My Animal Pictures

Draw an animal for each group.

- Mammal
- Reptile
- Amphibian
- Bird

Write a fact about your favorite animal group.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

by ________
Mammals live on land and in water. They can be found almost everywhere—under the sea, in trees, underground, in caves, and even in the sky. Mammals live in some of the hottest and coldest places on Earth!

Mammals have larger brains than other animals. Why do you think this is so?

A kiwi can’t fly away from its enemies. How does it defend itself?

A kiwi is a different kind of bird. It doesn’t have wings, and it’s covered with hair instead of feathers.

The hottest and coldest places on Earth! Even in the sky, mammals live in some of the sea, in trees, underground, in caves, and can be found almost everywhere—underwater, in land and in water. They

Mammals

These animals are birds:

KiwI

Peacock

Penguin

Owl

Ostrich

Why do you think this is so?

How does it defend itself?

A kiwi can’t fly away from its enemies.

Peacock

Penguin

Owl

Ostrich

These animals are birds:
These animals are mammals:

- tiger
- bat
- pig
- dolphin

List four other mammals.

- 
- 
- 
- 

Why do you think bird eggs have a hard shell?

- 
- 
- 
- 

Birds

Birds are warm-blooded animals with two legs, two wings, and bodies covered with feathers. Birds can be found in many shapes, sizes, and colors. Some are as small as bees and others are taller than people!

Birds...

- have hollow, lightweight bones.
- are the only animals that have feathers.
- can usually fly, and some can even swim.
- build nests for their eggs.
- lay eggs that have hard shells.

These animals are mammals:
Reptiles and Amphibians are cold-blooded. Their bodies warm up or cool down with the temperature around them. Reptiles and amphibians are also vertebrates. They have backbones and skeletons made of bone.

Reptiles...
- Alligators
- Crocodiles
- Lizards
- Snakes
- Turtles

Amphibians...
- Frogs
- Newts
- Salamanders
- Toads
- Newts
- Tadpoles

Name a reptile that doesn’t have legs.
- Alligator

Name an amphibian that goes through metamorphosis.
- Frog

Retrieve the labels for the animals:
- Smooth skin
- Have wet skin
- Lungs later
- Gills and develop in water
- Laid eggs

Amphibians...
- Alligators
- Short legs
- Have four legs
- Usually on land
- Lungs and live breathe with

Reptiles...
- Like their parents
- Have babies that look like their parents
- Lay eggs on land
- Breath with lungs and live on land
- Usually have four short legs
- Have dry, scaly skin
- Temperature around them
- Their bodies warm up or cool down with the temperature around them

Animals in these two groups are cold-blooded.
Extension Activity

Animal Groups

Have students work with partners or in small groups to label five index cards with animal facts (one fact per card) for each animal group from the booklet: Mammals, reptiles, amphibians, and birds. Then invite students to play concentration with the 20 fact cards. To play, students take turns flipping over two cards, reading the facts out loud, and deciding if the cards name characteristics of the same animal group (such as mammals). If they make a match, students keep the cards. If not, they return the cards facedown to the playing area. On each turn, students get one try to find a match.

How to Use The Booklet

This booklet can be completed as homework or during class. Before students begin, walk them through each page so that they clearly understand the writing prompts and any challenges in the text, such as charts or diagrams. If students need additional support, guide them as they work on each section of the booklet. You might have students complete the booklet over the course of several days, working on a few pages at a time.

Activating Prior Knowledge: Introduce the booklet with a discussion that activates students’ prior knowledge. Ask what they know about the topic, what they think they’ll learn when they complete the booklet, and what they would like to learn about the topic.

Walk Through the Booklet: After introducing the booklet and discussing the topic, walk through the pages together to satisfy children’s curiosity and to clarify the instructions. Point out the writing and drawing prompts and explain to students that although everyone is starting with the same booklet, they will each have a unique book when they are finished.

Read, Write, and Learn!: Read and discuss the text together, pointing out vocabulary words and raising questions. Then move on to the accompanying writing prompts. Generate possible answers with students. Encourage students to write in complete sentences. Talk about what they learned from a particular section. Were they surprised about something they learned? Do they want to know more about a particular topic or piece of information?

Share: At various points in the bookmaking process, have students share their written responses with their classmates. Draw attention to the similarities and differences in the responses.

How to Assemble the Booklet

It works well to assemble the booklets together as a class. You might make one in advance to use as a model when introducing the booklet to students.

Directions:

1. Print the booklet.
2. Make double-sided copies of each page on standard 8 1/2-by 11-inch paper.
3. Fold each page in half along the solid line.
4. Place the pages in numerical order and staple along the spine.

Tip: You may want to have students fill in their booklets before stapling them. This way the center pages will lie flat while they write in their responses.