

Project G.L.A.D.
Forest Grove School District
Mammals—Grade 1

Idea Pages

I. UNIT THEME

- Mammals can be classified by their characteristics
- Mammals have basic needs
- Mammals live in a habitat that meets their basic needs
- Mammals protect themselves and find food and shelter

II. FOCUS/MOTIVATION

- Big Book: *The Important Thing About Mammals*
- Inquiry Chart: What do we know about mammals? What do we want to know about mammals?
- Mammal cards for motivation (See attached)
- Various song, chants, and poems about mammals
- Signal words to teach vocabulary (choose a vocabulary word as a signal word to line them up, etc. for that day.)

III. CLOSURE

- Process all charts, especially inquiry
- Present mammal reports to small groups and to the class
- Visit the Washington Park Zoo
- *A mammal is...* booklet

IV. CONCEPTS/UNDERSTANDINGS

- Mammals have certain characteristics that distinguish them from other animal groups: 1. Most mammals are born alive. 2. Mammals have fur or hair. 3. Mammals nurse (get milk from their moms). 4. Mammals breathe air with lungs.
- Mammals are an important part of the world. Humans depend on mammals for many things
- Mammals live in habitats. The habitat in which the mammal lives must provide the mammals basic needs
- Mammals must adapt to the changes that take place in their habitat in order to survive
- Mammals protect themselves in many ways

V. VOCABULARY

habitat	mammal	camouflage
environment	migrate	adapt
basic needs	life cycle	hibernate

food chain	underground	warm-blooded
breathe	carnivore	omnivore
herbivore	climate	predators
backbone	alive	nocturnal

VI. ORAL LANGUAGE/READING/WRITING SKILLS

- Use complete sentences to communicate oral and written ideas
- Demonstrate respectful listening when others are speaking
- Use capitals and correct punctuation in writing.
- Use the writing process
- Sequencing stories
- Guess the mammal game (name of mammal taped to child's back. Child tries to guess the mammal by asking yes or no questions)
- Pop up mammal riddle book
- Imaginative writing-"Animals Born Alive and Well"
- Create a mammal jump rope rhyme at home and share with the class
- Journaling
- Read charts, poems, stories, and student writing
- Tell the story of the narrative input chart

VII. MATH/SCIENCE/SOCIAL STUDIES SKILLS /ART

- Money (Hickory Dickory Dock)
- Fractions (Gingerbread Man)
- Greater than/Less than (Tom Thumb)
- Problem solving
- Graph "Posing for a Circle"
- Sorting and classifying
- Process grid
- Graphic organizer
- Classification of mammals/non-mammals in co-operative learning group
- Create a collage of mammals, laminate, take home and use for a placemat
- "Mammals on my mind". In groups of two, children put mammal names on the top of the sheet. Decide if the animal is or is not a mammal and why. Share with class.
- Neighborhood walk to find mammals. Graph mammals/non-mammals. Write information from graph using mathematical terms such as less than, more than, etc. When finished, cut and paste a picture of a mammal of a large chart. Write and share about why the animal is a mammal.
- Students take the above generated list home and share with family. Then add to the list by looking in their neighborhood

for animals and deciding which are mammals and which are not. The next day share with the class.

- Individuals or groups of two choose a mammal and design a shelter for it. Learn about the animal and the shelter and be able to tell the group how the shelter helps the mammal. Include other facts such as what it eats and other interesting facts.
- Venn diagram. Compare a duck to a rabbit, bringing in characteristics of mammals.
- Graph mammals of different habitats.

VIII. RESOURCES AND MATERIALS

English Books:

- If You Were Born a Kitten, Marion Dane Bauer, Simon & Schuster
- Homes and Habits of Wild Animals, by Karl Patterson Schmidt, MA Donahue & Co., Chicago.
- Animal Babies, by Joyce Pope, Troll Associates.
- Forest Animals, by Encyclopedia Britannica, Chicago.
- Animals in Winter, by Ron Fisher, National Geographic.
- Animals That Travel, by Jennifer Urquhart, National Geographic.
- V For Vanishing, (Alphabet Book of Endangered Animals, by Patricia Mullins, Harper Collins Publishers.
- The How and Why Book of Wild Animals, by Martin Keen, Grosset & Dunlap, New York.
- How Animals Hide, by Robert McClung, National Geographic Publishers.
- Camouflage in Nature, by Edward S. Ross, Children's Press, Chicago.
- Can You Find the Animals?, by Illa Podendorf, Children's Press, Chicago.
- Young Animals, by John R. Saunders, Children's Press, Chicago.
- The Playful Dolphins, National Geographic.
- Animals Born Alive and Well, by Ruth Hiller, Grosset & Dunlap, New York.
- Arctic Mammals, by Helen Hope, Franklin Watts, Inc.
- Little Wild Chimpanzee, by Anna Michel, Panther Books
- Eyewitness Books-Mammal, by Steve Parker, Alfred A. Knopf, New York.
- Prairie Dogs Kiss and Lobster's Wave, (How Animals Say Hello), by Marilyn Singer, Henry Holt and Company.
- Arctic Animals, Encyclopedia Britannica.
- Mountain Animals, Encyclopedia Britannica.

