



## *Division of Outdoor Experiences*

### **Ohio Wildlife**

**Grade Level: K**

**Length of Program: 2 – ten-minute video segments (A and B)**

**Setting: Asynchronous Remote Learning**

#### **State Standards:**

K.PS.1: Objects and materials can be sorted and described by their properties.

K.LS.1: Living things have specific characteristics and traits.

#### **Theme:**

Ohio is home to some of the most amazing wildlife on the planet and each species has special adaptations that allow them to succeed in their habitat.

#### **Objectives**

*At the end of the program, students will be able to:*

- Identify at least three animals that live in Ohio
- Understand how animals are sorted into groups
  
- **Vocabulary** Amphibians – animals with moist skin that lay their eggs in a damp or wet place; many spend their larval life in water and their adult life on land.
- Animals – living things that cannot make their own food; they usually move about to obtain their food from outside sources (other animals and plants).
- Birds – animals with feathers that reproduce by laying eggs.
- Fishes – animals with scales, fins, and gills to breathe underwater.
- Insects – animals with six legs and three body parts.
- Mammals – animals with hair or fur; warm blooded; have live babies and young drink milk from their mothers.
- Reptiles – animals with dry scales; lay their eggs on land; have lungs to breathe air.

#### **Materials needed:**

- Books on animals and animal groups (mammals, reptiles, amphibians, birds, fish, insects) in Northeast Ohio
  - *About Mammals: A Guide for Children*, by Cathryn Sill
  - *Wild Reptiles: Snakes, Crocodiles, Lizards, and Turtles*, by Chris and Martin Kratt
  - *About Birds: A Guide for Children*, by Cathryn Sill
  - *Salamander, Frog, and Polliwog: What Is an Amphibian?*, by Brian P. Cleary
  - *From Tadpole to Frog*, by Wendy Pfeffer
  - *Are You a Dragonfly*, by Judy Allen

- *It's a Good Thing There are Insects*, by Allan Fowler

**Pre-enrichment activity:** Read stories about animals in Northeast Ohio.

**Program Outline:**

**Watch Video A**

- 1) Introduction
  - a) Discusses/reviews what is living and what is non-living.
    - i) Living – breathe air, eat, reproduce, grows
    - ii) Non-living – does not breathe air, does not eat, does not reproduce, does not grow.
  - b) Examples of living versus non living
    - i) Rock
    - ii) rabbit

**Watch Video B**

- 2) Introduces two animals from each group
  - a) Highlights live gray ratsnake - reptile
    - i) Cold-blooded
    - ii) Lays eggs
    - iii) Has scales
    - iv) Has claws
  - b) Highlights live toad – amphibian
    - i) Cold-blooded
    - ii) Lays eggs in/near water
    - iii) Frog starts off as tadpole
    - iv) Smoother, wet skin
  - c) Highlights rabbit – mammal
    - i) Has fur or hair
    - ii) Gives live birth
    - iii) Warm-blooded
    - iv) Produces milk
  - d) Highlights butterfly, dragonfly – insects
    - i) Lays eggs
    - ii) Goes through different forms
    - iii) Three body parts
  - e) Highlights owl – birds
    - i) Has feathers
    - ii) Warm-blooded
    - iii) Lays eggs
    - iv) Beak
    - v) Talons

**Enrichment Activity:**

Create a chart with 5 columns and label each with an animal group discussed in presentation. Have students place pictures in proper groups and say why it belongs there.

