

# Introduction to Zoo Animals

Grade 1-2

ZOO ANIMALS • LESSON PLANS • 001A

## LESSON PLAN

### 1

**Skills:** compare and contrast zoo and domestic animals; identify and label zoo animals, classify, the letter "Z"

**Preparation:** word cards for 10 Zoo Animals Cutouts, and also the word "zoo." Most classrooms have a border display of the entire alphabet to refer to during the year. This helps to teach the letter "Z."

**Materials:** poster paper, writing materials, construction paper

**How to Make Books:** For detailed instructions on how to make a Zoo journal, see Dinosaurs, Grade Preschool-K, Lesson 2, and Dinosaurs, Grade 1-2, Lesson 2; the shape could be a zoo animal (see Dinosaurs, Lesson 7) and the Zoo journal could be used for creative writing, spelling practice and drawing.

**Resources:** 1, 2, 3 to the Zoo, by Eric Carle; Dear Zoo, by Rod Campbell

### Words with Special Meanings

**zoo:** a place where wild animals are kept for public showing

**Funsheets:** Preschool Writing Sheet 51, Grade 1, Math 11

**Objective:** Students will develop a better understanding of the differences between zoo animals and animals that are not in the zoo.

**Introduction:** Start the discussion by announcing, "Today we are going to start studying zoo animals!"

**Read:** 1, 2, 3 to the Zoo and Dear Zoo as an introduction to the Zoo Animals Unit. While reading the books, have students look carefully at the illustrations.

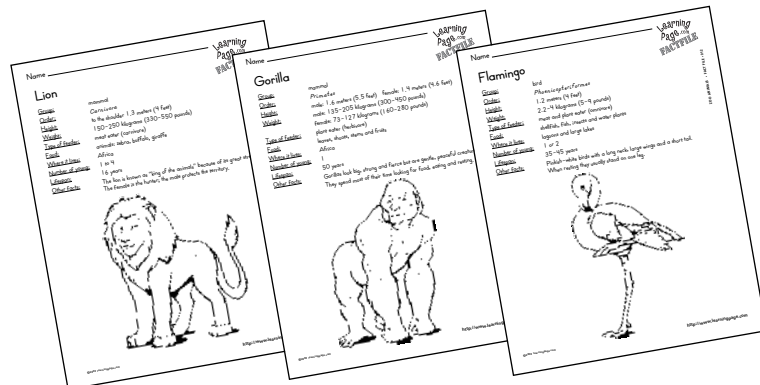
### Procedure:

1. Ask students to name animals they are familiar with, and make a chart on the board as they name each one. Classify the animal as either a zoo animal or not. When you have a list of 10 or so, talk about the differences and similarities between these two classifications. For instance, lions and the horses both have four legs and fur, but we would not try to ride a lion.
2. Speculate as to why zoos were created and how the animals got there.
3. Use the worksheet on the next page for practicing writing the letter "z" and the word zoo.

**Zoo Animals Learning Center:** Collect lots of outdated natural history magazines such as *Audubon*, *Natural History*, *National Geographic*, *Smithsonian*, *Discover*, *Falcon*, and *Ranger Rick*; they are easy to find in second-hand bookstores and thrift shops. They make wonderful sources of photographs that can be used as examples of animals and their habitats, and can be cut up to make collages and for other art activities. Leave these in the Zoo Animals Learning Center.

**Tip:** Have a large, easy-to-read map of the world on display so that you can point to where some zoo animals originally came from. An important point to teach is that animals are brought to zoos from all over the world.

**\*FACT FILES:** Copy the Learning Page Fact Files and distribute with a colored pocket folder. Give students time to organize, look them over, and decorate the covers of the folder. As an introduction to the Unit, take some time with the students to look at the Fact Files, page by page, reading the information slowly as they follow with their eyes and fingers.



Name \_\_\_\_\_

Z z

Zoo zoo



Z Z Z Z Z Z Z

Z Z Z Z Z Z Z

z z z z z z z z z z

z z z z z z z z z z

Zz Zz Zz Zz Zz Zz Zz

## LESSON PLAN

### 2

**Skills:** identify, describe and list

**Preparation:** Obtain tape, cassette, or CD of Paul Simon's song "At the Zoo," from the album *Bookends*.

**Materials:** materials to make word cards, labels for animals on bulletin board

**Tips: Zoo Animals Bulletin Board:** Before the Unit gets underway, prepare a Zoo Animals Bulletin Board using colored pictures from the magazines mentioned in Lesson 1. Letter or print out the animals' names on the computer as labels. As the Unit progresses, replace the magazine photos with the students' artwork, so at the end of the Unit your classroom will have a totally student-created display.

**Resources:** *My Visit to the Zoo*, by Alik; *If Anything Ever Goes Wrong at the Zoo*, by Mary Jean Hendrick; *Bookends*, by Simon and Garfunkel (audio)

**Objective:** Students will be able to identify basic zoo animals by name and choose one as their favorite and talk about it (list characteristics).