- Prairie Animals, Encyclopedia Britannica.
- Mammals in the Sea, World Publishing, NY.
- Mammals of the World, Bantom Books, NY.
- North Country Nights, by Daniel San Souci.
- Alaska ABC Book, by Charlote Krieger and Shannon Cartwright.
- The Eyes of Gray Wolf, by Daniel San Souci.
- Who's This, by Don Finney and Margaret Philson (Banners Animal Theme).
- Is Your Mama a Llama? By Deborah Guarino.
- Discover My World Habitat, by Barron's Books.
- Baby Whale, by Lynn Wilson.
- Think of a Beaver, by Karen Wallace.
- Bears in the Forest, by Karen Wallace.
- Sea Mammals, by Anita Ganeri.
- Swim the Silver Sea, Joshi Otter, by Nancy Whit Carlstrom.
- Owl's Secret, by Louise Gallop and Shannon Cartwright.
- Baby Elephant, by Patricia Miller and Iran Seligman.
- Monkeys Are a Lot Like Us, A Rookie Reader Read About Science Book by Allan Fowler.
- It Could Still Be a Mammal, A Rookie Read About Science Book by Allan Fowler.
- The Whales Go By, by Fred Phleger
- Mammals At Your Fingertips, by Grace Goldberg.

Spanish books

Podría ser un mamífero, Allan Fowler

Project G.L.A.D.
Forest Grove School District
Mammals

Unit Planning Pages

I. FOCUS/MOTIVATION

- *Important Book About Mammals*
- Inquiry Chart
- Observation charts

II. INPUT

- Narrative input chart
- 10-2 lecture with primary languages about characteristics of mammals
- Chant “Mammals” to the tune of “Farmer in the Dell”.
- Films (Teachers choice)
 - *Mammals and Milk* 14 min. (4995) 16mm
 - *Mammals and Their Young* 15 min. (62451) VHS
 - *Mammals A First Film* 11min. (53214) VHS
 - *All About Animals: Mammals* 10 min.(59742) VHS
 - *Desert Whales* 22 min. (56699) VHS
 - *Dolphins: Our Friends From the Sea* 13 minutes (53177) VHS
- Realia
- “Yes Ma’am” Chant
- Read aloud books
 - *Eyes of the Grey Wolf*
 - *Animals Should Definitely Not Wear Clothing*
- 10-2 Lecture about adaptation and change. Talk about how the land changes and often the inhabitants of that land have to change or die. e.g. when a farmer cuts down the trees to make the land suitable for crops, the animals that lived in those trees have to move to another area where there are still trees, live in the ground, or some other type of home. That means that there are different types of dangers and perhaps even different food sources.
- 10-2 lecture on basic needs
- Pictorial input chart
- Guest speakers from Forestry Center, Oregon Fish and Wildlife and Humane Society. (See if Smokey the Bear could come at this time for his presentation).

III. GUIDED ORAL PRACTICE

- T graph on cooperation
- Poetry, chanting, modeling, highlighting
- Daily oral processing of all charts
- Picture file cards
 - classify into habitats
 - brainstorm describing words or tell about the picture
- Process grid
- Graphic organizer (favorite mammal)
- 3 step interview about favorite mammal or about a mammal pet
- Comparative input chart
- Students retell story using narrative input chart
- Child made poster of basic needs in groups of 2 (fold large paper into fourths. Children draw and label or write about one of the basic needs in each quadrant. Food, water, air, shelter.)
- Graph mammals of different habitats
- Venn diagram comparing a duck to a rabbit.
- Group frame focusing on capitals, correct punctuation, complete sentences with the subject being habitat and need to adapt.
- Student written sentences on camouflage and protection
- Sentences selected and placed in pocket chart by students
- Choral reading of *Farmer in the Dell*
- 10-2 lecture on migration
- Choose a mammal that migrates. Use the following frame to write about the migration. (Whole group activity on overhead)
When I was _____
I was _____
Then I _____
But later I _____
Finally I _____
- *Farmer in the Dell* chart
(Describing words/ nouns/ action verbs/ where)

IV. READING/WRITING ACTIVITIES

- I am cards (9x12 tagboard. On one side children write 5 distinguishing facts about a certain mammal. On the other side children draw a picture of the mammal. Present to small group. Other children try to guess which mammal it is.)
- Sentence strip book
- Pop-up riddle book
- Found poetry
- Color pictures on pictorial input chart
- Use words from pictorial input chart in sentences
- Write a story using words from the pictorial input chart

- Journal writing
Read the walls
- Group Frame
- Cooperative Learning group sequencing from narrative input chart

Cooperative Choices

- Centers--Mammal math

Individual Choices/Writers Workshop

- Focused reading
- Ear to ear reading
- Expert groups
- Mini books
- Shared book
- Writing in journals for writer's workshop
- Author's chair
- Poetry Books

V. EXTENSIONS/ ACTIVITIES FOR INTEGRATION

- Bilingual aide take those children and revisit the content charts and discuss the concepts. This may have to be done in English for one group and Spanish for another group. This should involve as much student participation as possible. Ideally, the children would do the reading and telling of the facts. The aide would help the children where they needed help. The groups should go over the hard parts several times and say it in several ways.
- Picture cards would be used to help the children visualize the concepts
- Children dramatize concepts on which their understanding was weak. For instance, if they did not understand migration, have several children be mammals looking for food, getting too hot or too cold, and moving on to another area that had food and was more comfortable.
- Instructional assistant works with children doing a Venn diagram comparing the habitats and animals that live there. This should be done in the child's first language.
- Children create a puppet show to illustrate one of the concepts. Put on the show for the rest of the class and/or for other classes
- Write and illustrate a story from a mammal's point of view
- Find pictures of mammals from magazines and group them according to their habitat
- List ways mammals might benefit humans in the future
- Use another mammal and make another "Bugaloo"
- Add another verse to "The Food Chain's All Around"
- Add to "Yes Ma'am"

- In groups of two or individually, students illustrate and write the effects of human population growth on mammal's habitats.
- Laminated mammals collage placemat
- Neighborhood walk to find mammals/non mammals. Graph the information and write about it. Share in small groups.

