

Activity: Visualize a Vertebrate

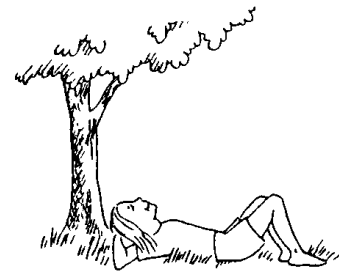
Grade Level: Grade 2

Major Emphasis: Writing Skills

Major Curriculum Area: Language Arts

Related Curriculum Areas:

Refer to Outdoor Education Curriculum Matrix K-2
Science



Program Indicator:

The student will be able to demonstrate effective listening and writing skills for the purpose of informing.

Student Outcomes: The student will:

1. observe and define characteristics of vertebrates using skeleton mounts and specimens.
2. participate in a guided imagery experience.
3. write to inform about a selected vertebrate.

Readiness:

1. Introduce "Vertebrate and Invertebrate" Unit from the second grade Unified Science Curriculum.
2. Introduce vocabulary:

adaptations	birds	fish	reptiles
amphibians	characteristics	imagery	skeleton
backbone	environment	mammals	vertebrate
3. Practice a guided imagery experience in the classroom.

Materials:

Supplements A-C	puppets	markers	pencils
mammal mounts	specimens	clipboards	crayons
skeletons	easel	writing paper	

Procedures: (DL1,2&3)

Small Groups, follow as written.

Large Group, do procedures 1a, 1b and 1c as a whole group, then divide into smaller groups to complete the procedure.

1. Introduce students to a variety of vertebrates.
 - a. Seat students in front of Vertebrate Chart near animal skeletons, mounts and specimens.
 - b. Ask, "What is a vertebrate?" (*Animal with a backbone*)
 - c. View skeletons, noting that all have backbones. Students match skeletons with mounts and specimens.

- d. Students determine the class of each animal while the activity leader lists them on the Vertebrate Chart.
- e. Students name characteristics, examples, movements and appearances to be listed on the Vertebrate Chart. Refer to Supplement A.

2. Direct the Guided Imagery Experience.

- a. Have the student decide which vertebrate he would like to be. Choose the matching puppet if available.
- b. The student finds a quiet spot nearby and imagines himself as that animal.
- c. The activity leader reads the statements and questions **slowly** and **quietly** and gives students time to think about each...before going on to the next statement or question. Students should sit quietly throughout the experience.



You are going to be an animal for the next few minutes. I want you to get comfortable and close your eyes. Remember you must be very still and you may not talk. Imagine yourself as the animal you have chosen. Now that you have become your animal, imagine what you look like. Are you big or small?... Do you have fur?... hair?... feathers?... scales? What color are you?... How do you travel?... Do you walk?... crawl?... swim?... fly?... What does your environment look like?... Do you live on land?... in the water?... Are there plants?... Are there other animals?... Are the animals big or small?... Now you are getting hungry. What are you going to eat?... How are you going to catch your food?... Are there other animals out there who might like you for their dinner?... How will you hide?... How will you get away?...

- 3. Now that you have had a chance to imagine yourself as your animal, write a paragraph informing your classmates about the animal you chose. Before writing, make a list to organize your ideas. Refer to Supplement C. Think about the body covering, feeding habits, appearance and movement of your animal. If some students finish their paragraphs before others, they can draw pictures of their animals.

Rachel Raccoon

*I am a raccoon. My name is Rachel. I have fur on my body.
Gray and black are my colors. Fish is my favorite food. I
always wear a mask on my face.*

Paragraph Example

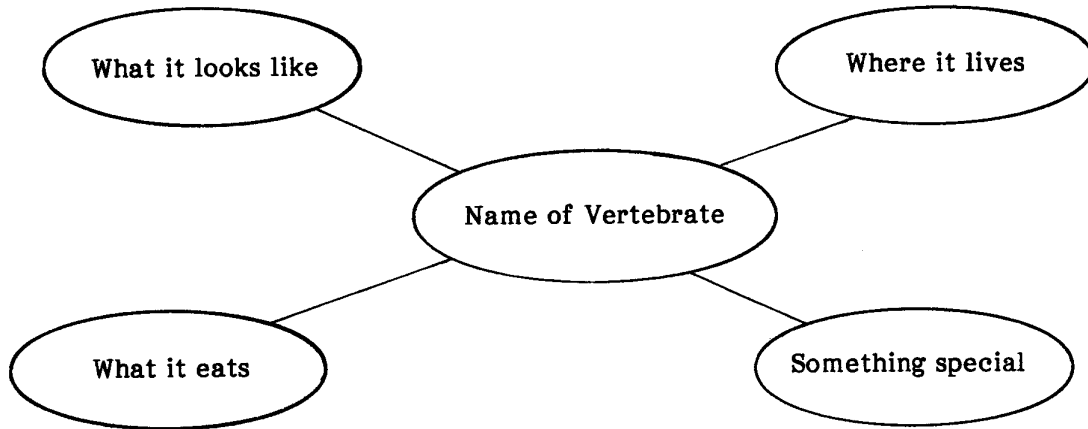
- a. As a variation, students can decide on one animal to write about and compose a group story instead of individual stories.
- b. Depending on the group, teachers may want to use a framed paragraph.

