

Animals In Our Urban Environment

Grades: Pre-K - 1

Objectives:

Affective:

Students will be able to identify animals that share our community.

Academic:

- Students will listen and read to acquire information.
- Students will acquire and transmit information.
- Students will present information clearly, concisely, and comprehensibly.

Materials: Pictures of animals in various habitats.

Motivation: Ask students: “Where do squirrels live?”

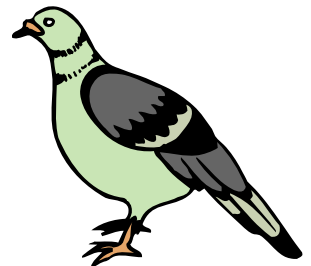
Mini-Lessons:

- 1) Ask students to name animals they see in their neighborhood.
- 2) Make a list of animals seen by the students. Use pictures you have gathered for this activity.
- 3) Make a chart indicating what each animal eats and where it lives. For younger children, use only the picture of the animal for the chart and discuss what the animal eats and where it lives without recording the information.
- 4) Ask students: “Where do birds live in the city?” (Some birds build nests under air-conditioning or storefront areas.)

NAME OF ANIMAL	WHAT ANIMAL EATS	WHERE ANIMAL LIVES

Small Group Activity:

- 1) Take students for a walk around the schoolyard and immediate neighborhood. Have half of the students walk with you and the others with a paraprofessional, teacher’s aide or parent. Have both groups within your line of visibility.
- 2) Look for animals on the sidewalk, trees, buildings, sky, etc.
- 3) When you are all back in the classroom, discuss animals observed and



location at which they were seen. Note: If stray companion animals (dogs, cats) are observed, discuss that when companion animals are left homeless, they cannot take care of the selves. Reinforce responsible behavior toward companion animals.

- 4) Divide the class into groups. Have the children draw what they saw. Have the children show their drawing to the group they are in. What animal have they drawn? Where does it live?


Summary:

- Have children cut pictures of urban animals out of magazines.
- Prepare a bulletin board with the drawings children have done of animals in their neighborhood. Include the pictures they have cut out of magazines as well.

Follow-up Activity:

- Collect cardboard cylinders, one for each child. Use the tubes as “telescopes” or “spyglasses” to focus attention on things and animals - both in the classroom and outdoors. Children spy interesting objects and describe what they see. Entire class may focus on selected scenes and compare individual descriptions. By discriminating colors, shapes, textures, animal activities, students will build their vocabulary.
- Read library books to the class dealing with urban animals such as birds and squirrels.

Literature Connections



★ *Feathers: Poetry About Birds*
by Eileen Spinelli

★ *The City Kid's Field Guide* by
Ethen Heberman

New York State Standards Addressed:

ELA Standard 1 – Language for Information and Understanding -

Students will read, write, listen, and speak for information and understanding.

Listening and Reading

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Speaking and Writing

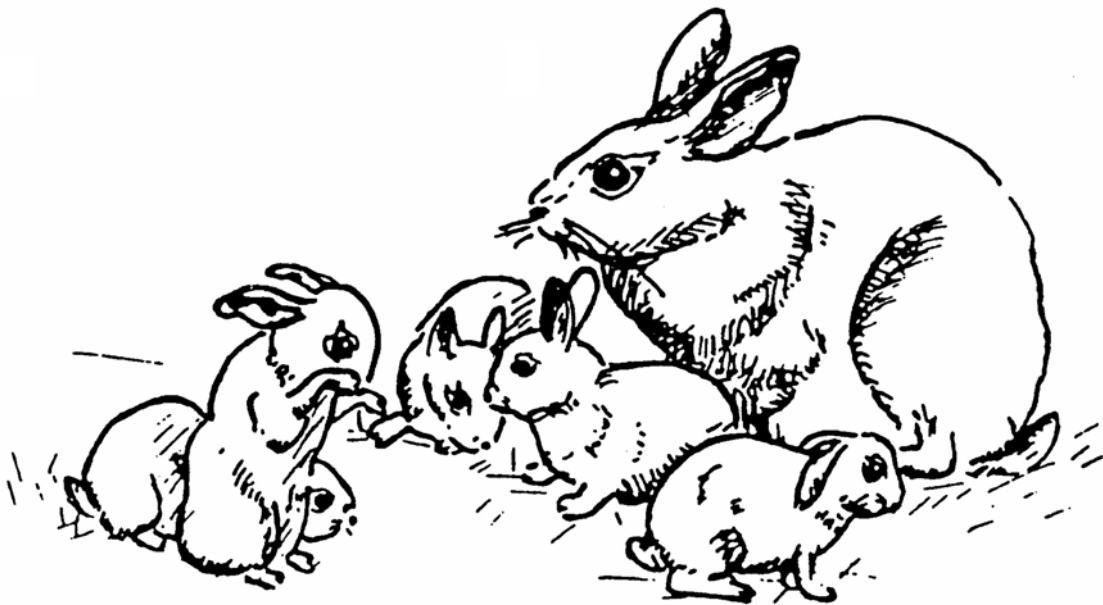
1. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Name _____

Date _____

What Do Animals Eat?

Complete the picture below by drawing in what the animals eat.
Add other things to the picture, too!



Name _____

Date _____

What Do Animals Eat?

Complete the picture below by drawing in what the animal eats.
Add other things to the picture, too!

