Appreciating the Animal Kingdom

Grade Level: 3
Presented by: Julie Poggioli and Caron Turner
Length of Unit: 24

I. ABSTRACT

"Appreciating the Animal Kingdom" is a third grade science unit designed to help students begin to appreciate the diversity in the animal kingdom, recognize that scientists classify animals according to physical attributes, and understand that an animal’s physical characteristics and habitat influence its way of life. In these lessons the students will use data retrieval charts and graphic organizers, take notes, record information in science journals, and share information learned through research projects and story writing. The students will also construct a backbone, create a make-believe vertebrate, and design a shadow box about amphibians.

II. OVERVIEW

A. Concept Objectives
1. Understand and appreciate the diversity in the animal kingdom.
2. Recognize that scientists classify animals according to their physical characteristics they share.
3. Understand that an animal’s habitat influences its “way of life.”
4. Understand that animals develop in different ways.

B. Content
1. Scientists classify animals according to the characteristics they share.
2. Vertebrates have backbones or internal skeletons
3. Invertebrates do not have backbones or internal skeletons
4. Different classes of vertebrates have different basic characteristics. Examples are fish, amphibians, reptiles, birds, and mammals.

C. Skills
1. Classify animals by their physical characteristics.
2. Define vertebrate and backbone.
3. Research fish.
4. Research and define amphibians.
5. Research and define invertebrates.
6. Research and define mammals.
7. Research and define birds.
8. Research and define reptiles.

III. BACKGROUND KNOWLEDGE

A. For teachers:
3. Information Finder, World Book Encyclopedia

B. For students:
1. Core Knowledge Sequence
a. Kindergarten - Animals and Their Needs
b. First Grade - Living Things and Their Environments
c. Second Grade - Life Cycles

IV. RESOURCES
A. A variety of library books about fish, amphibians, reptiles, birds, and mammals.
B. Find information (encyclopedias and software) on fish, amphibians, reptiles, birds, and mammals.
D. Find old magazines (for cut out pictures) about fish, amphibians, reptiles, birds, and mammals.
E. Pond Life Science Kit (microscopes and slides of invertebrates)
F. Overhead Projector
G. Screen
H. Slide Projector

V. LESSONS
A. Lesson One: How Scientists Classify Animals
1. Objective/Goal:
   a. Recognize that scientists classify animals according to their physical characteristics.
   b. Students will use their background knowledge to name the physical characteristics of animals.
2. Goals for Students
   a. Scientists classify the animal kingdom according to
      1. Vertebrate vs. invertebrate (bony skeletal type vs. muscular skeletal type)
      2. Coverings (skin, scales, fur, or hair)
      3. Animals that lay eggs vs. animals that do not lay eggs.
3. Materials
   a. Pictures of animals
   b. Butcher paper
   c. Manila paper
   d. Art supplies
4. Key Vocabulary
   a. Classify
   b. Characteristics
   c. Physical
   d. Vertebrate
   e. Invertebrate
   f. Muscular
   g. Skeletal
5. Procedures/Activities
   a. Show pictures of different animals and ask students to name physical characteristics.
   b. Make a class data retrieval chart. Write some of the physical features that the students named (i.e. scales, shells, fur, feathers, lay eggs, doesn't lay eggs) across the top of the paper. List the animals that the students name under the appropriate heading.
   c. Using the class-made chart, each student will fold a piece of Manila paper into four parts. In each section they will write an animal characteristic and draw two animals for each section.
   d. Students will decorate the cover of their science journal.
6. Evaluation/Assessment
   a. The individual student charts will demonstrate knowledge and understanding of physical characteristics of animals.
   b. Students will write three ways animals can be grouped in their science journal.

B. Lesson Two: Vertebrates
1. Objective/Goal:
   a. Understand that an animal’s body influences its way of life.
   b. Construct and manipulate a model of a backbone.
   c. Define a backbone and its function.
   d. Create a make-believe animal that has the characteristics of a vertebrate.

