7ltmSmaTw>

Point: fins, mouth, water, eyes

Questions: Where do dolphins live? Do dolphins have eyes? Do dolphins walk? What type of animal is a dolphin?

Yes/No: Is a dolphin a bird? Is it a mammal? Can dolphins walk?

Opinion/Experiences: Have you seen dolphins before? Do you like to swim?

Peer to Peer Interaction: After you read Page 3, ask students, “What type of mammal is this?” The answer is the main idea card “dolphin” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to each other about dolphins.

Page 4: Another mammal is a polar bear. It has white fur. A polar bear lives in very cold places. They don’t live in the water, but they know how to swim. They eat fish when they swim.

<https://www.youtube.com/watch?v=1zRGzIWqce4>

Point: polar bear, ears, nose, legs, paws

Questions: What color are polar bears? Do they live in the jungle? Do they live in cold places?

Yes/No: Do polar bears like snow? Are polar bears brown? Are polar bears a reptile? Are they a mammal?

Sharing Opinion/Experiences: Where do you think you might find a polar bear? Do you think polar bears are dangerous? What do you think they eat?

Peer to Peer Interaction: After you read Page 4, ask students, “What type of mammal is this?” The answer is the main idea card “polar bear.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk about polar bears.

Page 5: This animal is a bull. It’s a mammal too. Look at its hair. Look at its horns.

Point: bull, hair, horns, eyes, nose, legs, grass

WH Questions: Where are a bull’s horns? What color is the bull’s hair? Is this animal big or small?

Yes/No: Is a bull a mammal? Is a bull small? Do bulls have horns?

Sharing Opinion/Experiences: What would you do if you saw a bull? What do you think bulls use their horns for?

Peer to Peer Interaction: After you read Page 5, ask students, “What type of mammal is this?” The answer is the main idea card “bull.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to each other about bulls.

Page 6: Deer are mammals. They have antlers on their head.

Point: deer, antlers, nose, eyes, legs, nose, fur

WH Questions: Where are a deer’s antlers? What type of animal is a deer? Is a deer a fish?

Yes/No: Do all mammals have teeth? Do mammals use their teeth to chew food?

Opinion/Experiences: What do you know about deer?

Peer to Peer Interaction: After you read Page 6, ask students, “What type of mammal is this?” The answer is the main idea card “deer.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 7: A monkey is another mammal. It has fur and it does not lay eggs. It has fur. Monkeys are cute.

WH Questions: What kind of animal is this? What type of animal is a monkey?

Yes/No: Do monkeys have hair?

Opinion/Experiences: What do monkeys like to do? What do you think they eat?

Peer to Peer Interaction: After you read Page 7, ask students, “What kind of mammal is this?” The answer is the main idea card “hair.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to each other about what mammals have on their bodies.

Page 8: A pig is another type of Mammal. Pigs are warm blooded. That means that the blood inside their body stays the same temperature. It doesn’t matter if the weather is hot or cold, a mammal’s blood temperature will stay the same.

Point: pig, nose, hay, eyes, ears, legs, ground

Questions: Does a pig have a mouth? How many legs does a pig have? What type of animal is a pig?

Yes/No: Is a pig a mammal? Is a pig warm blooded? Is a pig a type of fish? Is it a type of bird? Is it a reptile? Is it a mammal? Do pigs like to eat hay?

Opinion/Experiences: Have you ever been to a farm? What meat comes from pigs?

Peer to Peer Interaction: After you read Page 8, ask students, “What kind of mammal is this?” The answer is the main idea card “pig.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 9: This is a person. Did you know that people are mammals. People do not lay eggs, they have hair, they are warm blooded. People need to wear warm clothes if it is cold outside. Yes, you are a mammal!

Point: nose, eyes, hair, blanket

WH Questions: Who do you know who is a mammal (have them list off everyone they know, etc.)

Yes/No: Am I a mammal? Is our principal a mammal?

Opinion/Experiences: Let’s name all the mammals we can think of. (generate a list)

Peer to Peer Interaction: After you read Page 8, ask students, “What kind of mammal is this?” The answer is the main idea card “person” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.