**Introduction:** Review what students should have learned from Lesson 1.

**Read:** *My Visit to the Zoo* and *If Anything Ever Goes Wrong at the Zoo*.

### Procedure:

1. Have students go through their Fact File packets and raise their hands to name a zoo animal; after saying it, write it on a precut piece of cardboard or oaktag.
2. Then have students say the whole name, slowly; then write it down in their Zoo journals or notebooks.
3. Review animal names, and then have students match the animals' name to the correct picture on the bulletin board; then give that animal its label (see below). This animal can now be *their* animal, a subject for further study, writing, and independent projects.
4. Play Paul Simon's "At the Zoo" in the background, then actively listen to it and talk about what he has to say about the zoo.

**Conclusion:** Go around the class and have each student say which animal they have adopted, and at least one fact about it.

**Further Possibilities:** Using the Fact Files and large index cards (5 x 7), make flash cards listing a fact on one side and a picture and name of the animal on the other. Use these as a quick quiz transition between zoo topics or lessons or to fill time if there is a lull in the day's schedule.

## LESSON PLAN

### 3

**Skills:** cooperation, visual perception, collecting and organizing data, mapping

**Preparation:** A trip to the local zoo would be a perfect part of this Unit if at all possible. Find out in advance if your zoo has an education department that may have guides and instructional aids for teachers.

**Materials:** copies of the Zoo Animals Inventory on the next page, camera and film, plenty of water, hats, pencils, and notebooks

**Resources:** *Sammy the Seal* by Syd Hoff; *Zoo Do's and Don'ts*, by Todd Parr; *The Class Trip*, by Grace MacCarone

**Objective:** Students will do "hands-on" research and collect information on-site at the zoo.

**Introduction:** Prepare the students for a few days in advance of the trip. Ask how many students have been to a zoo, either in this city or area, or another such as the San Diego Zoo or the Central Park Zoo.

**Read:** One or all of the books about going to the zoo mentioned at left.

#### Procedure:

1. Divide the class into groups, ideally with a parent or aide as a guide.
2. Give each group an animal which will be *their* animal to learn about at the zoo. Students should spend more time with that animal than others. Encourage them to talk to the zookeepers and read all the information about that animal (or have the aide read it to them).
3. Have students check off the animals as they see them from the Zoo Animals Inventory.
4. After returning to class, have each group report on their experience and everything they learned about their animal.
5. Review the Zoo Animal Inventory; what animals did they see that are *not* on the list? Add them to the list or on a separate sheet.

**Conclusion:** Students should be able to demonstrate what they remembered from the zoo, liked and didn't like, etc. by talking before the group, drawing a picture, or writing in their zoo journals (teachers can transcribe from dictation).

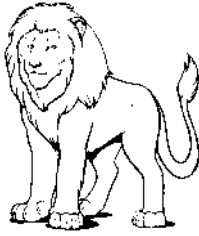
#### Further Possibilities:

1. **Drawing:** Have students draw their favorite zoo animals from the field trip.
2. **Mapping:** Have students work on the floor on large pieces of butcher paper to make a map, or plan, of the zoo. They could also trace the route they took on the field trip. Or they may draw a map of an imaginary zoo, complete with animals.

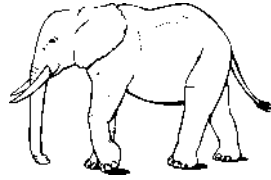
# ZOO ANIMALS INVENTORY

Name \_\_\_\_\_

☐ Lion



☐ Elephant



☐ Zebra



☐ Giraffe



☐ Kangaroo



☐ Koala



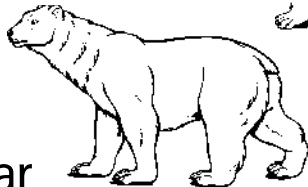
☐ Panda



☐ Gorilla



☐ Polar Bear



☐ Penguin



☐ Tiger



☐ Flamingo



☐ Cockatoo



☐ Walrus



☐ Sea Lion



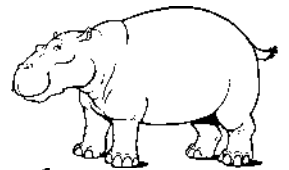
☐ Dolphin



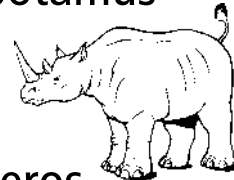
☐ Camel



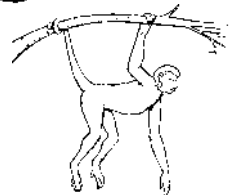
☐ Hippopotamus



☐ Rhinoceros



☐ Spider Monkey



## LESSON PLAN

### 4

**Skills:** knowing different kinds of bears, the letter "B," making comparisons between similar things

**Preparation:** world map posted on the wall, Fact Files for Panda and Polar Bear, and additional information on American brown and/or black bears, word and letter cards for "bear;" collect recycled plastic bottles with narrow squeeze-tops such as those used for mustard, ketchup, or plastic bear honey bottles. Premix the "puff paints" in different colors and pour into squeeze bottles.

#### **Puff Paint Recipe:**

Mix 1 cup flour to 1 cup salt, add 1 cup water. Divide the mixture into bowls and color each one with dry tempera paint. Be sure to have "beary" colors: brown, black, white (or pale yellow), red, yellow, and green.

