Mr. Know-It-Owl's™ All About Animals

AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467

AIMS TEACHING MODULE WRITTEN BY PAT DAVIES

Canadian Learning Company

l-800-267-2977

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Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a CD-ROM program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading SECTION 1, INTRODUCTION TO THE AIMS TEACHING MODULE (ATM).

SECTION 2, INTRODUCING THIS ATM will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3, PREPARATION FOR USING THE CD-ROM PROGRAM In preparation for using the CD-ROM program, the AIMS Teaching Module offers activity and/or discussion idea that you may use in any order or combination.

SECTION 4, AFTER USING THE CD-ROM PROGRAM provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a CD-ROM program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Overview

The Overview provides a synopsis of content covered in the CD-ROM program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER USING THE CD-ROM PROGRAM

SECTION 4

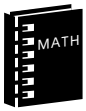
After your students have used the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On

These are experimental or tactile activities that relate directly to the material taught in the program.Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.

Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

Mr. Know-It-Owl's™ All About Animals

OVERVIEW

This colorful and informative program presents the five largest classes of vertebrates—amphibians, fish*, reptiles, birds and mammals—all in their natural habitats. Hosted by the whimsical animated character Mr. Know-It-Owl, the program uses vivid photography, diagrams and delightful music and songs to introduce and reinforce key concepts essential to science, language arts and reading.

The physical characteristics of several species in each vertebrate class are investigated—wings and feathers, gills and fins, fur and claws, eggs and scales. The animals' behaviors, adaptations and survival skills are well illustrated.

The program encourages students to use the science skills of observing, classifying, analyzing and generalizing. Selected vocabulary words are superimposed and used repeatedly throughout the program. This excellent introduction to vocabulary development will motivate youngsters to extend their use of language in follow-up activities.

* *NOTE: Although sharks and rays are seen in the program, the fish segment deals primarily with the bony fishes rather than the members of the cartilaginous class.*

OBJECTIVES

- To identify the five distinct classes of animals with backbones: amphibians, fish, reptiles, birds and mammals.
- To describe the significant physical and behavioral characteristics that distinguish each of these groups.
- To explain similar and different physical characteristics between humans and the species of each of these groups.
- To extend students' use of language by describing how these groups move, eat and live.
- To identify selected reading vocabulary words as they are shown.
- To construct sentences using reading vocabulary words presented in the program.

Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments. Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
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Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

Bring in magazines and have students find pictures of animals featured in the program: amphibians, fish, reptiles, birds and mammals. Display the photos children have selected and make a master list on the chalkboard. Ask students to identify the animals and the group to which each belongs.

Then ask students what characteristics are shared by the members within each group. (Amphibians are cold-blooded or ectothermic, and spend part of their lives in water and part on land. Reptiles are cold-blooded. Some have four legs, while others have none. Fish are cold-blooded, spend all their lives in water and breathe through gills. Birds are warm-blooded and are the only animals with feathers. Mammals are warm-blooded, covered with hair, and for the most part give birth to live young which nurse milk from their mother.)

Ask students to name animals they have seen in their natural habitat. Perhaps they have seen fish swimming in a lake or ocean, or a snake in a suburban or rural field, or maybe a frog or toad by a pond. It's likely they have all seen birds living in their neighborhoods and perhaps a field mouse in the yard. Ask if any students have pets, and whether they belong to any of these groups of animals. Ask students what they know about the life cycle of any of these animals—how they grow to be adults.

INTRODUCTION TO VOCABULARY

To prepare students for using the CD-ROM program, *Mr. Know-It-Owl's™ All About Animals*, select from the following list of words for review: *amphibians, fish, reptiles, birds, mammals, backbone, breathe, gills, lungs, feathers, fur, scales, limbs, legs, fins, wings, eggs, hatch, nest, cold-blooded,* and *warm-blooded*. Have volunteers work in pairs or small groups to provide the definitions and present them to the class.

DISCUSSION IDEAS

Ask students to discuss the ways in which different animals get around. Some fly, while others walk, run, swim or wriggle and crawl. They move with, or without, feet, legs, wings or fins—on land, in the water and in the air. Discuss how animals within these various groups are different from one another and how they are alike. Many of them are very different from humans in lots of ways. What characteristics do they have in common with humans?

FOCUS

As they use the program, ask students to notice the physical characteristics of the various animals. Ask them to write down some ideas about how different animals use their specially adapted bodies to survive in their environments.

