



**Audubon Community
Nature Center**

**1600 Riverside Road
Jamestown, NY 14701**

**auduboncnc.org
(716) 569-2345**

Audubon Classroom Program – NY

Before the Audubon presenter comes:

Please review the Curriculum Integration Guide information and materials with your class. We don't need you to teach the lesson, but it helps if students have some basic background in the concepts that we are teaching.

When the Audubon presenter is in your class:

Please remember that we are guests in your school. We appreciate you being present during the lesson, helping with discipline and making connections between our lesson and other things that your students are doing.

After the Audubon presenter leaves:

Please keep the learning going. There is a post visit activity to do, along with many other ways to keep the students learning.

There is a teacher survey at <http://auduboncnc.org/classroomevaluation> that you can complete to tell us how we are doing and what we can do to better suit your needs.



Animal Clothing

Curriculum Integration Guide

Pre-visit activities

- Talk about animals such as student's pets or favorite animals or look at pictures of animals. Compare what clothing (fur, feathers, scales, etc.) each animal has.
- Discuss different human clothing (winter coat, raincoat, hats, etc.) and why we wear them.

Extend the learning

- Color the pictures on the post visit activity.
- Have students find pictures of animals with fur, feathers, shells or slimy skin. Cut them out and glue them to a blank sheet of paper. Draw a scene around the animal where the animal clothing helps them. Example: Draw a snow covered forest around a fox.
- Go outside and see what animals you find around your school.

Books for students

- *I See Animals Hiding* by Jim Arnosky. Illustrations show animals hiding in their environments.
- *Stripes, Spots, or Diamonds: A Book About Animal Patterns* by Patricia M. Stockland. Describes how animals use patterns to survive.
- *Fur and Feathers* by Janet Halfmann. An imaginative book about a girl who tries to make clothing for a variety of animals that lost theirs.
- *What if You Had Animal Hair* by Sandra Markle. A silly book about humans having different animal hair. (If you liked this one, Markle wrote similar books about animal teeth, ears, eyes, feet and noses.)
- *What Kinds of Coverings Do Animals Have?* By Bobbie Kalman. A non-fiction book that introduces a variety of animals and how their coverings help them survive.

New York State Science Learning Standards

1-LS1-1 – Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

DCI LS1A – Structure and Function- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Plants also have different parts that help them survive.

Objective of the program

Students will learn that animals have coverings on their body that help keep them warm, stay dry, stay moist, or to protect them.

Animal Clothing

Post-visit Activity

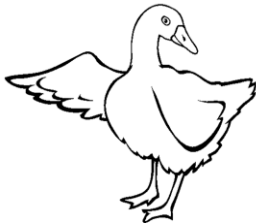
Today you learned about **animal clothing**. Draw a line to match the animal clothing with the people clothing.



Fur keeps foxes warm.



A helmet protects our heads.



Feathers help geese stay dry.



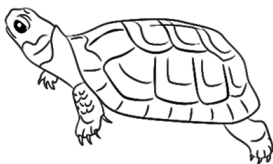
Lotion helps our skin stay moist.



Slime helps salamanders' skin stay moist.



Winter coats help us keep warm.



A shell protects turtles.



Raincoats help us stay dry.