

THE JACKSON



# Zoo Connections Curriculum

**Where Do They Belong?:  
Grouping similar animals**

## Kindergarten

**Curriculum is aligned with the Mississippi  
Academic Framework. Lessons and support  
material are provided in the following areas:**

**Life Science – 3a, 3e; Language Arts – 3b;  
Mathematics – 1g.**

# Pre-Visit

## Vocabulary Words

Feathers

Fur

Scales

## Concepts

- There are many ways to group animals; coverings, color, and size are a few of them.
- Baby animals can be grouped with their parents because they resemble each other.

## Activities

### Vocabulary Words

Introduce the vocabulary words to your class. Review their meaning together. Play a matching game using the Vocabulary words to help the students recognize them better. You can cut pictures of animals out of magazines, calendars, coloring books, etc... Put a common representative of an animal covered with fur, an animal covered with scales, and an animal covered with feathers on the board with the vocabulary word underneath. Give each of the students an animal and ask them to match it to the correct group based on its covering (fur, feathers, scales). Help the students and have them help each other as it is needed. Review the results at the end.

### Whose baby am I?

Using examples that the students would recognize (dog & puppy, cat & kitten, etc...) introduce them to the idea that baby animals resemble their parents. If available, you can use stuffed animals to reinforce the idea. Hand out the attached **Whose Baby am I?** activity sheet for the students to complete in class or at home.

### Animal Show and Tell

Ask each student to bring their favorite stuffed animal for show and tell. After everyone has a chance to talk about their animal, put them into groups. You can group them by size, color, or covering (fur, feather, scales). Talk about why each animal is in each group.

# Whose Baby am I?

Draw a line to match each baby animal with its parent.

## BABYS



## PARENTS



# At the Zoo

Remind your students what they have learned about grouping animals and all of the different ways that there are to group them. Tell them that today we are going to group animals by their coverings! Make sure that each group leader has a **Zoo Activity Sheet**. As you visit each animal, ask the students which covering group they should be in FUR, SCALES, or FEATHERS; then write their answers down on the worksheet.

When you get to an exhibit that has a baby animal, discuss any similarities between the appearance of the baby and its parents. Encourage the students to really look and make comparisons in the color, body shape and movement of the adult and baby. Since the number and type of baby animals at the zoo is always changing, you can call the education department shortly before your visit to learn where to look for the babies (601-352-2580 ext. 241).

You can choose to include as many or a few animals in your activity as you wish. For example, you may want to choose 10 or 15 animals to put into categories, and 1 or 2 babies to look at. You can also add other things for the students to look for (spots/stripes, horns/no horns, etc...)

To save paper and make it easier to keep track of the activity sheet, copy it front to back.

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## Zoo Activity Sheet

Welcome to the Jackson Zoo! Walking around the zoo, visiting the animals is bound to be fun and exciting.

While you are visiting some of the animals, see if you can figure out which of the following groups they belong in. When you write down the animal's name, also put its color! Example: under FUR you might put TIGER-ORANGE.

**I am covered with FUR:**

**I am covered with SCALES:**

**I am covered with FEATHERS:**

Take a look around the zoo; there may be some animals that have babies! If you see any, make sure to write them down and make a note of how they resemble their parents!

We saw a baby \_\_\_\_\_ . It looked like its parents because:

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# Post-Visit

## Vocabulary

Review the vocabulary words with the students. Ask them to remember their favorite animal that they saw at the zoo and to compose a drawing or visual image of it. Then, have them orally describe their picture to the class making sure that they say what kind of animal it is and what it is covered with.

## Compare Your Information

Create a chart on the board of all of the animals the students saw and recorded information about at the zoo. Using the terms “more than, less than, and equal to” help the students to make some mathematical comparisons using the information about the animals. Example: the number of brown animals is more than the number of orange animals.

## Regroup

Using the information in the chart that you created from the animals that you saw at the zoo, ask the students to see if they can figure out \*new\* groups for the animals. For example, you could now put them into groups of “big” and “small”, or “plain”, “spotted” and “striped”. For this activity it is also fun to turn each student into one of the animals either by having them hold a picture or create a mask or hat. Then, for each group, the students have to figure out what group the animal that they represent is in and move into that group.

## Who’s my Momma?

Hand out the **Who’s My Momma?** activity sheet to the students. Ask them to color the baby animals and then draw and color their mothers in the box next to the baby. In the last set of empty boxes have the students draw their favorite animal as a baby and as an adult (it’s mother).

# Resources

Names of Males, Females, Babies, and Groups of Animals: [www.enchantedlearning.com/subjects/animals/animalbabies.shtml](http://www.enchantedlearning.com/subjects/animals/animalbabies.shtml).

- A graphic organizer of what animals are called as well as access to further information about them.

Conservation Snapshots: <http://aza.org/conservation-snapshots/>

- A description of the different types of animal groups and some problems each group is facing in the wild.

# Recommended Zoo Programs

Are you looking for another way to bring the lessons in this curriculum to life? We've got just the thing; when you're at the zoo stop by the Gertrude C. Ford Education building for a fun educational program that supports this material or have the Jackson Zoo come to you!

## At the Zoo

### Wild Classroom:

**Curious Creatures**- Why don't snakes have fur? How come an ostrich has feathers but doesn't fly? During this exploration of animals, you'll compare and contrast, discover differences within the animal kingdom, and come away knowing more about why animals look and act the way do, and are grouped the way they are.

## Let us Visit You

### Zoo Mobile:

**Animal ABCs**- Starting at the beginning has never been this much fun! Find out just what makes an animal an animal, their coverings, what they eat, and how they are grouped. Why don't they all look the same? Tune up your observation skills as we jump into animal basics.

**For information on how to schedule any of these programs for your class, visit our website at [www.jacksonzoo.org](http://www.jacksonzoo.org) or call 601-352-2580 ext 240. All of these programs must be scheduled at least two weeks in advance.**



# Who's My Momma?

Color the pictures of the baby animals and then draw a picture of their mothers in the box next to them. Draw your favorite baby animal and its mother in the last two boxes.

<p>Baby Zebra</p> 	
<p>Baby Giraffe</p> 	
<p>Baby Chick</p> 	
<p>Puppy</p> 	
<p>Your Favorite Baby Animal</p>	