**Resources:** *Polar Bear*, *Polar Bear, What Do You Hear?*, by Eric Carle; *Bear By Himself*, by Geoffrey Hayes; *Polar Mammals*, by Larry Dane Brimner; *Klondike & Snow: The Denver Zoo's Remarkable Story of Raising Two Polar Bear Cubs*, by David Kenny

**Funsheets:** Grade 1, Science 7; Grade 2, Science 8

**Objective:** Students will understand that there are different kinds of bears and that they live in different places and habitats far away from us; to recognize the letter "B."

**Introduction:** Pass out the Fact Files for the Panda and Polar Bear. If possible, also have on hand a picture of a black or brown bear. The brown bear is indigenous to the United States and is in many zoos. The teddy bear is fashioned after that bear, and is a bear image that young students will be familiar with.

Look at the map and point out the areas where the different bears come from (Africa, China, North America). Look at pictures of the three types of bears.

**Read:** *Polar Bear, Polar Bear, What Do You Hear?* As you read, talk about the polar bear in the book and all the things he heard.

#### **Procedure:**

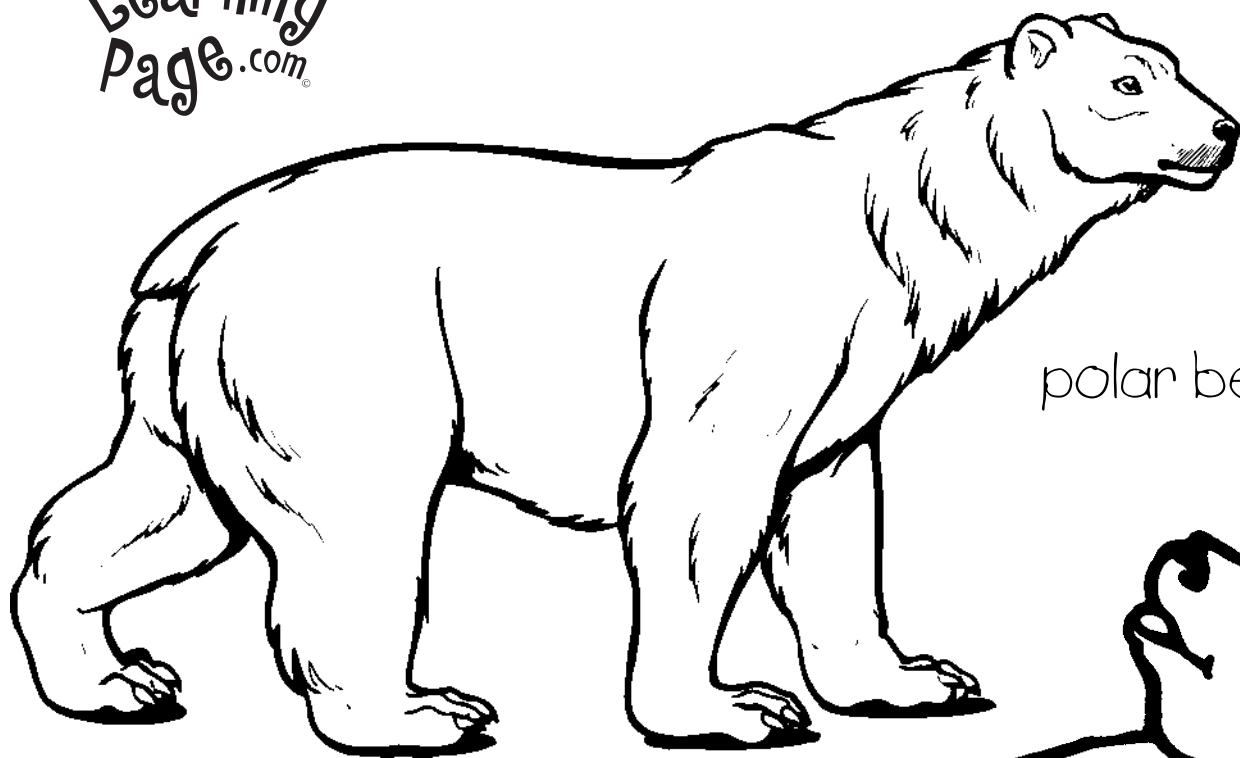
1. Ask for input on other kinds of bears students may have heard of.
2. Ask students for input on what is different and what is the same about each bear.
3. Pass out the bear patterns on the next page and have students pick one bear of the three. Trace one bear onto oaktag or other heavy paper.
4. Demonstrate how to use the puff paints to paint and decorate their bears. Suggest that it's like putting the icing on cookies!

**Conclusion:** Review the letter "B" and how to spell bear; use the worksheet on the following page to practice writing "B" and "bear."

**Further Possibilities:** After talking about where different bears come from, look at some of the other Fact Files and read together to see where other zoo animals come from. Refer back to Lesson 4.

Collect all the bears in the class and decorate a bulletin board or make a bear mobile!

**Fun Facts about Bears:** Pandas are not actually in the bear family, but more closely related to the raccoon. There are fewer than 300 wild pandas left in the small region in southwestern China where they come from.



polar bear



brown bear



panda bear



Name \_\_\_\_\_

B b



Bear bear

B B B B B

B B B B Bear

b b b b b b b

b b b b b bear

Bb Bb Bb Bb Bb



## LESSON PLAN

### 5

**Skills:** visual perception and imagining, awareness of camouflage

**Preparation:** buy scraps of several different fake "furs" from a fabric store; place them in a large deep brown paper bag; pre-cut the big cat shapes (tiger, ocelot, and leopards are good) you have drawn on butcher paper.