VI. CLOSURE/EVALUATION

Formative Assessments

- Much of this is informal and some of the guided experiences can be used as a type of assessment. However, we must not take anything for granted so---
- Revisit the inquiry chart (regularly)
- Students do individual quick writes indicating all they can think of about mammals
- Students individually make a mammal map (large piece of paper with mammal printed in the center. Around the word the children write or draw all that they have learned about mammals.
- Summative Assessments
 - "A Mammal Is" (see attached)
- Children will choose a mammal and write a report on it. The report will include the name of the mammal, it's habitat, the type of food the animal eats (is it herbivore, carnivore, or omnivore), how it defends itself, and two more facts about the mammal.
- Given picture cards of animals, children will group them according to mammal or non-mammal (see attached)
- Children will list four different habitats and at least one mammal the inhabits each
- Children will write a narrative about a mammal pet they have or would like to have.

Closure

- Field trip to Washington Park Zoo
- After trip to zoo, children list as many mammals as they can
- T chart on mammals and non-mammals seen at the zoo

GLAD UNIT **MAMMALS**

#30443

2 TEACHER- MADE BIG BOOKS: IMPORTANT BOOK AND MAMMAL FACT BOOK

104 PICTURE FILE CARDS

PIG PICTORIAL W/ PICS AND INFO SHEET

VIDEO:APE

YELLOW FOLDER:

UNIT PLANNING AND IDEA PAGES

12 CHANTS

23 ADDITIONAL POEMS

PICTORIAL, 2 PROCESS GRIDS

2 HOME-SCHOOL CONNECTIONS

SPAN. AND ENG BIG BOOK TEXTS

Book Titles:

It Could Still Be A Mammal

I Didn't Know That Chimps Use Tools (Hardcover)

Monkeys Are A Lot Like Us

Amazing Mammals

What Am I? Brown Fierce, And Furry

What Am I? Big, Rough, And Wrinkly

Animals Born Alive And Well (Hardcover)

The Beaver

If You Were Born A Kitten

Mammals Picturepedia (Hardcover)

Shadows Of Night

Don't Call Me Pig

Eyewitness:Mammal

Spanish Books:

Mamiferos De Gran Tamaño

Mamiferos Pequenos

Stelaluna

THE IMPORTANT BOOK ABOUT MAMMALS

By Myrna Williams and Nancy Lambert

The important thing about mammals is that they are living things.

All mammals have skeletons and backbones.

But the important thing about mammals is that they are alive!

The important thing about mammals is that they are living things.

All mammals are warm-blooded(can make their own body heat).

But the important thing about mammals is that they are alive!

The important thing about mammals is that they are living things.

All mammals have lungs and breathe air.

But the important thing about mammals is that they are alive!

The important thing about mammals is that they are living things.

Most mammals have fur (except whales, dolphins, and a few others).

But the important thing about mammals is that they are alive!

The important thing about mammals is that they are living things.

Most mammals give birth to live young (except for the platypus and spiny anteater, who lay eggs).

But the important thing about mammals is that they are alive!

The important thing about mammals is that they are living things.

All mammals produce milk for their babies.

But the important thing about mammals is that they are

Big Book text: Spanish

EL LIBRO IMPORTANTE SOBRE LOS MAMÍFEROS

by Myrna Williams and Nancy Lambert
traducción al español por Laura Curry

Lo importante de los mamíferos es que son seres vivos.

Todos los mamíferos tienen esqueletos con columnas vertebrales.

¡Pero lo importante de los mamíferos es que tienen vida!

Lo importante de los mamíferos es que son seres vivos.

Todos los mamíferos tienen sangre tibia (es que pueden mantener la temperatura de sus cuerpos).

¡Pero lo importante de los mamíferos es que tienen vida!

Lo importante de los mamíferos es que son seres vivos.

Todos los mamíferos tienen pulmones y respiran aire.

¡Pero lo importante de los mamíferos es que tienen vida!

Lo importante de los mamíferos es que son seres vivos.

La mayoría de los mamíferos tienen pelo (menos que las ballenas, los delfines, y unos pocos más).

¡Pero lo importante de los mamíferos es que tienen vida!

Lo importante de los mamíferos es que son seres vivos.

La mayoría de las crías de los mamíferos nacen vivas de los cuerpos de sus mamás (menos que dos que nacen de huevos, el ornitorrinco y el "oso hormiguero espinoso").

¡Pero lo importante de los mamíferos es que tienen vida!

Lo importante de los mamíferos es que son seres vivos.

Todos los mamíferos dan leche a sus bebés.

¡Pero lo importante de los mamíferos es que tienen vida!

How Do We Know It's a Mammal?

