

ANIMAL FAMILIES

The overall emphasis of this animal unit is animal families.

This learning unit contains information and activities that will assist in planning and carrying out a variety of activities and an educational field trip to the Caldwell Zoo. Included are suggested activities to do before and after the Zoo visit and a summary of information to be covered during the Zoo class. The Zoo's goals are to:

1. Encourage inquisitiveness about the natural world.
2. Help each child find answers for his/her own questions.
3. Aid development of understanding and factual knowledge of the environment.
4. Improve each child's ability to think rationally.
5. Promote creative and productive imaginations.
6. Provide a fun learning experience.

Texas Essential Knowledge and Skills ("TEKS") for science:

Kindergarten: I 12.11b: **1 A, 2 A, 9 A&B, 10 A**

First Grade: 112.12b: **1 A, 2 A, 9 A, 10 C&D**

Second Grade: I 12.13b: **1 A, 2 A, 9 A, 10 C**

Additional activities may meet other TEKS.





ANIMAL FAMILIES

Animals use many strategies when raising a family. Some animal families consist of mom and young (cats, except lions, and bears) while some are dad and young (ostrich, seahorses). Mom, dad and the kid(s) works for some animals (African crowned cranes, swans). Some animal babies live in a large “family” or herd (giraffe). There are many animal babies which do not receive any parental care at all (snakes, turtles).

If not controlled by instinct, youngsters must learn—what is good to eat, what is dangerous, etc. Their parent(s) must feed and protect the youngster during this learning process. Usually, the more intelligent the animal, the longer the “childhood.” Often play is an important part of learning for a young animal. It develops coordination and muscle control and allows the baby to practice skills needed as an adult. Through play the young not only develop speed, agility and judgment, but also may cement social bonds.

Some animal babies are born/hatched ready to run. Some prey species living in herds or groups must be able to keep up with the protection of the group. Other herd babies are hiders and are camouflaged to blend into the background. They will stay perfectly still while mom goes off to eat, but can keep up with the herd if they have to.

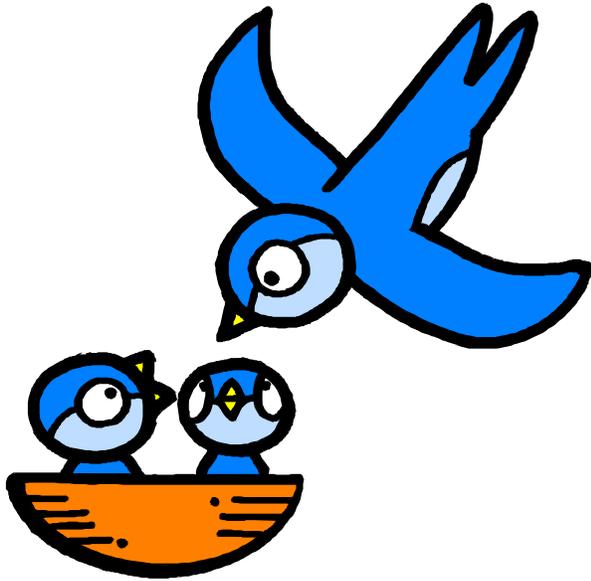
Animal babies may be helpless when they are born/hatched. They depend on adult(s) for all their needs—food, protection, thermal regulation, etc. Some of these altricial babies have fixed homes, such as nests or burrows, where they are kept safe.

All animal babies have certain needs. An important need is food. Youngsters have specific food needs. Mammal (animals with fur/hair) babies need to nurse and get milk from their moms. Later, adult(s) teach the young what to eat and how to locate food. Often parent(s) bring food to their young. The food may need to be partly digested, i.e. bird parents feeding their young regurgitated food. Of course, some babies have to find their own food as soon as they are hatched/born.

Young must sleep to ensure proper growth. Some may take long naps while others take short catnaps.

All animals (babies and adults) need a home—a place to live. For some animals this may be a nest high in the trees or on the ground. Home may be a burrow or a hollow tree—wherever the animal feels safe. Some animals do not have a particular “home.” They move with their family group or herd, but the herd provides the care and protection needed for survival.

Some baby animals need to be cleaned and/or groomed. Cleanliness helps prevent parasites and disease and keeps predators from catching baby’s scent. For many animals this helps strengthen the bond between adult and baby.



CLASSROOM ACTIVITIES

The activities on the following pages are for use before and/or after your Zoo visit.