**Tip:** *Cats in the Zoo (The New Zoo)*, by Roland Smith, is for older children but brings up the issues and benefits of captivity.

**Resources:** *Put Me in the Zoo*, by Robert Lopshire; *What Color is Camouflage?*, by Carolyn Otto; *How to Hide a Polar Bear and Other Mammals*, by Ruth Heller; *How Many Spots Does a Leopard Have?*, by Julius Lester; *Counting Leopard's Spots: And Other Animal Stories* by Hiawyn Oram; *How the Leopard Got His Spots and Other Just So Stories*, by Rudyard Kipling; *How the Leopard Got His Spots*, read by Danny Glover (audio)

### Words with Special Meanings

**camouflage:** characteristic that helps an animal hide, protect itself, and be safe

**Funsheets:** Grade 2, Science 10

**Objective:** Students become familiar with one family of zoo animals; to see the cat family as a group and to see the differences between cats.

**Introduction:** Ask for volunteers to come to the front of the room and guess what is in the bag. After each one, write their guesses on the board. This can be a fun and silly activity with lots of giggling and oohs and aahs.

Tell students, "We are about to study another family of zoo animals—the cats." Write on the board: Family: Feline, and explain that the *Feline* family includes all cats, even the cats students might have at home as pets. "Did you know that your little cat is related to the big cats in the zoo?"

There are all kinds of big cats in the zoo. "Who can name some?" (Tigers, lions, ocelots, cheetahs, pumas, and leopards.) They may also name some cats that are not in the zoo: domestic cats, wild cats, etc.

**Read:** *Put Me in the Zoo* and *Counting Leopard's Spots*

### Procedure:

1. Tape the big cat shapes to the wall or work on the newspaper-covered floor.
2. Using 1 finger, 2 fingers, 1 brush or 2, rags, or Q-tips have students take turns painting one cat with stripes and one with spots.

**Conclusion:** Wild animal prints are popular patterns for clothing, furniture, and other commercially made products. While viewing the final striping and spotting of the cats, brainstorm other uses for these stripes and spots patterns: wallpaper, bookcovers, wrapping paper, cards, etc.

**Further Possibilities:** Listen to the audio tape or read *How the Leopard Got His Spots*.

**Tip:** My favorite mnemonic device to remember the word "feline" for the cat family is just to think of the word "lion," as in (fe)lion!

## LESSON PLAN

### 6

**Skills:** awareness of world geography, habitats, reading maps

**Preparation:** Collect world map, pictures from magazines and books showing jungle, savanna, river, and desert habitats.

**Resources:** *Jungle Jack Hanna's Safari Adventure*, by Jack Hanna; *African Animals*, by Caroline Arnold; *African Animal Giants*, by James Dietz

**Funsheets:** Grade 2, Science 1;

# Zoo Animals From Africa and Asia

Grade 1-2

**Objective:** Students will understand that many zoo animals come from distant countries; to learn about three animals indigenous to Africa and Asia.

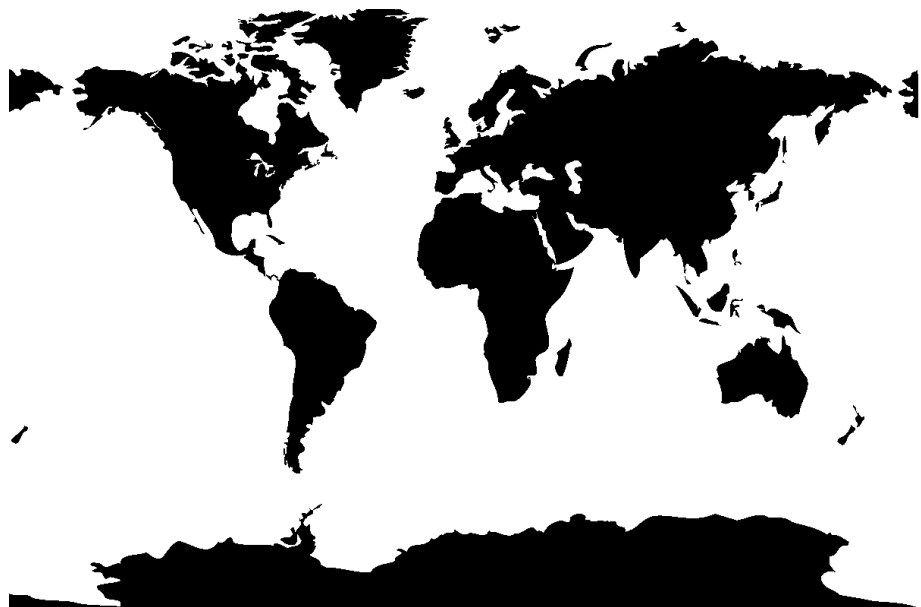
**Introduction:** Point out Africa and Asia on the world map. Show pictures from magazines and books of likely habitats of those areas: jungle, savanna, desert, rivers. Talk about the countries, people, and climate of these places.

