



Greenburgh Nature Center
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www.greenburghnaturecenter.org

MEET THE ANIMALS



ABOUT THE PROGRAM

In this **indoor** program students will learn about animal **adaptations** by handling and observing some GNC resident animals. Our naturalists gear each program to the grade level of your students and will accommodate any competency level if notified in advance. Our programs stress **hands-on and direct involvement learning**.

Meet The Animals Outreach Programs are generally scheduled for 60, 90 or 120 minutes, divided into half-hour segments for younger grades. 7th - 12th grades may schedule 45 minute programs.

A few examples of animals that may be brought to program:

Mammals Reptiles Birds Amphibians
 guinea pig king snake ring-necked dove cane toad
 ferret box turtle screech owl White's tree frog
 chinchilla bearded dragon

SOME EXAMPLES OF ADAPTATIONS OFTEN DISCUSSED:

ring-necked dove — Wings, feathers, and hollow bones, all of which allow for flight.

box turtle — Hard “hinged” shell for protection from predators.

ball python — Special tongue and Jacobson's organ for “smelling” prey. Detachable jaws for swallowing food whole.

tree frog — Special feet with “suction cup” toes for climbing; large pupils for night vision.

ferret — Flexible backbone for movement within narrow spaces like burrows.

chinchilla - Fur for insulation from heat and cold. Long tail for balance.

hedgehog - Sharp "prickles" used for defense. Excellent sense of smell for hunting.



PLEASE NOTE: We cannot guarantee specific animals because of illness, injury or use in other programs.

SOME ACTIVITY IDEAS

NOTE: Teachers should adapt this material to the grade level of their students.



- Discuss some adaptations (**physical characteristics that helps an animal or plant to survive**) that animals and plants have (fur, gills, webbed feet, feathers, talons, large eyes, etc.) and why they may need them.
- Make up a list of questions about animal adaptations to ask the naturalist.
- Go over the different characteristics of these animals:



mammals — fur, warm blood, milk drinkers (it does a body good!), etc.

reptiles — scales, cold blood, eggs

amphibians — egg layers in water or moist areas, metamorphosis, cold blood, etc.

birds — feathers, hollow bones, warm blood, etc.

- Discuss: predator/prey relationships some **adaptations** of animals camouflage
food webs/chains animal **behavior**
- Look around your school for wildlife signs such as feathers, burrows, chewed seeds etc., and record this information on a chart.
- Make up a food web and ask what each animal needs to get food.
- Have students do library research about some of the animals you saw while at the nature center.
- Find an animal that lives around your school (squirrel, pigeon, chipmunk, ant, etc.) and closely study its behavior. Record this information on a chart over time.

SOME VOCABULARY WORDS:

Adaptation - A physical characteristic that helps a plant or animal to survive.

Behavior - How an animal acts or reacts.

camouflage

predator/prey

niche

cold/warm blooded

habitat

vertebrate/invertebrate

migration



Please note: These sites are not listed to be an endorsement of the organizations, but is intended as an informational resource.

SOME HELPFUL WEB LINKS:

- **www.activities guide** - List of examples of adaptations. Click on the [science link](http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=4750) to find adaptation http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=4750
- **Scholastic.com** - <http://teacher.scholastic.com/dirtrep/animal/>
- **TeacherVision.Com** - Animal adaptations unit - www.teachervision.com/lesson-plans/lesson-6989.html
- **Eco Kids** - http://www.ecokids.ca/pub/eco_info/topics/climate/adaptations/index.cfm
- **Animal Planet** - <http://animal.discovery.com/tv/a-list/creature-countdowns/adaptations/adaptations.html>
- **Enchanted Learning Software** - Animal information and printouts - www.enchantedlearning.com/biomes/tempdecid/tempdecid.shtml