2. Knowledge goals for Students
   a. The animal kingdom is divided between animals that have backbones and those that do not.
   b. A backbone is a row of bones along the middle of the back. Other bones are attached to it to make a skeleton.
   c. The backbone is the supporting structure in our bodies.
   d. It can be rigid which enables us to stand up straight and tall.
   e. It also is flexible so we can twist, turn, and bend.
   f. If you rub your hand down the middle of your back you will feel lumps. This is your backbone and these individual lumps are called vertebrae.
   g. The human body contains 33 vertebrae.
   h. The backbone is the main part of the skeletal system. It houses the spinal cord that contains all the nerves that carry information between the brain and different parts of the body to your brain.
   i. Animals that have backbones are called vertebrates. They have a support system that includes muscles, tendons, ligaments, and bones that are on the inside of an animal. These vertebrates include fish, amphibians, reptiles, birds, and mammals.
   j. Adapted from: Third Grade Core Knowledge Science Curriculum, The Wild Goose Company.

3. Materials
   a. Rubber bands
   b. Toilet paper
   c. Teacher Edition Third Grade Core Knowledge Science Curriculum
   d. Scissors
   e. Hole punch
   f. String
   g. Chart paper
   h. Student information sheet (Appendix A)
   i. Backbones R Us (Appendix B)
   j. Magazines with animal pictures
   k. Manila paper
   l. Glue
   m. Markers or crayons

4. Key Vocabulary
   a. Backbone
   b. Skeleton
   c. Flexible
   d. Rigid
   e. Vertebrae

5. Procedures/Activities
   a. Day One
      1. Sing the song and play the game Head, Shoulders, Knees, and Toes.
2. Discuss with the children: How were you able to do the movements in the song Head, Shoulders, Knees, and Toes? What parts of your body allow you to do the movements in the song?
3. Write children’s responses on a chart.
4. Hand out and discuss Do You Have a Backbone (Appendix A)
5. Backbones R Us activity (see Appendix B)

b. Day Two
1. Pass out magazines to each group and Manila paper to each student.
2. Instruct students to create a make-believe vertebrate. Each animal should include a head, body, limbs, and feet made from different animals from the vertebrate group.
3. Each student will share the animal they created explaining which animal they used to make each part.
4. Place the make-believe vertebrates on a class science bulletin board.

6. Evaluation/Assessment
a. Write a paragraph about backbones in their science journals.
b. Product from make-believe vertebrate activity

C. Lesson Three: Fish
1. Objective/Goal:
   a. Recognize that scientists classify fish according to their physical characteristics.
   b. Students will gather information about fish from different sources.
2. Materials
   a. Books, magazine articles, software programs about fish
   b. Manila paper
   c. Art supplies
   d. Chart paper
3. Knowledge goals for Students
   a. Fish are aquatic, cold-blooded, vertebrate, animals.
   b. They use gills to breathe.
   c. Their gills also help maintain their buoyancy.
   d. They have fins to aid in movement.
   e. They live in groups.
   f. They have string-like, streamlined, globe-shaped, or flattened shaped bodies.
   g. Fish have different patterns of colors.
   h. Their color aids in camouflage for protection and feeding.
   i. Color can also be a warning to predators. The underbelly of a fish is lighter than its back.
   j. Outer bodies can be covered with a layer of scales. These scales are either bony or rows of overlapping, horny plates.
   k. They also have a thin layer of skin covering their scales.
   l. Some fish have an inside framework (or skeleton) consisting of a vertebral column, ribs, and inter-spinal bones that support their fins.
   m. Some species consist of mostly muscle rather than bone.
   n. Fish also have muscles that help them propel from side to side. These muscles also control movement of the mouth, gills, fins, and eyes.
   o. Fish have sharp teeth to help them eat.
   p. Like mammals, fish have a heart, bloodstream, a spinal cord, and a brain.
   q. They sense movement through their nose, organs, or tentacles.
r. Fish lay eggs to reproduce.
s. Classification of fish
   1. Fish without jaws
   2. Fish with hinged jaws
   3. Muscle fish (shark and ray)
   4. Bony fish
   5. Ray-finned fish

4. Key Vocabulary
   a. Cold-blooded
   b. Gills
   c. Camouflage

5. Procedures/Activities
   a. Draw a diagram of a fish on the board and label its parts.
   b. Jigsaw activity: In groups of three, students will use books, magazines, or
      software to compile information about fish. Each group will be assigned one of
      the following topics:
      1. Body shape
      2. Color/camouflage
      3. Body covering
      4. Movement
      5. Inside
      6. Method of breathing
      (Each group’s recorder will write their findings.)
   c. Each group will report their information back to the class. Given a blank
      drawing of a fish, each student will label its parts and tell its function.