By Lori Klaus

Ms. Rosen's 1st grade class sat on the carpet for sharing time. Jessica put her hand high in the air. Ms. Rosen called on her.

"We got a new baby sister. My mom brought her home yesterday. Her name is Julia!" said Jessica.

All the kids looked excited. Sam raised his hand. When he was called on he asked, "How did you get her? Where did she come from?"

Some of the kids giggled but Ms. Rosen said, "That's a good question, Sam. If you don't have any little brothers or sisters, you might not know about new babies. Why don't you tell us about the baby, Jessica."

"OK. See, she used to be growing inside my mom's body. You could tell she was in there because my mom's tummy was really big and round. I could even feel her kick when I put my hand on my mom's tummy. Then on Saturday morning, my mom said she could tell it was time for the baby to come out. My mom and dad went to the hospital for her to be born. Later that day my dad came and got me and we went to see my new sister. She was so tiny! But she can sneeze and yawn and kick all by herself. She has really tiny hands but she likes to hold my finger."

José had a question. "So she was moving around inside your mommy and now she is outside you mommy?"

"Yep," said Jessica. "She was living inside my mom and then when she was born she started living outside my mom."

Ms. Rosen said, "That's because we are mammals, José. Most mammal babies are born alive. Birds and fish lay eggs, but mammals come out moving and breathing!"

Matthew raised his hand, "My grandpa's pig had babies last week when we were visiting. I got to see them born. They were tiny and pink when they came out but they were alive too. After they came out the mommy pig licked them clean and then they crawled over to her and drank milk!"

Ms. Rosen added, "Pigs are mammals too, Matthew. Mammals are born alive and they also drink milk made especially for them by their mothers. Those baby pigs will drink their mother's milk until they are old enough to eat other food. Jessica, does your new baby drink mother's milk too?"

"My mom is nursing her. Mom feeds her from her own body. She doesn't drink from a bottle. Later when she is older she will eat baby food and I can help feed her."

Tina had a question, "Ms. Rosen, since we've been talking about mammals, I was wondering. I saw a bat last night. It flew all around our yard. Is it a bird? It flies but it has a furry body and it doesn't have feathers."

Ms. Rosen smiled, "I bet that was exciting, Tina! You're right, bats do fly and they have fur on their bodies. We usually think of just birds flying. Most mammals don't fly, but mammals **do** have hair or fur. So bats are mammals. They have live babies, not eggs, and they feed their babies with mother's milk, just like all mammals."

Carmen was next. "But we don't have fur, Ms. Rosen, and you said we were mammals, too."

"We have hair, though, Carmen. It is thickest on our heads, but if you look really closely at your arms you will see tiny hairs all over your skin there, too."

Carmen had another question, "You know how bears are really furry? Don't they get too hot in the summer? I wouldn't want to have that much fur!" The children laughed to think about Carmen covered in fur.

"The other important thing to know about mammals is that they are 'warm-blooded'. That means that whether it is sunny and hot or cold and snowy, their bodies stay about the same temperature inside. So even though bears wear fur coats in the summer, they don't get too hot. And during the cool night, bears can walk around and still be warm. I think we have really started to know what a mammal is! A mammal is born alive, it drinks milk from its mother, it has hair or fur, and it is warm-blooded. Let's think up other animals we know about and decide if they are mammals."

And the class did just that.

¿CÓMO SABEMOS SI ES UN MAMÍFERO?

Por Lori Klaus

traducción al español por Patricia Gallardo

La clase del primer grado de la Señora Rosen se sentó en la alfombra para la hora de compartir. Jessica levantó la mano en el aire. La Señora Rosen le dio la palabra.

"Nosotros tenemos una nueva hermanita. Mi mamá la trajo a la casa ayer. ¡Y se llama Julia!" dijo Jessica.

Todos los niños la vieron emocionados. Sam levantó la mano. Cuando se le dio la palabra él preguntó, "¿Cómo la obtuvieron? ¿De dónde vino ella?"

Algunos de los niños se rieron pero la Señora Rosen dijo, "Esa es una muy buena pregunta, Sam. Si tú no tienes hermanas o hermanos pequeños, puede ser que no sabes acerca de los bebés nuevos. ¿Jessica, por qué no nos platicas acerca de la bebé?"

"Bueno, ella comenzó a crecer dentro del cuerpo de mi mamá. Ustedes se hubieran dado cuenta que ella estaba ahí porque la barriga de mi mamá estaba muy grande y redonda. Y hasta yo pude sentir sus pataditas cuando ponía mi mano en la barriga de mi mamá. Luego, el sábado por la mañana, mi mamá dijo que ella creía que ya era tiempo para que la bebé saliera. Mi mamá y mi papá se fueron al hospital para que ella naciera. Más tarde, mi papá vino y me llevó a ver a mi nueva hermanita. ¡Ella estaba tan pequeñita! Pero ya puede

estornudar, bostezar, y patear por si misma. Ella tiene sus manos muy pequeñitas, pero le gusta agarrarse de mi dedo."

José tenía una pregunta, "¿Entonces ella se estaba moviendo dentro de tu mami, y ahora ella está afuera de tu mami?"

"Ajah," dijo Jessica. "Ella estaba viviendo dentro de mi mamá y luego cuando ella nació ella comenzó a vivir afuera de mi mamá."

