



ILLINOIS MAMMALS

Teacher's Pre-Trip Information

The purpose of the following pre-trip information is to help the teacher prepare and motivate their class for their field trip to the forest preserve and to familiarize the students with vocabulary used during the program.

THEME: Mammals have many adaptations that set them apart from other animals

GRADE LEVEL: Grades K – 8

OBJECTIVES

- Students will be able to list at least five characteristics of mammals
- Students will be able to name at least three adaptations of one Illinois mammal (e.g. beaver, bison, or other)
- Students will be able to name the four essential components of an animal's habitat
- Students will observe signs of mammals on a hike (weather permitting)

LEARNING PLAN

Topics: mammal morphology, adaptations, habitat, predator-prey relationships, and identification

Student activities: observing mammal characteristics, tracking, observing skulls, discussing feeding preferences, learning about extirpated species, hiking, and a habitat game

| Learning Area | Goal # | Standard | Level and Benchmark |
|--------------------|--------|----------|----------------------|
| Science | 11 | A | 1a, 1b, 1f, 2b, 2e |
| | 12 | A | 1a-b, 2a |
| | 12 | B | 1a-b, 2a-b |
| Language Arts | 4 | A | 1a-c, 2a, 2c |
| | 4 | B | 1b, 2b |
| Social Sciences | 16 | E | 1(US), 2a, 3a-c (US) |
| | 17 | C | 1a, 2c |
| Physical Education | 21 | A | 1a-c, 2a-c, 3a |
| | 21 | B | 1, 2, 3 |

VOCABULARY

- **Respect** – to honor, to show concern for
- **Preserve** – to keep safe, to save or protect
- **Habitat** – the arrangement of food, water, shelter and space suitable to an animal's need
- **Diurnal** – active during daylight
- **Nocturnal** – active at night
- **Herbivore** – an animal that eats plants
- **Carnivore** – an animal that eats other animals
- **Omnivore** – an animal that eats both plants and animals
- **Extirpated** – missing from original native range but not extinct
- **Camouflage** – color, tones, patterns, shapes or behaviors that enable an organism to blend in with its surroundings
- **Warm blooded** – being able to maintain a constant body temperature independent of the outside temperature
- **Adaptation** – a behavior, physical feature, or other characteristic that helps an animal survive
- **Scat** – animal droppings or feces

Supplemental Activities:

The following activities are suggestions for use in the classroom before and/or after the school program. Not all are appropriate for all age groups. Feel free to adapt them for your students' abilities.

Writing activities:

- Separate the students into small groups. Give each group a mammal. Have the students brainstorm facts about the animal they were given. One of the students is the scribe and makes a list of the ideas. After all the facts are listed, the most descriptive details are selected or modified and put into the poetry pattern. (<http://www.proteacher.com/>)

(Name of Animal)!

You _____

You _____

You _____

You _____

You _____

You are my favorite zoo animal because you _____

(Name of Animal)!

Have each group read their poem in front of the class.

Research Activities:

- Introduce new science unit on animals. Ask students to name animals they know. List animal. Introduce term: Mammals. Use web sites or books to find, print, or draw pictures of Mammals. Have students use word processor to type out animal names. Post pictures and names on bulletin board. (<http://www.lessonplanspage.com/ScienceMammalsIntro1.htm>)

Fine Arts:

- **Make-a-Mammal**

(<http://school.discoveryeducation.com/lessonplans/programs/whatsamammal/>)

Have students work in pairs or groups to create new mammals. Their animals must include traits that are common to all mammals. The species must also have characteristics common to 1 of the

11 mammal groups. They should draw a picture of their animal, describe its physical and behavioral characteristics, determine its habitat, and name the species. Then, invite them to present their mammals to the rest of the class.

Suggested Readings:

- **About Mammals: A Guide For Children**

By Cathryn and John Sill

From the author and illustrator of *About Birds* (1991), this volume introduces mammals to young children. Each spread has a full-color painting of one or several animals and a facing page that is white except for a few words of text and an identification of the animal illustrated. For instance, the words *Mammals eat meat* appear opposite an illustration of a bobcat carrying its prey.

- **Peterson Field Guide to Mammals of North America: Fourth Edition**

By Fiona Reid

The most comprehensive, in-depth, and current guide to North American mammals, this book covers all the mammals found in North America north of Mexico, including those that live in near-shore waters.

- **The Story of the Little Mole Who Went in Search of Whodunit**

By Werner Holzwarth

When Little Mole looks out of his hole one morning—PLOP!—something lands on his head. Whodunit? Now a new generation of readers will enjoy this one-of-a-kind, stinky, and delightful story for the first time.

Additional Resources:

Web sites

- www.inhs.uiuc.edu/dnr/fur
- http://dnr.state.il.us/conservation/nat_her/bats/bats.htm

DNR Education Website: <http://dnr.state.il.us/lands/education/index.htm>

- Educational supplements (CD-ROMs for students and teachers, educational trunks, posters, books, etc.)
- ENTICE workshop schedule
- Project WET, Project WILD, and Project Learning Tree
- Contests and grants

Audubon Illinois Wildlife Series Display Boards*

- Butterflies and Moths
- Amazing Bats
- Illinois Owls

See www.champaigncountyaudubon.org for a list of resources for loan housed at the Education Center at the Homer Lake Forest Preserve.

**Available for loan from the Education Center at Homer Lake Forest Preserve. We have many more items in addition to those listed – please call 896-2455 for more information.*