**Read:** *Jungle Jack Hanna's Safari Adventure*

### Procedure:

1. Brainstorm a list of animals that come from Africa: elephant (note differences between *African* elephants and *Asian* elephants), hippopotamus, zebra, camel, cheetah, rhinoceros, lion, giraffe, etc.; then Asia: panda, Siberian tiger, Indian elephant.
2. Present the above names as word scramble (see next page) and then have the students rewrite and sort them into two columns: Africa and Asia.
3. Have students use the Fact Files to gain more information about these two groups of animals.

**Further Possibilities:** If the kangaroo is mentioned on the brainstorming list, use it as the opportunity to add Australia to the list of faraway places that zoo animals come from. Also from Australia: cockatoo, emu, and koala (often called a koala bear but not really a bear).



## African and Asian Zoo Animal Scramble

Unscramble the following zoo animal names and then sort them into animals from Asia and animals from Africa.

HEELPANT \_ \_ \_ \_ \_

OUPAHIMPTSOP

\_\_\_\_\_

RBAEZ \_ \_ \_ \_ \_

LGLRIO \_ \_ \_ \_ \_

CLEAM \_ \_ \_ \_ \_

THEACHE \_ \_ \_ \_ \_

CHORIORNES \_ \_ \_ \_ \_

NIOL \_ \_ \_ \_ \_

RIFFAGE \_ \_ \_ \_ \_

ADNAP \_ \_ \_ \_ \_

LABENG GIRTE \_ \_ \_ \_ \_

DINNIA TENPHALE

\_\_\_\_\_

## LESSON PLAN

### 7

**Skills:** using imagination, think about work (careers)

**Preparation:** Get a white painter's hat (inexpensive, at paint-supply stores) and letter the word "zookeeper" across the front of it; if budget allows, purchase one for each student and follow up the activity with a cap-making workshop.

**Materials:** drawing materials; plasticine clay and various found materials

**Resources:** *If I Ran the Zoo*, by Dr. Seuss; *Jungle Jack* Hanna's *What ZooKeepers Do*, by Jack Hanna; *Feed the Animals*, H. A. Rey; *The Tiger Has a Toothache: Helping Animals at the Zoo*, by Patricia Lauber

#### Words with Special Meanings

**veterinarian:** a medical doctor who specializes in the prevention and treatment of diseases and injuries in animals

**Funsheets:** Grade 1, Science 5

**Objective:** Students will develop an awareness of work and understanding of the responsibilities of the zookeeper.

**Introduction:** Introduce the book, *If I Ran the Zoo*, by mentioning Dr. Seuss, an author they are probably all familiar with. (Dr. Seuss's father was a zookeeper.) This is a whimsical look at keeping a zoo but gets them thinking about the zookeeper as an important part of the zoo.

**Read:** *If I Ran the Zoo*, wearing the zookeeper's cap.

#### Procedure:

1. After you are finished reading the book, ask students to list the different jobs done by people who work at the zoo (veterinarian, groundskeeper, guards, person who sells tickets, person who runs the snack bar, etc.).
2. If it is possible to have caps for the entire class, have students letter the word *zookeeper* on their caps with an indelible fabric marker; then, take turns or go around in a circle and have each student make a statement that begins with: "If I ran the zoo . . ." It would be fun to videotape the readings and play the tape back at the end of the Unit, especially if you celebrated with a theme party.
3. Have students draw a picture illustrating a zookeeper at work.
4. A self-portrait of themselves *if they ran the zoo*.
5. An imaginary animal of their own making.

**Conclusion:** After everyone has finished, or the next day, display the drawings from #3 and #4 on the board and brainstorm funny names for all these creatures. Write the names on a paper label as the students invent them.

**Further Possibilities:** For a more serious look at the occupation of zookeeper, offer to read some of the other books from the *Learning Center*. Ask if anyone would want to be a zookeeper when he or she grows up.

Using plasticine clay and other materials (paper, yarn, wire, sticks, feathers, wiggly eyes, etc.) have students take their drawings one step further and create a fanciful animal of their own for their make-believe zoo.

## LESSON PLAN

### 8

**Skills:** classification, following directions, creating a habitat

**Preparation:** Gather various recycled materials: shoe boxes, round oatmeal and salt containers, small cardboard boxes, paper milk containers and fruit baskets for making an aviary or cage; straws, sticks, cardboard, black yarn for bars, aviary wire and netting; have zoo mural materials ready for coloring and assembly. Enlarge the flamingo illustration in the Fact Files and copy for the whole class.

**Tip:** coloring and constructing the mural can take some time and works better if planned as an activity over several days or a week.

**Resources:** *Edward the Emu*, by Sheena Knowles; *Antarctic Antics: A Book of Penguin Poems*, by Judy Sierra; *If Anything Ever Goes Wrong at the Zoo*, by Mary Jean Hendrick

### Words with Special Meanings

**aviary:** a large cage or building for keeping many birds

**Funsheets:** Grade 1, Language 6, Math 3

**Objective:** Students will be able to name 3 birds that live in the zoo and tell a fact about each one.

**Introduction:** Ask the class to name some characteristics of the animal group called "birds." List them on the board.

Talk about the birds you have seen in the zoo, elsewhere, or in your reading so far: parrot, ostrich, peacock, hummingbird, toucan, eagle, owl. (Flamingo, penguin, cockatoo, and penguin are represented in the Fact Files). "How are birds contained in zoos? What are their cages made of? How are bird enclosures different than other animals? What kinds of things are inside their cages?" Note that the penguin's habitat is the Arctic and would not be in the same area as the other birds.