La Señora Rosen dijo, "¡Eso es porque nosotros somos mamíferos, José. La mayoría de los bebés mamíferos nacen vivos. Los pájaros y peces ponen huevos, pero los mamíferos salen moviéndose y respirando!"

Matthew levantó la mano, "¡La cerda de mi abuelo tuvo cerditos la semana pasada cuando estuvimos de visita. Yo pude verlos cuando nacían. Cuando ellos salieron estaban muy pequeñitos y rositas pero estaban vivos también. Después de que nacieron la mamá cerda los lamió para limpiarlos y luego ellos gatearon hacia ella para tomar leche!"

La Señora Rosen agregó, "Matthew, también los cerdos son mamíferos. Los mamíferos nacen vivos y también toman leche hecha especialmente para ellos de la madre. Esos bebés cerditos tomarán leche de su mamá hasta que estén suficientemente grandes para comer comida. ¿Jessica, también tu nueva hermanita toma leche materna?"

"Mi mamá la está alimentando con su propia leche de su propio cuerpo. Ella no toma de un biberón. Después cuando ella crezca ella se alimentará de comida para bebé y yo podré ayudar dándole de comer."

Tina tenía una pregunta. "Señora Rosen, como hemos estado hablando acerca de mamíferos, estaba pensando. Yo vi a un murciélago anoche. Voló todo alrededor de nuestro jardín. ¿Es un pájaro? Vuela pero tiene un cuerpo peludo y no tiene plumas."

La Señora Rosen sonrió, "¡Qué emocionante Tina! Estás en lo correcto, los murciélagos vuelan y tienen pelaje en sus cuerpos. Nosotros normalmente pensamos que solamente los pájaros vuelan. La mayoría de los mamíferos no vuelan, pero los mamíferos sí tienen pelo o pelaje. Entonces los murciélagos son mamíferos. Ellos tienen bebés vivos, no ponen huevos, y ellos alimentan a sus bebés con leche materna, como todos los mamíferos."

Carmen fue la próxima. "Señora Rosen, pero nosotros no tenemos pelaje y usted dijo que nosotros también somos mamíferos."

"Carmen, nosotros también tenemos pelo, éste es más espeso en nuestra cabeza, pero si tú observas muy de cerca en tus brazos, vas a ver también que hay pelitos finitos sobre tu piel."

Carmen hizo otra pregunta, "¿Sabe, cómo los osos son muy peludos, no tienen mucho calor durante el verano? ¡A mi no me gustaría tener mucho pelaje!" Los niños se rieron al pensar cómo se vería Carmen cubierta de pelaje.

"La otra cosa importante de saber acerca de los mamíferos es, que ellos son de 'sangre tibia'. Eso quiere decir que ya sea que esté soleado y caliente o frío y nevado, sus cuerpos

mantienen más o menos la misma temperatura por dentro. Por eso, aunque los osos tengan pieles peludas en el verano, ellos no tienen una temperatura muy caliente. Y durante las noches frías, los osos pueden caminar y mantenerse calientes.

Yo creo que realmente hemos empezado a saber qué es un mamífero! Un mamífero nace vivo, toma leche de la madre, tiene pelo o pelaje, y es de sangre tibia. Vamos a pensar acerca de otros animales que conocemos y vamos a decidir si ellos son mamíferos."

Y la clase hizo exactamente eso.

Pictorial Input Chart: Pig Pictorial

TEACHER INFORMATION FOR PIG PICTORIAL

- Pigs, hogs, swine are different names for the same animal.
- Pigs are mammals, usually giving birth to 8-12 young at once. They have 12 teats with which to nurse piglets; they always line up to nurse in the same order, and since forward teats have more milk, this produces “runts” who are less nourished.
- Females are *sows*, males are *boars*, average lifespan is 15-20 years, adults weigh around 800 pounds.
- Pigs have poor eyesight but a keen sense of smell, using their snouts made of cartilage. In some places that sense of smell is worth a lot of money, as they sniff out an edible fungus called *truffles*, sold for \$200 per pound.
- Pigs have *cloven hoofs*, and walk on their 3rd and 4th toes.
- They have few sweat glands, which is why they wallow in mud to keep cool.
- Pigs have 34-44 teeth, including 8 sharp canines. They are omnivorous.
- Pigs are raised mainly for their meat, but their organs and bodily chemicals are similar to humans’, so are used in medicine and surgical replacement parts (such as heart valves). Their hides are unusual in that the bristles (hairs) penetrate both sides, making pigskin a very “breathable” leather.
- Half of the U.S. corn crop is used to feed pigs. The state of Iowa raises the most, at 14,000,000 per year.
- Pigs first appeared on earth 36 million years ago, and are related to the hippopotamus.
- Wild peccaries were living in the Americas at the time of Columbus’ arrival, but he brought 8 domesticated pigs with him, and the interbreeding of these 2 produced the ancestors of most of the pigs in this hemisphere.

Chants

MAMMALS

(Sung to the tune of "The Farmer in the Dell")
by Nancy Lambert and Myrna Williams

Mammals are born alive.
Mammals are born alive.
Hey ho, away we go,
Mammals are born alive.

Mammals have hair or fur.
Mammals have hair or fur.
Hey ho, away we go.
Mammals have hair or fur.

Mammals drink milk from their moms.
Mammals drink milk from their moms.
Hey ho, away we go,
Mammals drink milk from their moms.

Mammals breathe air with their lungs.
Mammals breathe air with their lungs.
Hey ho, away we go,
Mammals breathe air with their lungs.