6. Evaluation/Assessment
   a. Blank fish drawing correctly labeled.
   b. Write three physical characteristics about fish in their science journal.
   c. Extension Activities:
      1. Watch the video “Under the Sea”
      2. Maintain a class aquatank.
      3. Have a library of fish books available to children to read during free time.

D. Lesson Four: Reptiles

1. Objective/Goal:
   a. Recognize that scientists classify reptiles according to the physical characteristics
      they share.
   b. Understand that an animal’s physical attributes and habitat influence its way of
      life.
   c. Identify 3 or more characteristics of a reptile.
   d. Locate key information within a passage of text.

2. Materials
   a. Catherine Herbert Howell, Reptiles and Amphibians, National Geographic
   a. Note-taking sheet (Appendix C)
b. Chart paper, fadeless paper, paints, markers, scissors, glue, construction paper
c. Worksheet (Appendix D)
d. Science journals
e. Prior Knowledge for Students
f. Reptiles are cold-blooded vertebrates having lungs and a bony skeleton.
g. They become inactive in cold weather.
h. Their body temperature may go up or down as the surrounding temperature changes.
i. They have outer coverings of scales and plates.
j. Examples are alligators, lizards, turtles, and snakes.

4. Key Vocabulary
   a. Habitat

5. Procedures/Activities
   a. Teacher will read Reptiles and Amphibians, page 6, to the class
   b. Class discussion about the characteristics of reptiles
   c. Group will read about specific reptiles, take notes from their books using a note-taking sheet (Appendix C), and discuss their assigned reptiles
   d. Class will make a compare/contrast chart showing the similarities and differences between reptiles and other classes of vertebrates
   e. Groups will make murals depicting a variety of reptiles in their habitats.

6. Evaluation/Assessment
   a. Students will identify and label 4 different kinds of reptiles (Appendix D).
   b. Students will write a paragraph in their science journals defining a reptile.
   c. Extension Activity: Reptile notes in the research center (Appendix C1)

C. Lesson Five: Amphibians
   a. Objective/Goal:
   b. Recognize that scientists classify amphibians according to the physical characteristics they share.
   c. Understand that an animal's physical attributes and habitat influence its way of life.
   d. Identify three or more characteristics of an amphibian.
   e. Locate key information within a passage of text.

2. Materials
   h. Information Finder, World Book Encyclopedia.
   i. Note-taking sheet (Appendix E)
   j. Shoeboxes, construction paper, scissors, glue, science journals, clay, cassette tapes, tape recorder
3. Knowledge goals for Students
   a. Amphibians are cold-blooded vertebrates without external scales or plates. Skin is their outer covering.
   b. They usually start out in water with gills and develop lungs later.
   c. Examples include frogs, toads, newts, and salamanders.

4. Key Vocabulary
   a. Amphibians
   b. External

5. Procedures/Activities
   a. Teacher will read Reptiles and Amphibians, page 42, to the class
   b. Class discussion about amphibians
   c. Students will watch “Survey of Animal Kingdom” and complete a note-taking sheet (Appendix E).
   d. Students will make shadowbox ponds in small groups of 2-3 students.
   e. Students will rewrite a fictional story, such as The Three Little Pigs, by changing the characters to amphibians, changing the setting, etc.
   f. Amphibian sheet from the research center

6. Evaluation/Assessment
   a. Students will define amphibians in a paragraph in their science journals.
   b. Students will make clay amphibians and tape record descriptions of their amphibian.

F. Lesson Six: Birds
1. Objective/Goal:
   a. Recognize that scientists classify birds according to the physical characteristics they share.
   b. Understand that an animal’s physical attributes and habitat influence its way of life.
   c. Identify 3 or more characteristics of a bird.
   d. Locate key information within a passage of text.