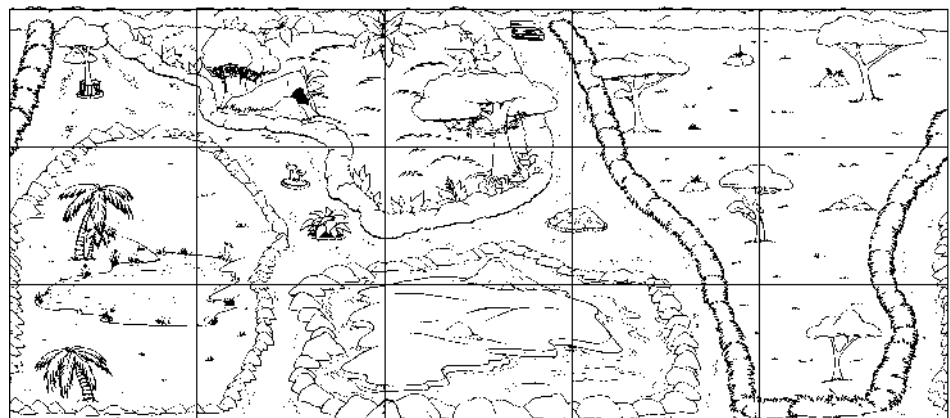
**Read:** One of the books about birds in the zoo.

### Procedure:

1. Drawing from their reading, have students draw and color several birds, and then cut them out. See Grade Preschool-K, Lesson 8 for bird pictures to use.
2. Look at the mural and decide where the different bird's habitats will be located, and which birds can be grouped together. Design and draw what is needed to create a habitat for the different kinds of birds.

### Further Possibilities:

1. Demonstrate how to mix red and white tempera paints to make pink, and paint the flamingo outline.
2. Use the pink paint to make thumbprint flamingos (see Insects, Grade 1, Lesson 6); fill a sheet of paper with a whole flock of pink flamingos (say that three times fast!) When the paint is dry, add long legs, beaks, and wing details with a black pencil, crayon, or marker.
3. Note about the Mural: This mural represents the latest trends in zoo environments where the animals are contained in areas protected by natural-looking rock, ravines, and vegetation. Students may add enclosures, traditional cages, or buildings to complete their zoo, especially if creating a habitat for birds.



## LESSON PLAN

### 9

**Skills:** grouping, life cycles, counting

**Preparation:** Download the activity sheets that feature mothers and babies, and families; or if the class has already completed these, review them with the class. Tear out several pictures of various animals from the magazines mentioned in Lesson 1.

**Materials:** magazines with color photos that can be cut up, paste, drawing papers and materials

**Resources:** *Animals Born Alive and Well*, by Ruth Heller; *Mother and Baby Zoo Animals*, by Caroline Arnold; *Does a Kangaroo Have a Mother, Too?*, by Eric Carle; *Wild Babies*, by Seymour Simon

**Funsheets:** Grade 2, Math 2, 8, 14; Language 3

**Objective:** Students will become aware of families in the animal kingdom, and of their own families as well.

**Introduction:** Define family. Talk about families in the context of what you have read so far in the Unit. "Do you notice that animals have families just like we do?" Talk about different family groups and the odd names for them. Copy the far left column below onto a large sheet of butcher paper on the board; add the ones from the family group column as you talk about each one. Do the same with the 2 columns on the right on another day after another story about baby animals.

#### Words with Special Meanings

Animal	Family Group	Animal	Baby name
flamingos	flock	gorilla, chimp, baboon	baby
lions	pride	giraffe, camel, hippo, rhino	calf
leopards	leap	large cats, all bears	cub
goats	trip	kangaroo, koala	joey
baboons	troop	zebra, horse, donkey	foal
kangaroos	mob	coyote, otter	pup
puppies	litter	lynx, ocelot	kitten
kittens	kindle	sheep	lamb
geese	gaggle	beaver, fox, raccoon, skunk	kit

**Read:** One of the books mentioned at left.

#### Procedure:

1. Have students choose one animal and draw that family's portrait, in their natural habitat.
2. Or, use a cut-out photo as a starting point for a drawing. Have students cut the animal closely, paste it in the center of a sheet of white paper, then add baby animals, young animals, mommy and daddy animals, whatever is appropriate to create a family. The color and other characteristics of the animal in the photo will inspire them in their drawings.
3. When students are close to finishing their family portraits, have them count the members and write the number on their picture.

#### Further Possibilities:

1. Have students draw their own family self portrait, including pets and extended family members.
2. Create a birth announcement to announce the birth of a baby African animal. Post all birth announcements out in the hall.





## LESSON PLAN 10

**Skills:** recognize a group, name an animal based on characteristics

**Preparation:** Using the Fact Files for Zoo Animals, Insects and Oceans, prepare at least 12 simple flash cards, featuring half mammals and half animals from other groups.

