

Story Time and Animal Friends

Teacher's Guide



**SASKATOON
ZOO SOCIETY**

saskatoonzoosociety.ca



STORY TIME AND ANIMAL FRIENDS

SUBJECT: **Science**

GRADES: **1 Pre-K/K**

CURRICULUM CONNECTIONS:

Pre-K:
**Experiencing a
sense of wonder,
joy and awe.**

**Developing an
appreciation of
beauty and
connection to the
natural world.**

Kindergarten:
**Examine
observable
characteristics of
animals**

OVERVIEW:

The Story time program introduces students to a story and a few of the animal ambassadors (education animals) that the Saskatoon Zoo Society works with on a daily basis. The story will correspond with at least one of the animals that we are seeing in the program.

OBJECTIVES:

1. Students will be able to sort animals into groups based on physical characteristics such as body covering.
2. Students will be able to identify parts of animals such as head, eyes, and limbs.
3. Students will have the opportunity to experience wonder, joy and awe through wildlife visits either virtually or in-person.

KEY VOCABULARY:

Mammal: A warm-blooded vertebrate animal with hair or fur and nourished with milk from mom and typically have live young.

Lizard: A cold-blooded reptile typically with a long body and tail and with four legs. They are scaly and have moveable eyelids.

Reptile: A cold-blooded vertebrate animal characterized by having scaly skin and typically laying soft eggs on land.

Cold-blooded: An animal that has a body temperature that varies with the surrounding environment.

Warm-blooded: Animals which maintain a consistent body temperature.

Salamander: A lizard-like amphibian with an elongated body and tail and short limbs

BACKGROUND INFORMATION

This program will focus on what covers an animal's skin and how the animal uses its senses to navigate the world. This program will focus primarily on observable characteristics. For example we may point out that there are no visible ear holes on a snake, so how do they hear? The animals chosen will correspond as closely as we can to the book that is being read.

PRE-VISIT ACTIVITIES

Activity One

Read the story Goodnight Gorilla by Peggy Rathmann and see if the students can remember all the animals that the security guard said Goodnight to in the book. Are there other animals that the students might see at a Zoo? Have a bunch of animal cards made up with different colours (the story focuses on different colours of keys that match the locks) of the animals in the story plus a few extra that you may find at a Zoo or at the Saskatoon Forestry Farm Park Zoo in particular. Have those animals on colour cards so that the students can group together all the yellow cards, all the red cards, etc. Have the animals cards you make have other reasons why they are grouped together other than colour - for example, all the yellow carded animals could have fur, all the red cards could swim, etc. See if they students can guess these characteristics and group them accordingly.

Activity Two

Introduce your students to some of the Cree words for animals. For accurate pronunciation, use an app like the ATC Cree or the Opaskwayak Cree Dictionary that helps you hear how the words are pronounced. Try out these ones that we have at the Saskatoon Forestry Farm Park (some of them are on the app).

kâkwa

porcupine

maskwa

bear

osikiyâwis

lizard

pisiw

lynx

kokokawo

owl

apisimôsôs

deer

POST-VISIT ACTIVITIES

Activity One

Now that the students have met the animals, see if they can remember what the animals were covered with (fur, dry scales, slime, etc). What else may animals have that cover their bodies (wet scales and feathers). Do the students have any of these coverings on their body? We call it hair, but it is the same as fur on the other mammals. A porcupine has three different types of fur - soft fur on her stomach and face (also as winter fur if it's that time of year), quills which are prickly and guard hairs which are coarse. A hedgehog has spines on her back and a soft tummy. Find a porcupine or hedgehog craft that the students can make and have them put on different items to mimic how the different fur would feel. For example, you could use cotton balls for the stomach, toothpicks for the quills or spines. As an extension activity have the students suggest as many animals as they can that have fur. Can you group them into furry animals with soft fur, woolly fur, prickly fur, etc?

Activity Two

Storytelling was the primary teaching aid of many Indigenous Peoples. Some of the fun stories to read are stories about how an animal got their tails, stripes, spots, etc. Find a couple of good stories online (a quick Google search will yield quite a few) or try the Keepers of the Animals book and read them to the students. After listening to a few of the stories, have the students decide on an animal and see if, as a class, you can come up with your own animal legend or see if the students want to create their own. For example: how the beaver got it's flat tail. Have the students draw pictures to match their story and share it with older students or parents.