JUMP RIGHT IN

HOW TO USE THE MR. KNOW-IT-OWL'S™ ALL ABOUT ANIMALS AIMS TEACHING MODULE

Preparation

- Read *Mr. Know-It-Owl's™ All About Animals* **Overview**, and **Objectives** to become familiar with program content and expectations.
- Use **Preparation for Using** suggestions to introduce the topic to students.

Using MR. KNOW-IT-OWL'S™ ALL ABOUT ANIMALS

- Set up the computer so that the student can easily reach the mouse and the keyboard.
- Load the CD-ROM into the computer so that it is ready for the student to begin using.
- Some students may benefit from using the program more than one time.

After Using MR. KNOW-IT-OWL'S™ ALL ABOUT ANIMALS

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, Test and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Connection to Language Arts

30 Minutes

How have animals influenced our language? Some of the more picturesque phrases in our vocabulary are figures of speech that involve animals. Explain the concept of figures of speech—colorful phrases that are not to be taken literally.

Animals from the amphibian, fish, reptile, bird and mammal groups show up in examples such as: "having a frog in one's throat," being "busy as a beaver," being able to "swim like a fish," having "a forked tongue," shedding "crocodile tears," being "proud as a peacock," or being "strong as an ox."

Ask students if they can think of any other expressions. Write their suggestions on the chalkboard, then have students break into small groups to make lists of additional expressions that relate to the amphibian, reptile, fish, bird or mammal groups. Have the student groups write their lists on the board and compare them. Discuss the images their figures of speech convey.

Connection to Art

30 Minutes

Have students select a figure of speech from the list they made and draw a poster to illustrate it. Encourage them to be as creative as they like in depicting the use of figurative language.

Connection to Science

30 Minutes

The food chain is an important part of our ecosystem. Explain the concept of the food chain and how the animals in these five classes of vertebrates fit into the chain. Some animals eat only plants; they are herbivores. Others eat only other animals; they are carnivores. Still others eat both plants and animals and are omnivores. Each species within the amphibian, fish, reptile, bird and mammal groups has its own place in the food chain. Many feed on animals and are in turn eaten by other animals.

Have students make a list of the animals in an ecosystem typical of your area. Ask them to determine which animals listed fall within each of the groups covered in the program. Students may then each choose an animal from the list and either use the encyclopedia to write a short report on that animal, or draw an illustration of that animal in its habitat, including other animals with which it has a feeding relationship—animals it might eat, or which might eat it.

Have students present their report to the class or give a short talk about their drawing.

Link to the World

30 Minutes

There are many careers open to students who wish to continue learning about animals. Amongst the various vocations connected with animals, students may be interested in the professions of: biologist, veterinarian, zoologist, animal nutritionist, animal trainer, wildlife manager, park ranger, animal groomer, herpetologist, animal breeder, lab technician, fishery manager, farmer, and many other options. Ask students to find out which animal-related jobs are performed by people in your area. Invite individuals engaged in these professions to speak to the class about their jobs and the training required.

Hands On

20 Minutes

Perhaps your class has already adopted a rabbit or gerbil. Is there a snake, toad or turtle lounging in a corner terrarium, or maybe the students already care for an aquarium. If so, you have a ready-made exhibit for this program. Call students' attention to the food chain when such classroom pets are fed. The markings on snakes, toads, turtles or fish may be noted as examples of camouflage. If you have a class rabbit, gerbil, mouse or rat, call attention to its fur as an example of the hairy body covering shared by all mammals. You may point out that even dolphins and some species of whales have body hair.

Connection to Language Arts

1 Hour

Animals figure prominently in literature for all ages. Choose an age-appropriate story or poem to read aloud to the class. A few of the possibilities would be *The Wind in the Willows*, *The Owl and the Pussycat*, *Charlotte's Web*, *The Tortoise and the Hare*, or *Puss in Boots*. Ask students to choose a favorite animal character and to tell the class what characteristics or behaviors they like best about that character.

Break students into small groups and ask them to collaborate on writing their own short story using the animal characters they have each selected. They may then act out their stories for the group or, as a group effort, write out and illustrate their stories in the form of a booklet. If they are to act out their stories, you may wish to videotape their presentations for replaying at a later time.

Critical Thinking

20 Minutes

Animals such as snakes, rats, crocodiles, mice or bats are sometimes regarded as pests or enemies of humans. This may be because such animals frighten us, destroy crops, spread diseases or even physically injure humans. Ask students to tell their opinions about whether people have the right to try and control the harmful effects of these animals by killing them.