ANIMAL FAMILIES ACTIVITIES

1. Write a birth announcement for a special animal baby.
2. Design an animal birthday cake. Be sure to keep in mind what the animal eats in nature.
3. Compile a list of famous baby animals (example: Smokey the Bear) in stories, cartoons, on television
4. Write a commercial for an “icky” baby. Can you “sell” a baby cockroach?
5. Create puzzles with adult and baby animal names or pictures.
6. Write a letter or stage a conversation between a parent and baby animal.
7. Pretend you are the first person ever to see a baby _____. Describe it for your friends.
8. Create a booklet with either words or pictures—
If I were a baby _____
Here is where I live.
This is what I eat.
See my family.
See what I can do.
Older children could write about how the animal “feels” about living in the wild or living in the zoo. They could also write what they think the animal might do for “fun.”
8. Make an “I Can, Too” booklet and correlate the child’s special skills/abilities with a young animal’s skills. EX I can climb a tree and so can a monkey.
9. Make puppets of adult animals and baby animals and present a puppet show. Puppets can be finger puppets, stick puppets, sack puppets, sock puppets, leg (fingers through holes to represent legs) puppets.
11. Draw a picture of your own family and an animal’s family. How are they the same? How are they different?
12. Write a story, “A Day in the Life of a Baby _____”

13. Sequence an animal's life either with words or pictures.
Make a puzzle of an animal's life cycle.
Make up a card game where the object is to get cards with the complete life cycle of an animal. EX. would have to get egg, tadpole and adult frog.
14. Compare baby animal and adult animal weights and/or heights.
How much did it grow? Compare your baby and adult weight/height. How much did you grow?
Compare your own baby statistics (weight, height) to a baby animal's. Which is larger? Which is smaller?
15. Play rummy or concentration with adult animals and youngsters.
16. Celebrate marsupials (animals who raise their babies in a pouch). Hold a "Pocket Days filled with pocket activities.
Be a marsupial mom for a day. Create a special baby to carry in your pocket during the day.
17. Be a pretend mom for a day. Using a doll, stuffed animal, etc., take care of your "baby" for a day. Discuss parental responsibility.
18. Purchase some meal worms at a local pet store and raise them so that children can see the entire life cycle of an insect.
19. Learn some baby, adult and family names for animals. (See attached list.)
20. Compare what you ate and/or what you could do as a baby to an animal baby's diet and skills.
21. Egg Shell Tricks:
(Be sure to thoroughly clean eggshells when using with children to minimize the risk of salmonella.)
Create a box to protect a raw egg when dropped from a certain height. (Hint: strongest part of the egg is its ends.)
Balance a book on 4 eggshell halves. Keep adding books. How many can the eggs support?
22. Create a mosaic with eggshells.
For more color, dye the eggshells before creating the artwork.
23. Design a maze. Help the mother find her baby or the baby find her mother.
24. Look at a picture of an adult and baby animal. Write a story about the picture.

ANIMAL FAMILY NAMES

ANIMAL	GROUP	MALE	FEMALE	YOUNG
antelope	herd	buck	doe	kid/fawn
bobcat	solitary	torn	lioness	kit/kitten
deer	herd	buck/stag	doe	fawn
elephant	herd	bull	cow	calf
fox	skulk	dog	vixen	cub/pup
giraffe	herd	bull	cow	calf
goat	herd	billy/jack	nanny /doe	kid
lion	pride	lion	lioness	cub
zebra	herd	jack/stallion	jenny /mare	colt/foal
chicken	flock	rooster	hen	chick
duck	flock	drake	hen	duckling
eagle				eaglet
hawk	cast			hawkling /eyas
swan		cob	pen	cygnet
frog/toad	army			tadpole
fish	school			fry

Please note: some animal babies are just called “baby” or “infant” and some adults are just called male or female.

VOCABULARY WORDS TO KNOW

ALTRICIAL	Young born in an immature and dependent state and remain dependent for a period of time.
CHRYsalis	Pupa. The form most insects assume between larva and adult.
CLUTCH	Set of eggs to be incubated together
COCOON	A covering for the pupa.
DEPENDENCY PERIOD	Time when young rely on parent for food, protection, etc.
FOLLOWER	Young that remain in close contact with parent during first few weeks of life, following like a shadow and often resting close-by.
HIDER	Young that lies down in hidden place and remains there, away from parent. Parent will call young from hiding place, but will not go to it. Found in hoofed animals as protection.
HYBRID	Offspring of cross between two different species.
IMAGO	Adult stage of an insect.
INCUBATION	Act of maintaining temperature of an egg by external means so that the embryo within may develop. The time it takes for an egg to hatch is the Incubation period.
INNATE	Inborn; natural; dependent on hereditary factors.
LARVA	Pre-adult insect form, unlike adult in appearance.
MARSUPIUM	Pouch or cavity in which young marsupials develop.
METAMORPHOSIS	Series of changes in form and shape of animal during development (egg—larva—pupa—adult).
MOLT	Shed or cast off body covering.
MONOGAMOUS	Having only one mate at a time.

MONOTREME	A mammal that lays eggs.
NYMPH	An insect that hatches from its eggs in a miniature adult form.
POLYGAMOUS	Having more than one mate at the same time.
PRECOCIAL	Young that are active, able to move around and feed themselves at birth or very soon after.
PROGENY	Offspring or descendants of plants and animals.
PUPA	Third stage in life cycle of insects that have a complete metamorphosis (egg — larva — pupa — adult).