2. Materials
   f. Margaret Friskey, Birds We Know, Children’s Press, 1981.
   i. Note-taking sheet (Appendix F)
   j. The Wild Goose Company lessons (Appendix G)
   k. Worksheet (Appendix H)
   l. Quiz (Appendix I)
   m. Science journals

3. Knowledge goals for Students
   a. Birds are warm-blooded, egg laying, two legged vertebrates with lungs.
   b. They have feathers as their body covering. Examples are herons, ducks, robins, swallows, eagles, woodpeckers, and hawks.
c. Bird bones are hollow. This feature allows the birds to fly easier because they weigh less.
d. Feathers serve several purposes. They act as insulation against heat loss, are water repellent, and provide the wing surface area that pushes against the air for flight.
e. A feather has two main obvious parts - quill and vane.
f. The quill is the hollow, horny, lower stem of the central shaft.
g. The vane is the broad web or flat part of the feather. The vane upon closer examination consists of additional parts known as the rachis, barb, barbule, and hooks.
h. The rachis is the extension of the central shaft from the quill. The barbs are the thin little fibers extending out from the rachis. If you look really close, you can see a bunch of small, fuzzy looking hairs extending out from each barb. These hairs consist of the barbules and hook which gives us Velcro ‘au naturel.’ They hold the feather together.
i. The feather is covered with a natural oil produced by the bird. This is spread throughout the feather by the bird with its beak. It looks like the bird is combing its feathers. This is called preening.

4. Key Vocabulary
   a. Hollow
   b. Insulation
   c. Repellent (water)
   d. Quill
   e. Vane
   f. Rachis
   g. Barb
   h. Barbule
   i. Hooks

5. Procedures/Activities
   a. Teacher will read aloud a book entitled, Birds.
   b. Students will discuss and brainstorm characteristics they learned about birds.
   c. Students will divide into 6 groups; they will use a note-taking sheet to research questions about birds (Appendix F).
   d. Do lessons 2, 3, and 4 on page 13 of The Wild Goose Company (Appendix G).
   e. Complete a worksheet on bird tracks and bird beaks (Appendix H).
   f. Students will pick a bird from any of the following 6 categories and write a short fictional story: ground birds, sea birds, water birds, birds of prey, birds of the trees, song birds.

6. Evaluation/Assessment
   a. Students will define birds in a paragraph in their science journals.
   b. Teacher will evaluate (Appendix H)

G. Lesson Seven: Mammals
1. Objective/Goal
   a. Recognize that scientists classify mammals according to the physical characteristics they share.
   b. Understand that an animal’s physical attributes and habitat influence its way of life.
   c. Identify 3 or more characteristics of a mammal.
   d. Locate key information within a passage of text.
2. **Materials**
   d. Great Mammals, Sierra, Club Books for Children.
   g. Note-taking sheet (Appendix I)
   h. Grading form (Appendix J)
   i. Library collection of mammal books
   j. Science journal

3. **Knowledge goals for Students**
   a. Mammals are warm-blooded vertebrates that can remain active in cold weather.
   b. Their body temperatures are not affected strongly by the air temperature around them, and they breathe through lungs.
   c. They have hair as their outer covering. Examples are gophers, bats, cats, wolves, seals, squirrels, horses, humans, cattle, monkeys, and whales.

4. **Procedures/Activities**
   a. Student will complete a research project on a mammal
   b. Complete a note-taking sheet (Appendix I)
   c. Write 4 paragraphs on the characteristics of a specific mammal.
   d. Include 1-2 pictures of the mammal.
   e. Bibliography
   f. Make a cover.

6. **Evaluation/Assessment**
   a. Students’ oral presentations must include parts a–e above.
   b. Teacher will use a grading form to evaluate students (Appendix J)
   c. Students will define mammals in a paragraph in their science journals.
   d. Mammal sheet from the research center

H. **Lesson Eight: Invertebrates**

1. **Objective/Goal:**
   a. Understand and appreciate the diversity in the animal kingdom.
   b. Recognize that scientists classify animals according to their physical characteristics.
   c. Classify groups of invertebrates.
   d. Learn the meaning of the prefix ‘in.’
   e. Identify invertebrates using a microscope.