Mammals are warm-blooded creatures.
Mammals are warm-blooded creatures.
Hey ho, away we go,
Mammals are warm-blooded creatures.

People are mammals, too.
People are mammals, too.
Hey ho, away we go,
People are mammals, too.

I KNOW A BAT

By Laura Curry

I know a gray bat,
A mammalian gray bat,
Who hangs upside down
To nurse her one pup.

With huge, sensitive ears,
A fur-covered body,
Two veiny wings,
And a keen sense of sight.

I know a gray bat,
A beneficial gray bat,
Who rids the world of mosquitoes,
Though she herself is endangered.



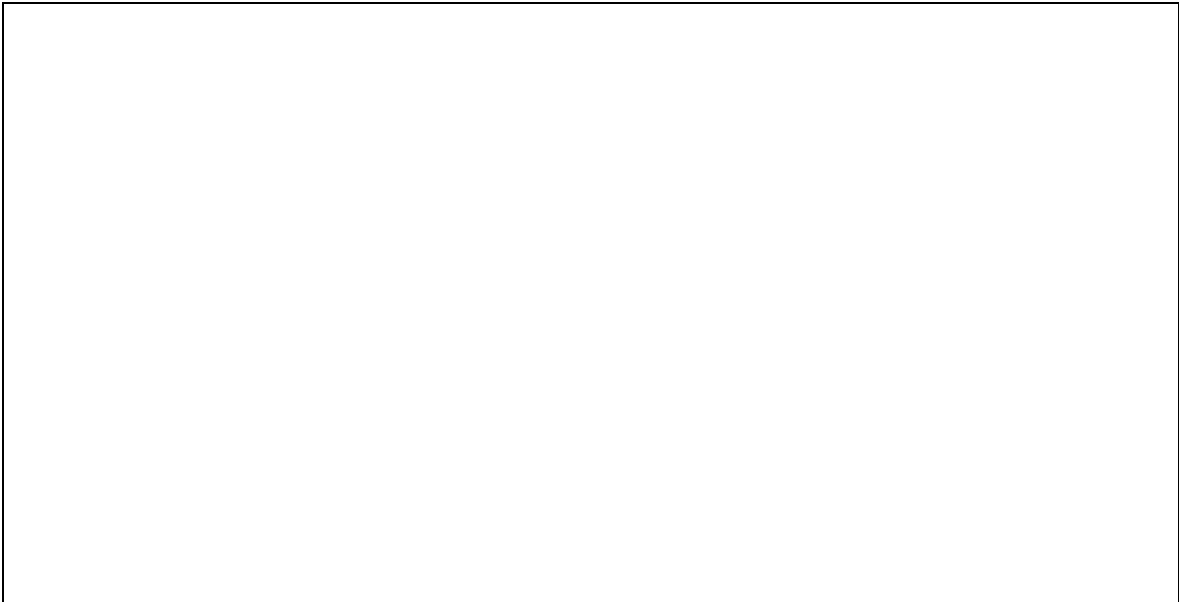
I KNOW A LION

Nancy Lambert

I know a lion
An enormous, hungry lion
An enormous, hungry lion
With a wild mane.

And a soft coat of fur,
A long pink tongue,
Two shiny yellow eyes,
And long, sharp teeth.

I know a lion
An enormous, hungry lion
An enormous, hungry lion
Who sleeps with me!



MAMMALS, MAMMALS EVERYWHERE!

Myrna Williams

Mammals, mammals everywhere! Can you share?

Most babies born alive.

Mother's milk helps them survive.

Fur or hair covers their skin.

How many mammals can you name?

Cows, cats, rats, monkeys...

(Students take turns naming a mammal to add to the list.)

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Mammals Everywhere!

(by Myrna Williams and Nancy Lambert)

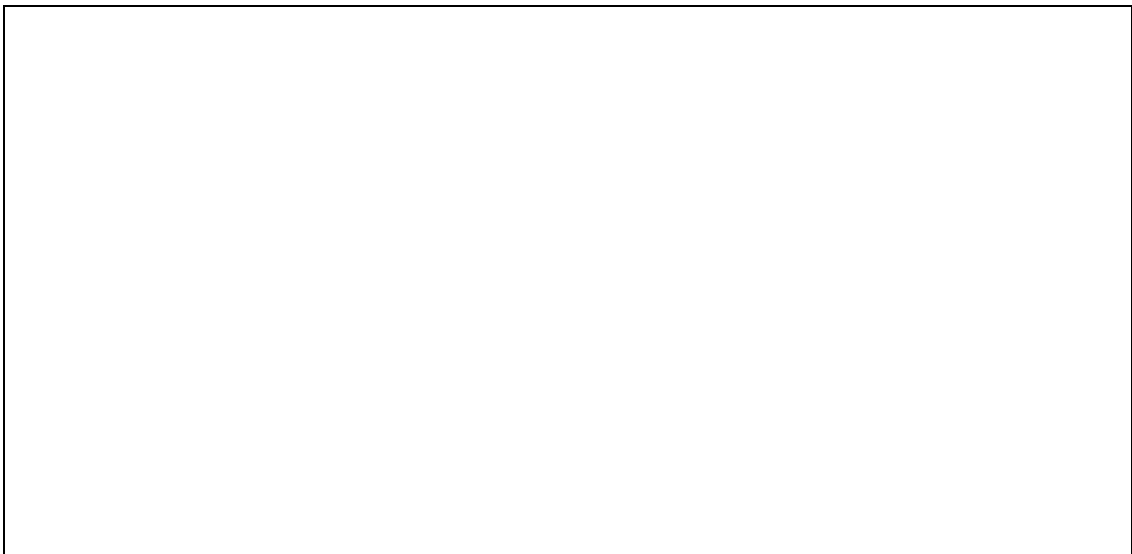
Mammals here, mammals there,
Mammals, mammals everywhere!