**Resources:** *Whales, Panthers, Rats and Bats*, by Gallinard Jeunesse; *Polar Mammals*, by Larry Dane Brimmer; *Animals Born Alive and Well*, by Ruth Heller.

### Words with Special Meanings

**mammal:** family of animals that are warm-blooded, have hair, a backbone, bear their babies live, and feed them with milk

**Funsheets:** Grade 1, Science 2-4, 6; Grade 2, Science 9,

**Objective:** Students will be able to identify a mammal and to list 3 characteristics of each one.

**Introduction:** "As a review of all the activities we've done in this Unit, we will be talking about mammals today. Does anyone know what a mammal is?"

**Read:** One or more of the mammals books mentioned at left or any others from other lessons.

### Procedure:

1. Review the characteristics of mammals: they have hair or fur; they have 2 or 4 legs; their babies are born live. (Discuss difference between "egg laying" and "live bearing.")
2. Students will be able to identify which animal is a mammal when shown two animal pictures. "Why is or is it not a mammal?"
3. Teacher will read a characteristic from a mammal Fact File from previous activity (such as zebra, giraffe, or bear). Students will take turns identifying which mammal the fact describes.
4. When a student guesses correctly, ask him or her to add another fact about that animal.
5. Students will draw a picture of their favorite mammal and describe it to the class.

**Conclusion:** All students should be able to explain why an animal is a mammal.



## LESSON PLAN

### 11

**Skills:** tallest, shortest; following directions

**Preparation:** Make copies of the attached bookmark pattern sheet, preferably on heavy paper.

**Materials:** bookmark pattern, yarn, paper punch, school paste, laminating materials

**Tip:** Studying giraffes offers lots of opportunities to classify animals according to height. These comparisons and contrasts could be recorded on a bar chart.

**Resources:** *The Giraffe (Animal Close-Ups)*, by Christine Denis-Huot; *Clarence the Talking Giraffe*, by Justin Case; *Giraffe Trouble*, by Jean Craighead George

**Funsheets:** Grade 1, Language 9; Math 8, Grade 2, Science 4

**Objective:** Students will learn about special features of the giraffe and be able to color a giraffe pattern to make a book mark.

**Introduction:** Looking through the Fact Files, ask, "Who can guess which zoo animal is the tallest?"

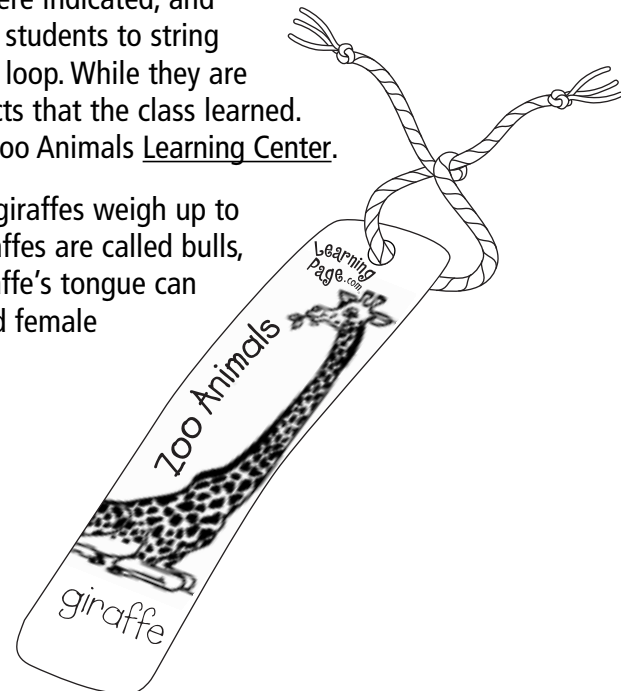
**Read:** One or more of the giraffe books mentioned at left.