2. **Materials**
   a. Pictures of invertebrates from magazines and science materials
   b. Butcher paper
   c. Index cards
   d. Fifth grade ESS Pond Life Science Kit
      1. Microscopes
      2. Slides of invertebrates
   e. Sentence strips with names of invertebrates
3. Knowledge goals for Students
   a. Invertebrates are animals that have no backbone.
   b. A backbone is a row of bones along the middle of the back.
   c. Invertebrates make up 95% of all animals!
   d. There are one million kinds of invertebrates.
   e. There are many types of invertebrates.
   f. Some invertebrates are porebearing.
   g. They are called sponges.
   h. Other invertebrates have stingers such as the jellyfish.
   i. Worms are also invertebrates.
   j. Some invertebrates have an external spine.
      1. Mollusks have soft bodies and an outside covering, which provides the
         animal’s shape and protects its soft insides. a. A snail is an example
         of a mollusk.
      2. Anthropoids have an external spine and jointed legs.
         a. Spiders with eight legs,
         b. Insects with six legs
         c. Millipedes and centipedes which have many-jointed legs.
   k. Sources
      1. A First Look At Animals without Backbones by Millicent E. Selsam &
         Joyce Hunt
      2. Article by Lawrence C. Wit from the World Book Information Finder
         software program.

4. Key Vocabulary
   a. Invertebrates
   b. Porebearing
   c. Sponges

5. Procedures/Activities
   a. Day One
      1. Have students sit up straight in their chairs.
      2. Tell students to stand up.
      3. Think-Pair-Share activity. Ask students, “What enabled you to sit up straight
         or stand up?” Give students 30 seconds to THINK about the answer to the
         question. After the think time, have students PAIR up and tell their ideas to a
         partner. Call on a sample of students to SHARE their answers with the class.
      4. Record the information shared on a class chart.
      5. Explain to the students the meaning of the word vertebrate and the prefix “in.”
      6. Give each group a set of pictures of invertebrates. Have each group classify
         the pictures based on the characteristics they choose.
      7. On index cards, the student groups will name each group of invertebrates they
         created.
      8. In their groups, students refer back to the information learned and check their
         original classifications.
      9. According to the information learned students will reclassify and rename their
         groups of invertebrates.
     10. Each group will place their index cards across the top of a piece of butcher
         paper. Under each card they will list the animals that belong in that category.
b. Day Two
   1. Give each group sentence strips with names of invertebrates. The students will use information learned during Day One to classify groups of invertebrates.
   2. In pairs, students will use the microscopes to view samples of invertebrates.
   3. Students will draw what they viewed through the microscope.
   4. The students will write a story imagining themselves as invertebrates.
   5. They will draw themselves as an invertebrate.

6. Evaluation/Assessment
   a. Product from classifying activity
   b. Write three things they learned about invertebrates in their science journals.
   c. Students may read from a collection of books about invertebrates during science time.
   d. Students may do a report on an invertebrate of their choice for extra credit.
   e. Windows on Science
   f. Product from science writing activity

VI. CULMINATING ACTIVITY

A. Lesson Nine: Animal Kingdom Fact Book

1. Objective/Goal:
   a. Understand and appreciate the diversity in the animal kingdom.
   b. Recognize that scientists classify animals.
   c. Write/create a fact book about the animal kingdom

2. Materials
   a. Animal note taking sheets
   b. Colored Xerox paper
   c. Colored pencils
   d. Library of collected animal books

3. Knowledge goals for Students
   a. Information learned during this unit

4. Procedures/Activities
   This activity will take place over several class periods. You may choose to do the culminating activity during your Language Arts period. The amount of time for each lesson will vary depending on the ability level of the students.
   a. Day One
      1. Make/design a cover for their Animal Kingdom Fact Book.
      2. Make/design the Title page of their book.
      3. Write a Dedication page for their book.
      4. Create an About The Author page.
   b. Day Two
      1. Create/write a page about Vertebrates.
         a. Write two facts.
         b. Draw an illustration for these facts.
      2. Create/write a page about fish.
         a. Write two facts.
         b. Draw an illustration for these facts.
   c. Day Three
      1. Create/write a page about amphibians.
         a. Write two facts.
         b. Draw an illustration for these facts.
2. Create/write a page about reptiles.
   a. Write two facts.
   b. Draw an illustration for these facts.

   e. Day 4
      1. Create/write a page about birds.
         a. Write two facts.
         b. Draw an illustration for these facts.
      2. Create/write a mammals page
         a. Write two facts.
         b. Draw an illustration for these facts.

   f. Day Five
      1. Create/write a page about Invertebrates.
         a. Write two facts.
         b. Draw an illustration for these facts.
      2. Illustration Day: Use the rest of this science period to go back and finish illustrating other pages of your book.