Summary: (DL4&5)

Share stories with the group. Students may use puppets for their presentation. If students do not finish writing their stories, they may tell about their animal.

Follow-Up: (DL2&3)

1. Write additional vertebrate stories, using environmental themes. Examples might include "Living in a Polluted Environment," "What Happened to the (name of specific vertebrate)?" or "The Seagull That Swallowed the Plastic Rings."
2. Write a group cinquain or a ladder poem about a vertebrate.
3. Complete an animal web.



4. Select and read non-fiction stories and/or books about vertebrates.
5. Publish guided imagery paragraphs.

Extension Activities:

1. Vertebrate Charades - A student acts out a vertebrate and other students try to guess what it is.
2. What Animal Am I? - Pin a picture of an animal on a student's back. With his back to all the other students, he can ask only yes or no questions to discover his identity.
3. Draw or paint pictures of vertebrates.
4. Learn and sing songs about vertebrates.
5. Learn and recite poems about vertebrates.



Teacher Resources:

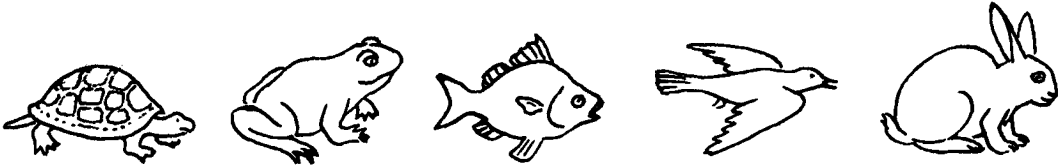
Books:

- < *Amphibians: A Golden Guide, Zim, Hebert S., and Hoffmeister, Donald F.
- < *Animal Collection Guide, Anne Arundel County Public Schools' Outdoor Education Program.
- < *Birds: A Golden Guide, Zim Herbert S., and Gabrielson, Ina.
- < *Fish: A Golden Guide, Zim, Herbert S., and Shoemaker, Hurst.
- < *Mammals: A Golden Guide, Zim, Herbert S., and Gabrielson, Ina.
- < *NatureScope-Amazing Mammals (Parts I and II), National Wildlife Federation.
- < *Project WILD-Elementary, Western Regional Environmental Education Council.
- < *Reptiles: A Golden Guide, Zim, Herbert S., and Smith, Hobart.

Supplementary Materials:

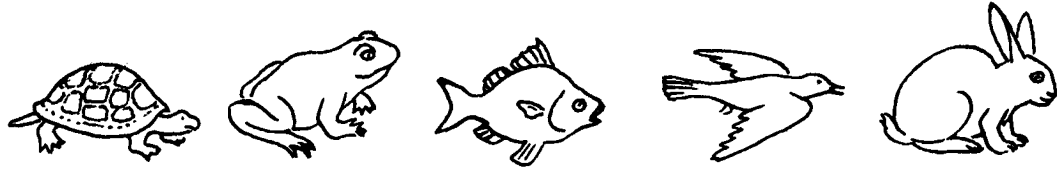
- < *Grade Two Unified Science Curriculum Guide, Anne Arundel County Public Schools.

Vertebrate Chart Student Copy



Class	Reptile	Amphibian	Fish	Bird	Mammal
Characteristics					
Examples					
Movement					
Appearance					

Vertebrate Chart Teacher's Copy



Class	Reptile	Amphibian	Fish	Bird	Mammal
Characteristics	Cold-blooded Lay eggs Scales	Lay eggs in water Moist skin Gills when young Lungs when adult	Live in water Cold-blooded Gills Scaled Fins	Lay eggs Feathered	Warm-blooded Hair Live births Females produce milk for young
Examples	Lizard Snake Turtle	Frog Toad Salamander	Shark Minnow Tuna	Robin Seagull Eagle	Human Fox Whale Bat
Movement	Slither Dart Crawl	Hop Leap Climb	Swim	Soar Dive Fly	Run Jump Walk Dive
Appearance	Rough Leathery Slow	Warty Slippery Dull colors	Slimy Toothed Sleek	Beaked Winged 2-footed	Hair/fur

Graphic Organizer