Meeting Individual Needs/Connection to Geography

60 Minutes

This activity may be used for individual students or small teams. Assign each individual or team a state, province or country and one of the groups of animals featured in this program. Ask them to research their state/province/country and report on one or more of the animals in their assigned group that live there.

Ask them also to describe the climate of their assigned region. What clothing do they think they would need if they lived there? How would that differ from what students wear in their own region?

Culminating Activity

60 Minutes

Have students form groups to write, then perform skits. Give them these guidelines, and tell them to use their imaginations to write their plots.

Setting: a pond and surrounding forest

Characters: one or more amphibians, reptiles, fish, birds and mammals that would live in this kind of ecosystem

Optional: humans

Give students time to prepare their skits. Then have them perform for the class, the whole school, or a community organization.

Name _____

VOCABULARY

Look over this list of vocabulary words and their definitions. Write one sentence for each of the vocabulary words listed.

1. **amphibian:** an animal with a backbone that spends the early part of its life in the water breathing through gills, then develops lungs and lives on land. Frogs, toads, and salamanders are amphibians.

_____

_____

2. **bird:** a warm-blooded, egg-laying animal with a backbone, feathers, wings and, in most cases, the ability to fly.

_____

_____

3. **fish:** a cold-blooded, egg-laying animal with a backbone and fins. Fish live in water and breathe with gills.

_____

_____

4. **mammal:** a warm-blooded animal with a backbone and, in most species, body hair or fur. Mammals reproduce sexually and most give birth to live young. Infant mammals nurse milk from their mother.

_____

_____

5. **reptile:** a cold-blooded, egg-laying animal that has a backbone, lungs, and scales. Common reptiles are snakes, crocodiles and alligators, turtles, and lizards.

_____

_____

6. **backbone:** a backbone is actually a series of bones, called vertebrae that cover and protect the animal's spinal cord. The other parts of an animal's skeleton—its legs and skull—are attached to the backbone. The backbone and other bones support the animal's body.

_____

_____

Name _____

VOCABULARY (Continued)

7. **egg:** the reproductive cell produced by a female animal. After an egg is fertilized by a sperm cell from the male, it divides and develops into an individual young animal. The eggs of some animals remain inside the body of the female for development. The females of other animals deposit their eggs outside their bodies where they develop in the surrounding environment.

_____

_____

8. **gills:** the organs used for breathing by animals that live under water.

_____

_____

9. **lungs:** the organs used for breathing by animals that live primarily on land.

_____

_____

10. **wings:** the forelimbs of birds which are used for flying. A bird's wings are a specialized adaptation and take the place of the front legs or fins which are found on other animals.

_____

_____

11. **scales:** a specially adapted form of skin that covers the bodies of reptiles and helps them retain needed moisture. Scales are hard and plate-like in shape.

_____

_____

12. **feathers:** an adapted form of scales that cover the bodies of birds. Birds are the only animals that have feathers. A feather is made up of a hollow tube or "shaft" and fringed on two sides by silky barbs. Feathers are waterproof and they insulate birds from the cold as well as help them fly.

_____

_____

13. **fur:** the covering of hairs which grows on the skin of mammals. Most mammals have a heavy coat of fur to insulate their bodies against cold. Other mammals have little hair or fur and some have none at all.

_____

_____

Name _____

CHECKING COMPREHENSION

Read the story and circle the answer below that best completes each sentence.

Frogs, toads and salamanders are all (1) _____. These animals hatch from eggs laid (2) _____. The young animals stay in that environment, breathing through their (3) _____ until they have developed (4) _____. Then they live (5) _____. Fish are covered with (6) _____ and live their whole lives (7) _____. In place of legs, fish have (8) _____ that allow them to move around. Fish do not have lungs. They breathe through their (9) _____. The reptiles include (10) _____. Reptiles breathe with their (11) _____. The largest reptiles living today are the (12) _____. Birds are the only animals that have (13) _____. Like mammals, birds are (14) _____. Most birds can fly. There are other flying animals, including many species of (15) _____ and the (16) _____. Humans belong to the mammal class of animals with backbones. The largest mammal is a species of (17) _____. Mammals are the only animals that (18) _____ their young.