Hungry mammals hunting,
Tired mammals sleeping,
Frightened mammals hiding,
And alert mammals watching.

Mammals here, mammals there,
Mammals, mammals everywhere!

Mammals in the desert,
Mammals in the sea,
Mammals in the forest,
And mammals living with me.

Mammals here, mammals there,
Mammals, mammals everywhere!
Mammals! Mammals! Mammals!



MAMMALS HERE, MAMMALS THERE

By Laura Curry

Mammals here, mammals there,
Mammals, mammals everywhere!

Marsupial mammals carrying babies,
Cetaceous mammals swimming,
Carnivorous mammals hunting,
And intelligent mammals learning.

Mammals here, mammals there,
Warm-blooded, nursing mammals everywhere!

Domesticated mammals on the farm,
Wild mountain mammals running free,
Endangered mammals protected from harm,
And human mammals like you and me.

Mammals here, mammals there,
Thousands of species everywhere!
Mammals! Mammals! Mammals!



MAMMALS? YES, MA'AM!

By Laura Curry

Well, is this a mammal?

Yes, ma'am!

Well, is this a mammal?

Yes, ma'am!

Well, how do you know?

It has babies born alive.

How else do you know?

Mother's milk helps them survive.

Well, how does it breathe?

With a pair of lungs.

What else can you tell me?

It has hair and a skeleton.

Does it have a big brain?

Yes, that's why it's smart.

And it has warm blood?

Yes, it's pumped by the heart.

Well, is this a mammal?

Yes, ma'am!

Well, is this a mammal?

Yes, ma'am!

Well, where does it live?

In a habitat.

What mammal lives in the desert?

A kangaroo rat.

Can you give me more examples?

Foxes in the arctic.

Can you tell me any more?

Monkeys in the tropics.

Well, how do mammals move?

Most walk on four legs.

But the whales and the dolphins?

They use their flippers to swim.

And what about the bats?

They're the only ones who fly.

More than 900 species...

Floating through the night sky.

Do most mammals eat plants?

Yes, they're herbivores.

But some eat meat?

Yes, they're carnivores.

And the ones that eat both?

Omnivores is their name.

Like bears and raccoons?

And humans do the same.

So humans are mammals?

Yes, ma'am!

Do you know the reasons why?

Yes, ma'am!

¿QUIEN ES UN MAMIFERO?

(sung to the tune of "The Farmer in the Dell")

By Laura Curry and Barbara Pérez

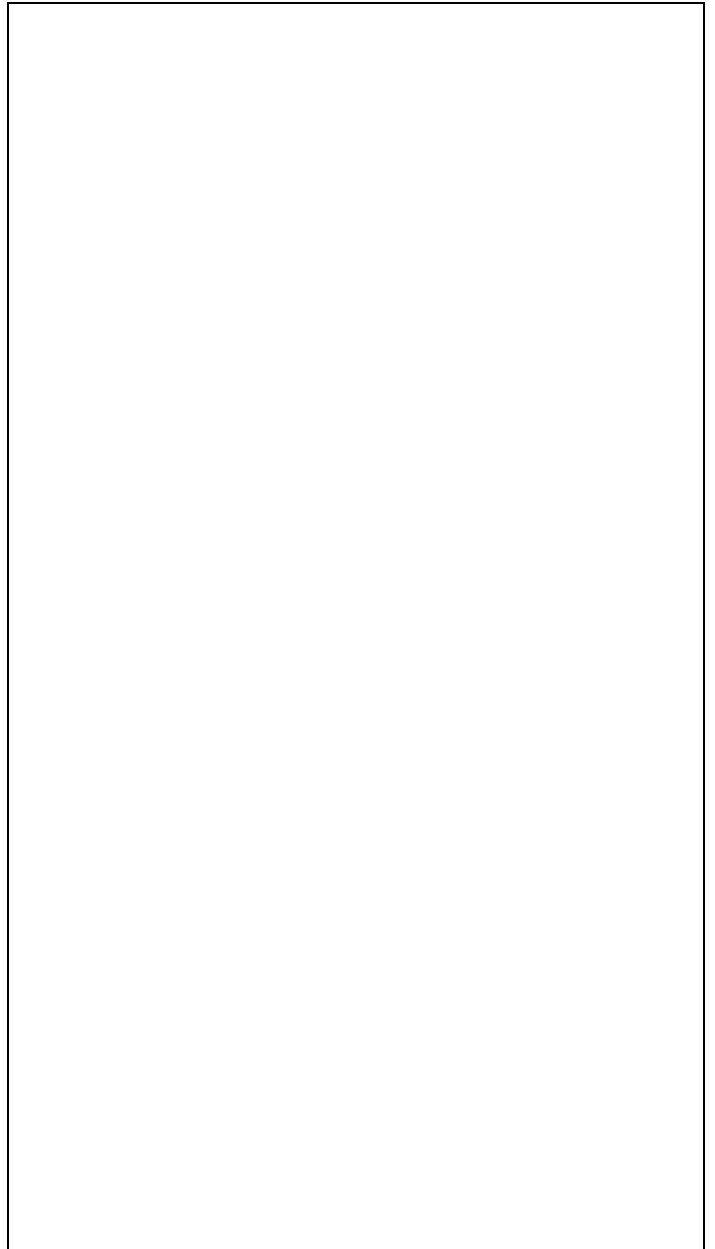
¿Quién nace vivo?
¿Quién nace vivo?
Yo, yo un mamífero,
Yo nazco vivo.

