

Neighborhood Wildlife: Ohio Live Animals (PreK – 2nd Grade)

DESCRIPTION

Live animal programs provide an up-close look at native Ohio species and provide an exciting and memorable learning experience. Each program is customized based on the grade level of your group. Students may investigate types of animals, adaptations, or animal roles within an ecosystem as part of the lesson.

Save time after your program to take your group outside to meet the rest of our animal ambassadors in the Ralph Perkins II Wildlife Center & Woods Garden - Presented by KeyBank.

OBJECTIVES

- Identify the similarities and differences between 3 major animal groups: mammals, birds, and reptiles.
- Describe adaptations of each presented animal that help them thrive in their habitats.
- Compare and contrast the living requirements of wild and captive Ohio animals, and investigate how these animals use their adaptations to fulfill their basic needs.

OHIO'S LEARNING STANDARDS

PRE-KINDERGARTEN

Life Science -- Explorations of Living Things

- Plants and animals have traits that improve their chances of living in different environments.
- Plants and animals that live in Ohio interact with one another for food, shelter, and nesting.

Inquiry -- Science Inquiry and Application

- Make careful observations.
- Engage in simple investigations.

KINDERGARTEN

Life Science -- Physical and Behavioral Traits of Living Things

- Living things have specific characteristics and traits.
- Living things have physical traits and behaviors, which influence their survival.



GRADE 1

Life Science -- Basic Needs of Living Things

- Living things have basic needs, which are met by obtaining materials from the physical environment.
- Living things survive only in environments that meet their needs.

GRADE 2

Life Science -- Interactions within Habitats

- Living things cause changes on Earth.
- All organisms alive today result from their ancestors, some of which may be extinct. Not all kinds of organisms that lived in the past are represented by living organisms today.

Before your Program

If this will be your first trip to the Museum for some of your students, you may want to discuss the following questions:

- What is a Museum? Why are we going to the Cleveland Museum of Natural History?
- How should we handle objects at the Museum?
- Use the vocabulary and additional resources provided in this Teacher Guide to preview or review program content with your class.

VOCABULARY

adaptation – A feature or behavior developed over generations that helps a plant or animal get their basic needs.

aquatic – living in the water.

biologist – a person who studies plant and animal life.

birds (avian dinosaurs) – the direct descendants of two-legged, meat-eating dinosaurs.

Birds have feathers, are warm-blooded and lay hard-shelled eggs.

carnivore – a primarily meat-eating animal.

domestic – animals that depend on people for food and survival (dogs, cows).

ecosystem – an energy processing system involving the interactions of the living and non-living parts of the environment.

feather – the outer covering of birds and some dinosaurs.



habitat – The natural home of an animal or plant.

herbivore – a primarily plant-eating animal.

mammal – a warm-blooded animal that has hair or fur, generally gives live birth and produces milk to feed its young.

nocturnal – active at night.

omnivore – an animal that eats both plants and meat.

raptor – a bird of prey, such as a hawk or owl, that catches food with talons, the claws of raptors.

reptile – an animal that has scales, breathes air with lungs and generally lays eggs with soft or leathery shells.

wild – surviving with their own skills, instincts and experience.

EXTENSION ACTIVITIES

1. Use the outdoor spaces available to you to bring attention to the world of nature outside your classroom. Take a nature walk and record your observations. Do this at different seasons of the year. Do you observe things that are similar? Different?
2. Show photos of native Ohio animals and of non-native animals. Name and discuss the ones children are familiar with and introduce those they may not know.
3. Discuss the basic needs of these animals for food, shelter, and methods of protection.
4. Compile a list of different species they observe around school and/or home. The list may include vertebrates and invertebrates. Take data such as the time of day it was observed, the habitat it was using, what behavior it was doing, the date visited, the temperature, the weather, etc. (teacher-led/recorded)
5. Set up a bird feeder outdoors and observe the different birds or other animals using the feeder. Do some animals/birds dominate the feeder and chase others away? Are there different behaviors between males and females? Over a period of days, try changing the type(s) of seed(s) or other foods (ex. sunflower seed, millet, or suet). Predict whether or not the same animals will use the food or different ones.
6. Some wildlife may not be observed readily, but leave signs and clues that they were around. Explore tracks, fur, feathers, droppings, and places where they were feeding for clues as to what animals were around.
7. Draw or take photographs of the plants that are growing in the area that wildlife may have used. Are the plants bitten? Are there holes in leaves?



ONLINE RESOURCES FOR TEACHERS AND STUDENTS

Click the link below to find additional online resources for teachers and students. These websites are recommended by our Museum Educators and provide additional content information and some fun, interactive activities to share with your class.

[Wildlife | Cleveland Museum of Natural History](#)

CMNH Educators regularly review these links for quality. Web addresses often change so please notify us if any links have issues.