1.	a) reptiles	b) warm-blooded	c) amphibians	d) green
2.	a) in water	b) in sand	c) on leaves	d) in trees
3.	a) noses	b) gills	c) lungs	d) spiracles
4.	a) wings	b) feathers	c) lungs and legs	d) scales
5.	a) in trees	b) in caves	c) on land	d) in the water
6.	a) scales	b) feathers	c) fur	d) spines
7.	a) on land	b) in the air	c) in water	d) crawling
8.	a) wings	b) arms	c) wheels	d) fins
9.	a) spiracles	b) gills	c) noses	d) mouths
10.	a) worms, snakes and eels		b) snakes, alligators, crocodiles, turtles, and lizards	
	c) salamanders, lizards and snakes		d) turtles, worms and snakes	
11.	a) lungs	b) gills	c) tails	d) ears
12.	a) dinosaurs	b) crocodiles, alligators and gavials		c) skinks
	d) purple			
13.	a) wings	b) feathers	c) claws	d) nests
14.	a) warm-blooded	b) cold-blooded	c) covered with fur	d) hatched from eggs
15.	a) reptiles	b) insects	c) arachnids	d) crustaceans
16.	a) bat	b) kangaroo	c) airplane	d) snail
17.	a) elephant	b) whale	c) grizzly bear	d) giraffe
18.	a) protect	b) eat	c) nurse	d) abandon

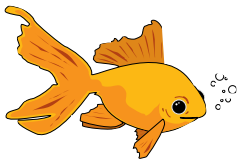
Name _____

IF I COULD ... I WOULD ...

Certain animals are able to perform some activities on a grander scale than humans can—or even to do things that humans cannot do at all. Think about the sorts of things you would do if you could perform with the physical capability of these animals.

If I could jump like a  I would _____.

If I could fly like a  I would _____.

If I could swim like a  I would _____.

If I could run like a  I would _____.

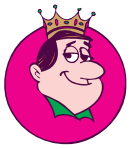
If I could wriggle like a  I would _____.

Name _____

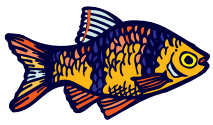
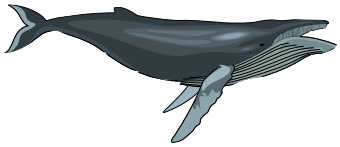
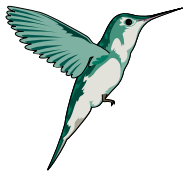
PICTURE THIS!

Read each description carefully and mark the picture of the animal that best fits the description.

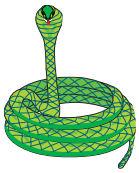
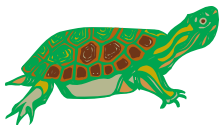
1. Some day I will change into a frog.

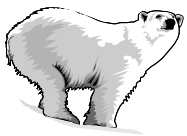
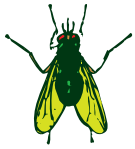

2. I spend my whole life in the water and breathe through gills.

3. I am a reptile that can pull its head, legs and tail into its shell.


4. I can fly and I am the only animal that has feathers.


5. I am a mammal.



Name _____

SCRAMBLED ANIMALS

Below are several scrambled words. Each word is the name of an animal that belongs to the amphibian, reptile, fish, bird or mammal group. Rearrange the letters to find the "scrambled animals." The boxed letters will spell something they all have in common.

btibar ___ ___ ___ [ ] ___ ___

atdo ___ ___ [ ] ___

ecdroicol ___ ___ ___ [ ] ___ ___ ___ ___ ___

eknsa ___ ___ ___ [ ] ___

nobri ___ ___ [ ] ___ ___

monlsa ___ ___ ___ ___ [ ] ___

noil ___ ___ ___ [ ]

galee [ ] ___ ___ ___ ___

Write the boxed letters in the space below to complete the sentence.

All these animals have a _____.

Name _____

CHECKING VOCABULARY

Hidden in the chart below are 15 words relating to amphibians, reptiles, fish, birds and mammals. These words may be arranged horizontally, vertically or diagonally. Find and circle these animal-related terms. Good luck!