¿Quién toma leche?
¿Quién toma leche?
Yo, yo un mamífero,
Yo tomo leche.

¿Quién tiene pelo?
¿Quién tiene pelo?
Yo, yo un mamífero,
Yo tengo pelo.

¿Quién tiene esqueleto?
¿Quién tiene esqueleto?
Yo, yo un mamífero,
Yo tengo esqueleto.

¿Quién respira aire?
¿Quién respira aire?
Yo, yo un mamífero,
Yo respiro aire.



¿Quién tiene sangre tibia?

¿Quién tiene sangre tibia?

Yo, yo un mamífero,

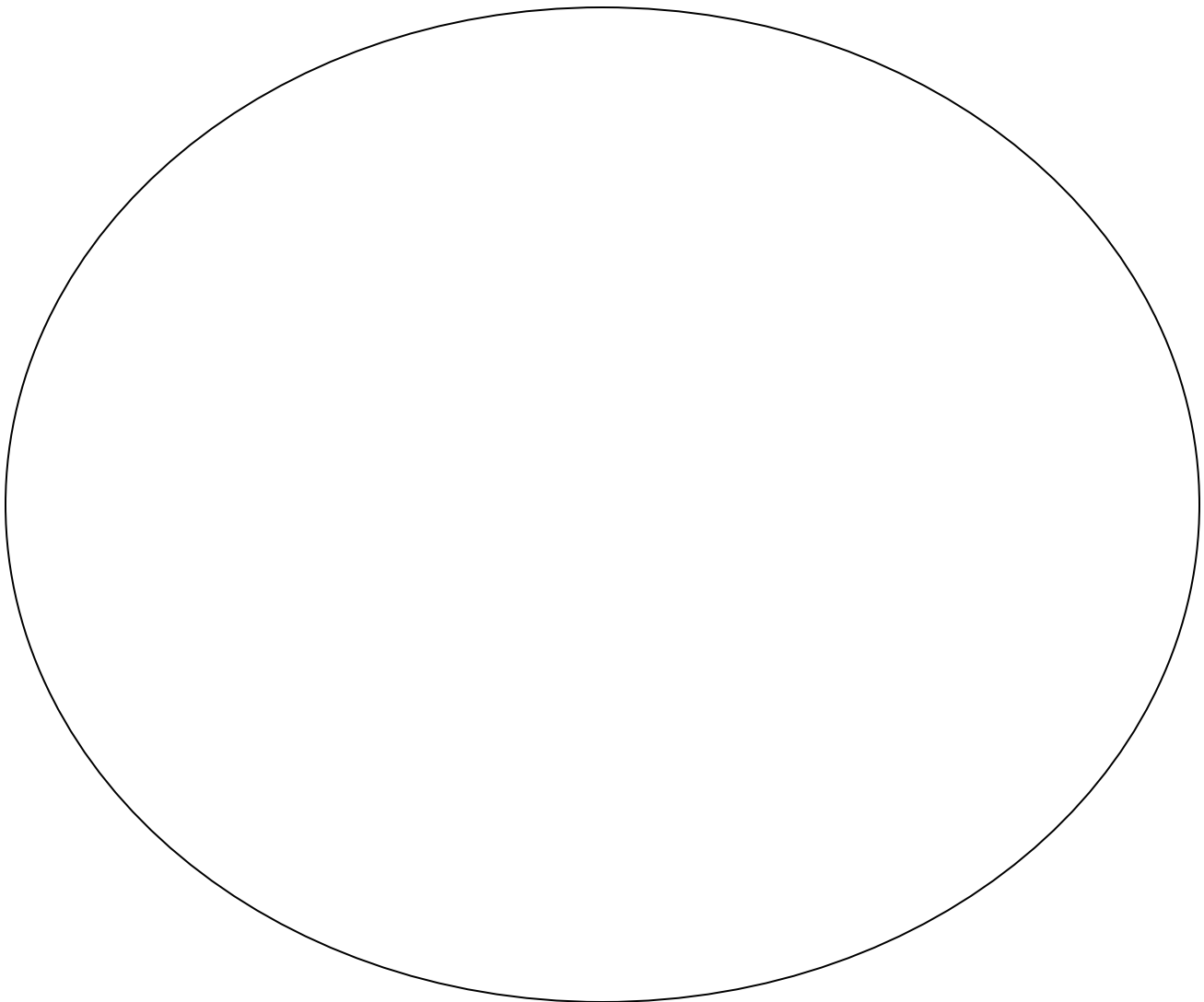
Yo tengo sangre tibia.

Los humanos también,

Los humanos también,

Somos mamíferos,

Y humanos también.



Narrative Input: pictures