5. Evaluation/Assessment
   The completed student-made Animal Kingdom Fact Book.

VII. HANDOUTS/STUDENT WORKSHEETS
Appendices (A-J)
VIII. BIBLIOGRAPHY

Friskey, Margaret, Birds We Know, Children's Press, 1981.
Great Mammals, Sierra Club Book for Children.
Information Finder, World Book Encyclopedia.
Appendix A

DO YOU HAVE A BACKBONE?
The animal kingdom is divided between animals that have backbones and those that do not. A backbone is a row of bones along the middle of the back. Other bones are attached to it to make our skeleton. The backbone is the supporting structure of our bodies. It can be rigid which enables us to stand up straight and tall. It also is flexible so we can twist, turn, and bend.
If you rub your hand down the middle of your back you will feel lumps. This is your backbone and these individual lumps are called vertebrae. The human body contains 33 vertebrae. The backbone is the main part of the skeletal system. It houses the spinal cord that contains all the nerves that carries information to and from the different parts of the body to your brain.
Animals that have backbones are called vertebrates. They have a support system that includes muscles, tendons, ligaments, and bones that are on the inside of an animal. These vertebrates include fish, amphibians, reptiles, birds, and mammals.

Adapted from: Third Grade Core Knowledge Science Curriculum
Appendix C
Note Taking
Reptiles
Name _______________________

Animal Group _______________________
While you are watching the "Survey of Animal Kingdom" study one reptile.
1. Describe three different physical attributes of your reptile. (What does it look like?)

2. What is your reptile's habitat? (Where does it live?)

3. What special characteristics does your reptile have?

4. Why do you think your reptile has these characteristics?

5. Name 2 things you have learned about your reptile
Appendix C1
Reptile Notes

1. Name three different reptiles.
   1. __________________________
   2. __________________________
   3. __________________________
   4. __________________________

2. What physical attributes do you find similar in two or more reptiles?

______________________________________________________________
______________________________________________________________
______________________________________________________________

3. Can you have any reptiles as pets?

   Which ones?

4. Compare and contrast the characteristics of a reptile to a human.

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
Appendix E  
Amphibians

Name ________________________

Group ________________________

While you are watching the Survey of "Animal Kingdom" study one amphibian.

1. Describe three different physical attributes of your amphibian. (What does it look like?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What is your amphibian's habitat? (Where does it live?)

________________________________________________________________________

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3. What special characteristics does your amphibian have?

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4. Why do you think your amphibian has these characteristics?

________________________________________________________________________

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5. Name 2 things you have learned about your amphibian.

________________________________________________________________________

________________________________________________________________________
Appendix F
Birds

Name ______________________

Group ______________________

1. Describe three different physical attributes of a bird. (What does it look like?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What is your bird's habitat? (Where does it live?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What special characteristics does your bird have?

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________________________________________________________________________
________________________________________________________________________

4. Why do you think your bird has these characteristics?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Name 2 things you have learned about your bird.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix H

Name

Match the correct beak to the picture.

1. hooked beak

2. pointed beak

3. beak with a pouch

4. strong beak to crush seeds

Date

Feet

1. walking

2. swimming

3. perching

4. climbing

5. wading
Appendix I

Mammals

Name ____________________

Group ____________________

1. Describe three different physical attributes of your mammal. (What does it look like?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What is your mammal’s habitat? (Where does it live?)

________________________________________________________________________

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3. What three special characteristics does your mammal have?

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4. How does your mammal use these three characteristics?

________________________________________________________________________

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5. Name two things you have learned about your mammal.

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