

LET'S BE MAMMALS

Objectives:

Children will know: Children will learn how different mammals behave.

Children will do: Children will pretend to be different mammals

Essential Questions:

- What are different mammal behaviors?
- Why do mammals have different behaviors?

Standards:

L10. Follows directions.

PSH6: Engages in play as a means of self-expression and creativity.

PSH4. Interacts with peers and makes friends.



Materials:

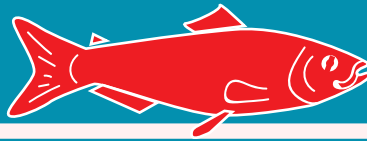
- wolf mask
- moose mask
- fox mask
- seal mask
- beaver mask
- walrus mask

Promoting Culture Self Assessment:

- 1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- 6. I encourage and provide opportunities and experiences for children that support Alaska Native culture.

Alaska Native Values:

Respectful of subsistence lifestyle, Learning by doing, Respect for the environment



Engage

“Do you remember what a mammal is? A mammal is a type of animal that has fur or hair and nurses their young. You and I are mammals. Can you think of any other mammals? Where can you find mammals? Mammals are found everywhere, and all behave differently. This is called “animal behavior.” This is a type of “adaptation.” An adaptation helps animals survive in the place where it lives. Mammals also look very different, which is another type of adaptation. Let’s pretend to be mammals and talk about the different ways they look and behave.”

Explore:

Activity: 15 minutes

Give each student a different mask. Some may have to take turns. Have students sit in a circle. Direct each student with a mask to go in the center and act as the animal. Read the following for each aloud as the child is in the circle.

Wolf: “I live with a big family and have a big bushy coat. I like to hunt for meat and howl. I can run for many miles at a time. What am I?” Have students answer, “WOLF!”

Moose: “I like to live alone. I live in wet marshy areas to eat delicious plants. If I am a boy, I grow huge antlers. What am I?” Have students answer, “MOOSE!”

Fox: “I live in burrows underground. I like to eat small mammals like hares and voles. I have a red bushy coat and a big bushy tail to keep me warm in winter. What am I?” Have students answer “FOX!”

Seal: “I live in the ocean close to the shore. I love to eat fish of all kinds. I have an oily coat and thick fatty blubber to keep me warm. What am I?” Have students answer, “SEAL!”

Beaver: “I live in ponds and rivers. I have big teeth that help me chew wood that I use to build my home. My tail slaps the water to alert my family if there’s danger. What am I?” Have students say, “BEAVER!”

Walrus: “I live in the ocean, close to shore. I live with hundreds of others. I have big long tusks that help protect me from others. I love to dive really deep to eat clams, and have a thick layer of blubber fat to keep me warm. What am I?” Have students answer, “WALRUS!”

Explain:

“What sort of animal behavior and adaptation was your favorite? What animal would you like to be? It’s important to learn about how animals behave, especially when we hunt. When we learn how an animal behaves it helps us understand them better. This can help us when we’re out hunting. Have you ever tracked an animal before? Has someone in your family tracked an animal? “

Center Set Up:

Whole Group:

Display essential questions. Display masks. Encourage students to put on masks and pretend to be animals.

Art Center: Set out paper, scissors, and markers. Have students make their own animal masks.

EVALUATION

Emerging:

Student does not participate.

Developing:

Student participates in discussion.

Proficient:

Student participates in discussion and mammal mask game.

Advanced:

Student participates in discussion, engages in activity and shares a story.