S	N	A	K	E	Q	T	W	P	R	H	K	Q	W	X
Q	W	P	Q	K	L	U	Q	S	C	A	L	E	S	X
W	W	X	G	P	Q	R	T	T	Q	T	P	Q	S	X
A	L	L	I	G	A	T	O	R	X	C	P	F	P	W
W	Q	Q	L	P	L	L	Q	T	T	H	P	R	Q	W
X	X	W	L	Q	C	E	Z	Q	W	T	R	O	Q	Q
Z	L	M	S	C	W	V	Z	L	T	W	G	G	G	Q
P	Q	W	Y	X	Z	V	Z	U	T	R	G	C	V	W
T	R	B	A	C	K	B	O	N	E	Q	P	C	W	V
A	Q	Q	P	C	L	K	Q	G	W	W	I	N	G	S
D	W	B	I	R	D	K	L	S	V	Z	Q	R	C	Q
P	W	V	W	Z	K	B	Z	W	V	Z	E	X	G	G
O	V	H	U	M	A	N	R	V	K	Z	W	G	N	X
L	P	V	C	Z	Z	P	Q	Q	K	Z	X	T	G	Y
E	P	F	E	A	T	H	E	R	S	X	Z	P	Q	S

WORD BANK

alligator
backbone
bird
eggs
feathers
frog
gills
hatch
human
lungs
scales
snake
tadpole
turtle
wings

Name _____

TEST

Put a check in the box next to each correct answer.

1. Reptiles are cold-blooded. What does this mean?

   - ❑ Their blood is always ice-cold.
   - ❑ They are not very friendly.
   - ❑ Their body temperature is dependent on the temperature of the air or water around them.
   - ❑ If they get cut, they do not bleed.

2. The skin of a snake is:

   - ❑ dry
   - ❑ bright yellow
   - ❑ hot
   - ❑ wet and slimy

3. A reptile's skin is covered with:

   - ❑ short hairs
   - ❑ scales
   - ❑ feathers
   - ❑ wrinkles

4. The coloring and patterns on the skin of many reptiles is excellent for:

   - ❑ camouflage
   - ❑ molting
   - ❑ a suntan
   - ❑ shoe leather

5. Most adult amphibians live mainly on the land. They return to the water to:

   - ❑ surf
   - ❑ breed and lay their eggs
   - ❑ have a shampoo
   - ❑ turn into tadpoles

Name

TEST (Continued)

6. Some common amphibians are frogs, toads and salamanders. Some less common amphibians are called caecilians or apodes. What is a newt?

   - ❑ a politician
   - ❑ a type of salamander
   - ❑ an animal that has been neutered
   - ❑ a recently discovered species - opposite of an “oldt”

7. The skin of frogs and salamanders is smooth and moist. A toad’s skin is:

   - ❑ dry and bumpy
   - ❑ purple with red spots
   - ❑ covered with silky fur
   - ❑ slimy

8. Fish can live in:

   - ❑ fresh water and salt water
   - ❑ lakes and streams
   - ❑ oceans and aquariums
   - ❑ all the above

9. Fish are:

   - ❑ cold-blooded
   - ❑ warm-blooded
   - ❑ reptiles
   - ❑ mammals

10. A group of fish is called:

    - ❑ a herd
    - ❑ bouillabaisse
    - ❑ a school
    - ❑ a parade

Name

TEST (Continued)

11. Birds are the only animals that have:

- ❑ wings
- ❑ feathers
- ❑ beaks
- ❑ claws

12. Birds do NOT:

- ❑ lay eggs
- ❑ build nests
- ❑ give birth to live young
- ❑ fly

13. Most mammals give birth to live young that develop inside the body of the adult female. How are baby mammals fed that is different from any other class of animals?

- ❑ they use a knife and fork
- ❑ they eat only peanut butter and jelly
- ❑ they nurse milk from their mothers
- ❑ they have to hunt for their own food from birth

14. Many of the animals we see every day are mammals. Which of the following are NOT mammals?

- ❑ dogs
- ❑ cats
- ❑ people
- ❑ frogs

15. One thing that all mammals have in common with all reptiles, amphibians, birds and most fish is that they all have:

- ❑ fur
- ❑ a backbone
- ❑ lungs
- ❑ gills

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

If you and your students enjoyed learning with *Mr. Know-It-Owl's™ All About Animals*, you will also enjoy:

Alligators and How They Live
Animal Life in a Tidepool
Bats and How They Live
Beavers and How They Live
Coyotes and How They Live
Desert Toads and How They Live
Dinosaurs - Terrible Lizards (Revised)
Ecosystem of a Pond
A First Look at African Animals
A First Look at Birds
A First Look at Farm Animals
A First Look at Mammals
Frogs and How They Live (Revised)
Grizzly Bears and How They Live
Kangaroos and How They Live
Newts and How They Live
Snakes and How They Live (Revised)
The Wetlands