### Procedure:

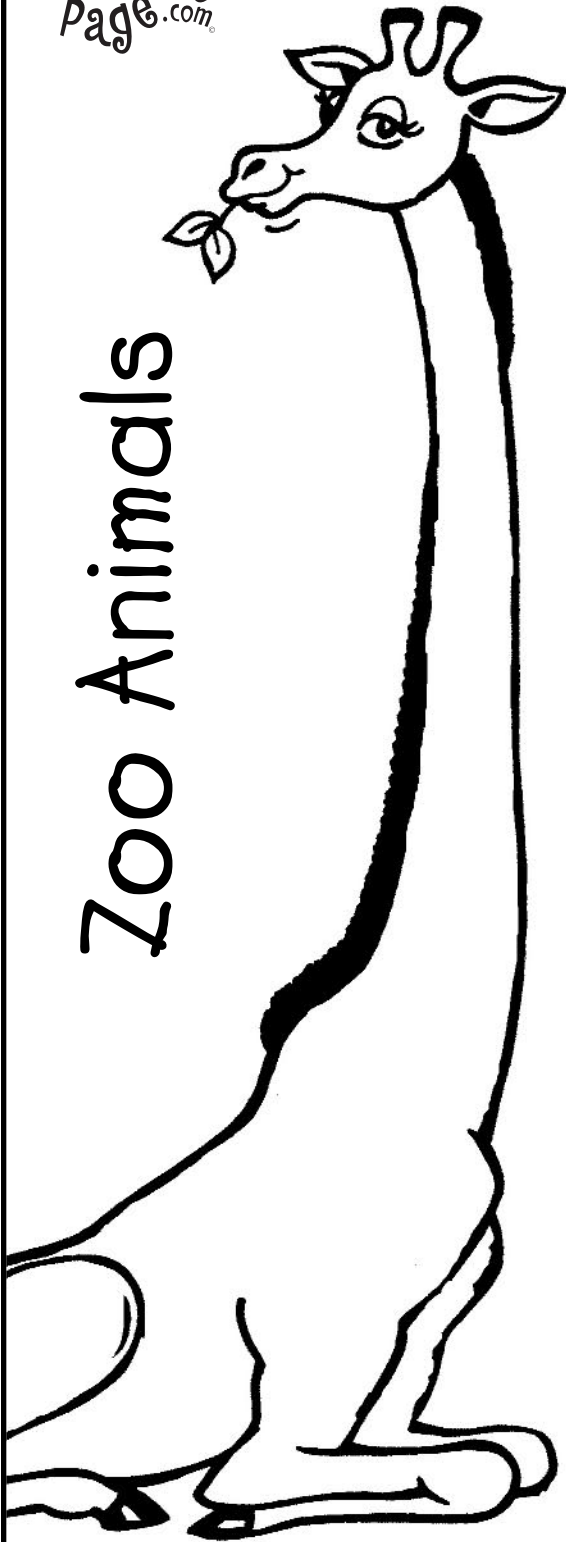
1. Talk about the obvious characteristics of the giraffe; ask students for ideas and input. Then add some of your own (the giraffe has 7 vertebrae in its neck just like other mammals, for example). Remind students that the giraffe is another member of the mammal family, and that it lives in Africa. Point to Africa on classroom map; if the world map has been used before to talk about animals' habitats [Lesson 1] have student volunteers point to Africa.
2. Pass out the giraffe bookmarks sheet on the next page. Ask the students to color spots on the giraffes, and to use their imaginations. Students do not need to stick to the traditional colors and spot shapes, for example. Be sure students write their names on the bookmarks.
3. After bookmarks are colored, ask students to cut them out carefully. Students then can paste them together so the bookmark will be two-sided. This task might need some teacher assistance. Use paste sparingly as bookmarks will be laminated later.

**Conclusion:** Laminate the bookmarks after class and cut them roughly apart. Students can then trim them close to the edge or you may precut them. Use the hole punch to make a hole where indicated, and have lots of colored yarns available for students to string through the hole and tie into a knot or loop. While they are working, casually review the giraffe facts that the class learned. Display the giraffe book marks in the Zoo Animals Learning Center.

**Fun Facts about Giraffes:** Some giraffes weigh up to 4000 pounds—that's 2 tons! Male giraffes are called bulls, and the females are called cows. A giraffe's tongue can measure 18 inches long. Both male and female giraffes have horns.

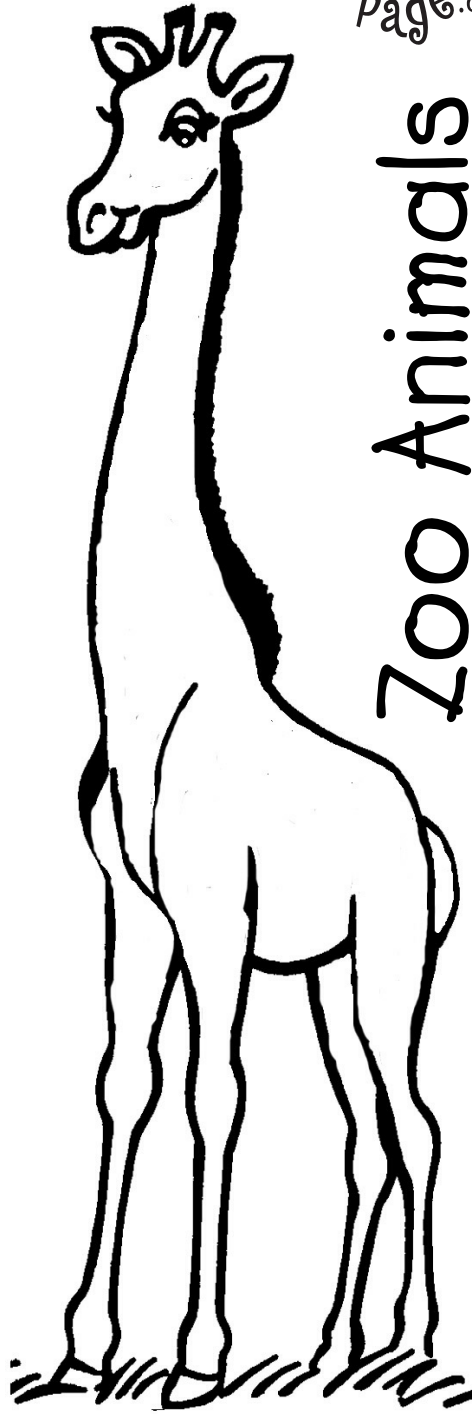


# Zoo Animals



giraffe

# Zoo Animals



giraffe

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Name