



TEACHER GUIDE

Neighborhood Wildlife: Live Animals (PreK-2nd Grade)

DESCRIPTION

Live animal programs provide an up-close look at native Ohio species and provide an exciting and memorable learning experience. Each program is customized based on the grade level of your group. Students may investigate types of animals, adaptations, or animal roles within an ecosystem as part of the lesson.

Save time after your program to take your group outside to meet the rest of our animal ambassadors in the Ralph Perkins II Wildlife Center & Woods Garden - Presented by KeyBank.

OBJECTIVES

- View at least 3 groups of live animals: mammals, birds, and reptiles
- Identify characteristics of each group of animals – mammals, birds, and reptiles
- Describe three features, traits or adaptations of animals that help them live and survive in their habitats
- Identify the roles of the animals within ecosystems

OHIO'S LEARNING STANDARDS

KINDERGARTEN

Science: Life Science – Physical and Behavioral Traits of Living Things

- Living things are different from non-living things.
- Living things have physical traits and behaviors, which influence their survival.


KINDERGARTEN

Science: Life Science – Observations of Living Things

- Similarities and differences exist among individuals of the same kinds of plants and animals

GRADE 1

Science: Life Science – Basic Needs of Living Things

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- Living things have basic needs, which are met by obtaining materials from the physical environment.
 - Living things can survive only in environments that meet their needs.

GRADE 2

Science: Life Science – Interactions within Habitats

- Living things cause changes on Earth
- All organisms alive today result from their ancestors, some of which may be extinct. Not all kinds of organisms that lived in the past are represented by living organisms today

BEFORE YOUR PROGRAM & HOW TO PREPARE FOR YOUR VISIT

If this will be your first trip to the Museum for some of your students, you may want to discuss the following questions:

- What is a Museum? Why are we going to the Cleveland Museum of Natural History?
- How should we handle objects at the Museum?
- Use the vocabulary and additional resources provided in this Teacher Guide to preview or review program content with your class

VOCABULARY

adaptation – an alteration that an animal develops to help it survive

aquatic – living in the water

biologist – a person who studies plant and animal life

bird – an egg-laying animal with warm blood and feathers

carnivore – an animal that eats meat primarily

domestic – animals that depend on people for food and survival (dogs, cows)

ecosystem – an energy processing system involving the interactions of the living and non-living parts of the environment

feather – the outer covering of birds and some dinosaurs

food chain – the transfer of energy by an organism consuming another

habitat – the place where an animal lives the place in which animals live, reproduce and find



food, water and shelter

herbivore – an animal that feeds primarily on plants

mammal – a warm-blooded animal that has hair or fur and feeds its babies milk

nocturnal – active at night

omnivore – an animal that readily eats both plants and meat

reptile – an animal with scaly skin and lays eggs with soft or leathery shells

raptor – a bird of prey, such as a hawk or owl, that catches food with talons, the claws of raptors

wild – surviving with their own skills, instincts and experience

EXTENSION ACTIVITIES

1. Use the outdoor spaces available to you to bring attention to the world of nature outside your classroom. Take a nature walk and record your observations. Do this at different seasons of the year. Do you observe things that are similar? Different?
2. Show photos of native Ohio animals and of non-native animals. Name and discuss the ones children are familiar with and introduce those they may not know.
3. Discuss the basic needs of these animals for food, shelter, and methods of protection.
4. Compile a list of different species they observe around school and/or home. The list may include vertebrate and invertebrates. Take data such as the time of day it was observed, the habitat it was using, what behavior it was doing, the date visited, the temperature, the weather, etc. (teacher-led/ recorded).
5. Set up a bird feeder outdoors and observe the different birds or other animals using the feeder. Do some animals/birds dominate the feeder and chase others away? Are there different behaviors between male and female? Over a period of days try changing the type(s) of seed(s) or other foods (ex. Sunflower seed, millet or suet). Predict whether or not the same animals use the food or different ones.
6. Some wildlife may not be observed readily, but leave signs and clues that they were around. Explore tracks, fur, feathers, droppings, and places where they were feeding for clues as to what animals were around.
7. Draw or take photographs of the plants that are growing in the area that wildlife may or have used. Are the plants bitten? Are there holes in leaves?



ONLINE RESOURCES FOR TEACHERS AND STUDENTS

Click the link below to find additional online resources for teachers and students. These websites are recommended by our Museum Educators and provide additional content information and some fun, interactive activities to share with your class.

CMNH Educators regularly review these links for quality. Web addresses often change so please notify us if any links have issues.

Cleveland Museum of Natural History <http://www.cmnh.org>

EDUCATOR RESOURCE CENTER (ERC)



Educator Resource Center

CLEVELAND MUSEUM OF NATURAL HISTORY

Celebrating 30 years of supporting science education

The Educator Resource Center is dedicated to providing teachers with the classroom resources and professional development they need to create dynamic, enriching, and inquiry-based experiences for their students.

Contact the ERC at 216-231-2075 for information on individual or school membership.

Visit the Museum's ERC website for more information <https://www.cmnh.org/ERC>

MATERIALS FOR LOAN

With close to 100 dioramas and over 130 thematic teaching kits, our lending library has the materials you need to make science come alive for your students.

If you're interested in additional resources be sure to check out the following ERC materials or browse ERC materials online at

<https://cmnherc.myturn.com/library/>

EDUCATOR PROFESSIONAL DEVELOPMENT

Get connected to trending teaching methods, best practices in science education, and hot topics in current scientific research.

To learn more visit

<https://www.cmnh.org/learn/educator-resource-center/educator-workshops>

Email inquiries to erc@cmnh.org.



THE CLEVELAND MUSEUM OF NATURAL HISTORY

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