ADDITIONAL READING SUGGESTIONS

Your students may enjoy reading:

Arnosky, Jim. *Crinkleroot's Guide to Knowing the Birds*. 1992.
Arnosky, Jim. *Crinkleroot: 25 Birds Every Child Should Know*. 1993.
Badger, David. *Frogs.* 1995.
Bailey, Jill. *Birds.* 1992.
Carrington, Richard. *Life Nature Library: The Mammals.* 1963.
Fischer-Nagel, Heidi. *Season of the Wild Stork.* 1986.
Horton, Casey. *Fish.* 1983.
Kress, Stephen W. *Bird Life: A Guide to the Behavior & Biology of Birds.* 1991.
Lindblom, Steven. *The Golden Book of Snakes & Other Reptiles.* 1990.
McCauley, Jane R. *Baby Birds & How They Grow.* 1983.
Mehrtens, John M. *Living Snakes of the World in Color.* 1987.
Parker, Steve. *Eyewitness Books: Mammal.* 1989.
Pfeffer, Wendy. *What's It Like to Be a Fish?* 1996.
Reidel, Marlene. *From Egg to Bird.* 1981.
Ricciuti, Edward R. *Our Living World: Birds.* 1993.
Robinson, Fay. *Great Snakes.* 1996.
Selsam, Millicent & Hunt, Joyce. *A First Look at Frogs, Toads and Salamanders.* 1976.
Staniszewski, Marc. *Manual of Lizards & Snakes.* 1990.

ANSWER KEY for page 18

Name

ANSWERS WILL VARY

VOCABULARY

Look over this list of vocabulary words and their definitions. Write one sentence for each of the vocabulary words listed.

1. **amphibian:** an animal with a backbone that spends the early part of its life in the water breathing through gills, then develops lungs and lives on land. Frogs, toads, and salamanders are amphibians.

2. **bird:** a warm-blooded, egg-laying animal with a backbone, feathers, wings and, in most cases, the ability to fly.

3. **fish:** a cold-blooded, egg-laying animal with a backbone and fins. Fish live in water and breathe with gills.

4. **mammal:** a warm-blooded animal with a backbone and, in most species, body hair or fur. Mammals reproduce sexually and most give birth to live young. Infant mammals nurse milk from their mother.

5. **reptile:** a cold-blooded, egg-laying animal that has a backbone, lungs, and scales. Common reptiles are snakes, crocodiles and alligators, turtles, and lizards.

6. **backbone:** a backbone is actually a series of bones, called vertebrae that cover and protect the animal's spinal cord. The other parts of an animal's skeleton—its legs and skull—are attached to the backbone. The backbone and other bones support the animal's body.

ANSWER KEY for page 19

_____
Name

ANSWERS WILL VARY

VOCABULARY

7. **egg:** the reproductive cell produced by a female animal. After an egg is fertilized by a sperm cell from the male, it divides and develops into an individual young animal. The eggs of some animals remain inside the body of the female for development. The females of other animals deposit their eggs outside their bodies where they develop in the surrounding environment.

8. **gills:** the organs used for breathing by animals that live under water.

9. **lungs:** the organs used for breathing by animals that live primarily on land.

10. **wings:** the forelimbs of birds which are used for flying. A bird's wings are a specialized adaptation and take the place of the front legs or fins which are found on other animals.

11. **scales:** a specially adapted form of skin that covers the bodies of reptiles and helps them retain needed moisture. Scales are hard and plate-like in shape.

12. **feathers:** an adapted form of scales that cover the bodies of birds. Birds are the only animals that have feathers. A feather is made up of a hollow tube or "shaft" and fringed on two sides by silky barbs. Feathers are waterproof and they insulate birds from the cold as well as help them fly.

13. **fur:** the covering of hairs which grows on the skin of mammals. Most mammals have a heavy coat of fur to insulate their bodies against cold. Other mammals have little hair or fur and some have none at all.

ANSWER KEY for page 20

_____
Name

CHECKING COMPREHENSION

Read the story and circle the answer below that best completes each sentence.

Frogs, toads and salamanders are all (1) _____. These animals hatch from eggs laid (2) _____. The young animals stay in that environment, breathing through their (3) _____ until they have developed (4) _____. Then they live (5) _____. Fish are covered with (6) _____ and live their whole lives (7) _____. In place of legs, fish have (8) _____ that allow them to move around. Fish do not have lungs. They breathe through their (9) _____. The reptiles include (10) _____. Reptiles breathe with their (11) _____. The largest reptiles living today are the (12) _____. Birds are the only animals that have (13) _____. Like mammals, birds are (14) _____. Most birds can fly. There are other flying animals, including many species of (15) _____ and the (16) _____. Humans belong to the mammal class of animals with backbones. The largest mammal is a species of (17) _____. Mammals are the only animals that (18) _____ their young.

1.	a) reptiles	b) warm-blooded	(c) amphibians	d) green
2.	(a) in water	b) in sand	c) on leaves	d) in trees
3.	a) noses	(b) gills	c) lungs	d) spiracles
4.	a) wings	b) feathers	(c) lungs and legs	d) scales
5.	a) in trees	b) in caves	(c) on land	d) in the water
6.	(a) scales	b) feathers	c) fur	d) spines
7.	a) on land	b) in the air	(c) in water	d) crawling
8.	a) wings	b) arms	c) wheels	(d) fins
9.	a) spiracles	(b) gills	c) noses	d) mouths
10.	a) worms, snakes and eels		(b) snakes, alligators, crocodiles, turtles, and lizards	
	c) salamanders, lizards and snakes		d) turtles, worms and snakes	
11.	(a) lungs	b) gills	c) tails	d) ears
12.	a) dinosaurs	(b) crocodiles, alligators and gavials		c) skinks
	d) purple			
13.	a) wings	(b) feathers	c) claws	d) nests
14.	(a) warm-blooded	b) cold-blooded	c) covered with fur	d) hatched from eggs
15.	a) reptiles	(b) insects	c) arachnids	d) crustaceans
16.	(a) bat	b) kangaroo	c) airplane	d) snail
17.	a) elephant	(b) whale	c) grizzly bear	d) giraffe
18.	a) protect	b) eat	(c) nurse	d) abandon

ANSWER KEY for page 21

_____
Name

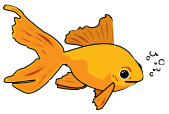
ANSWERS WILL VARY

IF I COULD ... I WOULD ...

Certain animals are able to perform some activities on a grander scale than humans can—or even to do things that humans cannot do at all. Think about the sorts of things you would do if you could perform with the physical capability of these animals.

If I could jump like a  I would _____.

If I could fly like a  I would _____.

If I could swim like a  I would _____.

If I could run like a  I would _____.

If I could wriggle like a  I would _____.

ANSWER KEY for page 22

Name

PICTURE THIS!

Read each description carefully and mark the picture of the animal that best fits the description.

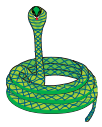
1. Some day I will change into a frog.



2. I spend my whole life in the water and breathe through gills.



3. I am a reptile that can pull its head, legs and tail into its shell.



4. I can fly and I am the only animal that has feathers.



5. I am a mammal.



ANSWER KEY for page 23

Name

SCRAMBLED ANIMALS

Below are several scrambled words. Each word is the name of an animal that belongs to the amphibian, reptile, fish, bird or mammal group. Rearrange the letters to find the "scrambled animals." The boxed letters will spell something they all have in common.

btibar	R A B [B] I T
atdo	T O [A] D
ecdroicol	C R O [C] O D I L E
eknsa	S N A [K] E
nobri	R O [B] I N
monlsa	S A L M [O] N
noil	L I O [N]
galee	[E] A G L E

Write the boxed letters in the space below to complete the sentence.

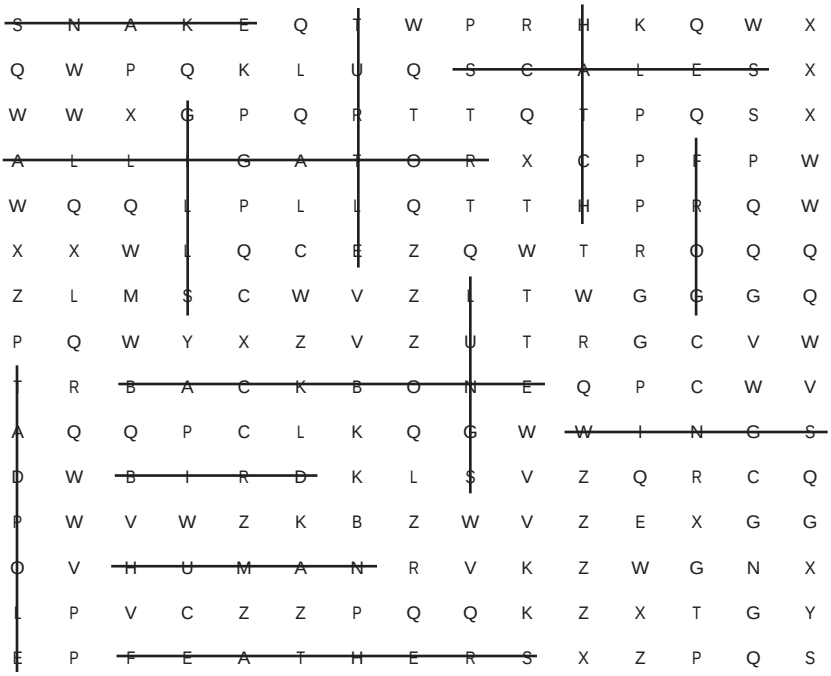
All these animals have a B A C K B O N E.

ANSWER KEY for page 24

Name

CHECKING VOCABULARY

Hidden in the chart below are 15 words relating to amphibians, reptiles, fish, birds and mammals. These words may be arranged horizontally, vertically or diagonally. Find and circle these animal-related terms. Good luck!



WORD BANK

alligator	frog	scales
backbone	gills	snake
bird	hatch	tadpole
eggs	human	turtle
feathers	lungs	wings

ANSWER KEY for page 25

Name

TEST

Put a check in the box next to each correct answer.

1. Reptiles are cold-blooded. What does this mean?

- ❑ Their blood is always ice-cold.
- ❑ They are not very friendly.
- ☑ Their body temperature is dependent on the temperature of the air or water around them.
- ❑ If they get cut, they do not bleed.

2. The skin of a snake is:

- ☑ dry
- ❑ bright yellow
- ❑ hot
- ❑ wet and slimy

3. A reptile's skin is covered with:

- ❑ short hairs
- ☑ scales
- ❑ feathers
- ❑ wrinkles

4. The coloring and patterns on the skin of many reptiles is excellent for:

- ☑ camouflage
- ❑ molting
- ❑ a suntan
- ❑ shoe leather

5. Most adult amphibians live mainly on the land. They return to the water to:

- ❑ surf
- ☑ breed and lay their eggs
- ❑ have a shampoo
- ❑ turn into tadpoles

ANSWER KEY for page 26

Name

TEST (Continued)

6. Some common amphibians are frogs, toads and salamanders. Some less common amphibians are called caecilians or apodes. What is a newt?

- ❑ a politician
- ☑ a type of salamander
- ❑ an animal that has been neutered
- ❑ a recently discovered species - opposite of an "oldt"

7. The skin of frogs and salamanders is smooth and moist. A toad's skin is:

- ☑ dry and bumpy
- ❑ purple with red spots
- ❑ covered with silky fur
- ❑ slimy

8. Fish can live in:

- ❑ fresh water and salt water
- ❑ lakes and streams
- ❑ oceans and aquariums
- ☑ all the above

9. Fish are:

- ☑ cold-blooded
- ❑ warm-blooded
- ❑ reptiles
- ❑ mammals

10. A group of fish is called:

- ❑ a herd
- ❑ bouillabaisse
- ☑ a school
- ❑ a parade

ANSWER KEY for page 27

Name

TEST (Continued)

11. Birds are the only animals that have:

- ❑ wings
- ☑ feathers
- ❑ beaks
- ❑ claws

12. Birds do NOT:

- ❑ lay eggs
- ❑ build nests
- ☑ give birth to live young
- ❑ fly

13. Most mammals give birth to live young that develop inside the body of the adult female. How are baby mammals fed that is different from any other class of animals?

- ❑ they use a knife and fork
- ❑ they eat only peanut butter and jelly
- ☑ they nurse milk from their mothers
- ❑ they have to hunt for their own food from birth

14. Many of the animals we see every day are mammals. Which of the following are NOT mammals?

- ❑ dogs
- ❑ cats
- ❑ people
- ☑ frogs

15. One thing that all mammals have in common with all reptiles, amphibians, birds and most fish is that they all have:

- ❑ fur
- ☑ a backbone
- ❑ lungs
- ❑ gills