

**Babs Bat
Science
Day 1**

Objectives

Students will identify a mammal as a kind of animal having special characteristics.
Students will identify a bat as a mammal.

Materials

"Mammals!" poem (next page)
Chart tablet
Human lungs picture
Human backbone picture
Animal pictures--sets #1 and #2
Construction paper--two pieces
Tape
Mammals and Their Babies picture sheet
Samples of fur and backbones (optional)
Live mammal (optional)
White butcher paper
Strips of paper
Glue (optional)
Black marker
Drawing paper--one sheet per student (optional)

Preparation

You may wish to collect samples of imitation fur (available at craft stores) and imitation backbones (available at science supply stores).

You may wish to obtain a live mammal (guinea pig, gerbil, hamster, etc.) for students to touch and observe.

Write the following vocabulary words on the chalkboard:

<i>animal</i>	<i>lungs</i>
<i>mammal</i>	<i>warm blooded</i>
<i>fur</i>	<i>vertebrate</i>
<i>hair</i>	<i>backbone</i>
<i>oxygen</i>	<i>young</i>

Neatly print the poem "Mammals!" on a page from a chart tablet.

Mammals!

*Mammals--
Hair, backbone, and warm blood,
Breathing oxygen from air.
Mothers give birth to live young,
And babies like to drink milk.
Mammals!*

Cut apart both sets of animal pictures.

Procedure

Read the vocabulary words that you have written on the chalkboard to students. Refer to each word on the chalkboard as you explain and discuss it during the lesson.

Say, "Today we are going to learn about a special kind of animal called a mammal. A mammal has fur or hair on its body. It breathes in oxygen from the air with its lungs. It is warm blooded, which means that its body temperature stays about the same no matter what the temperature is like outside its body. It is a vertebrate, which means it has a backbone. The mother mammal gives birth to live young, or babies. The babies drink milk from the mother's body."

Say, "Today we are going to learn a poem about mammals. Look at the chart tablet. First I'll read the poem to you. Then we'll read it together."

Remind students, "We always read from left to right and from the top of the page to the bottom of the page." Point to each word as you read the poem to students.

Tell students that this poem does not have words that rhyme.

Teach students "Mammals!" To do this, read a line and then have students read the same line. Repeat this procedure for each line of the poem. As students become more familiar with the poem, they will read it with you.

Ask students if they can find a mammal who is very close to them in the classroom. This mammal would be a friend who can talk and learn. Students should respond with the names of one or more classmates.

Tell students that they will use information in the poem "Mammals!" to prove that they are mammals.

Note that the first thing the poem tells about mammals is that they have hair. Direct students to find their hair. Students may touch or run their hands through the hair on their heads. Be sure students understand that they have hair on more than just their heads. Tell students that they have hair on their bodies by pointing out the hair on their arms and legs.

Explain that the hair on some mammals is called fur.

Ask students if a nurse, doctor, or parent has ever taken their temperature. Explain that the body temperature of a mammal stays about the same even when it is very hot or very cold outside.

Show the picture of the human lungs. Tell students that they use their lungs to breathe in oxygen from the air. Have students breathe in and out. Remind them that they are using their lungs to breath in oxygen from the air.

Show the picture of the human backbone. Direct students to find their backbones. Students may run their fingers along their backbones.

Ask students if they were born live or hatched from an egg. Lead students to conclude that they were born live.

Question your class about what most babies drink for the first year(s) of their lives. Point out that most babies drink milk the first year(s) of their lives.

Ask students if they have all of the characteristics mentioned in the poem "Mammals!" Lead students to conclude that they do have all of the characteristics specified in the poem and so must be mammals.

Label a sheet of construction paper with the heading "Mammal." Label another sheet of construction paper "Nonmammal." Tell your class they will use the information from the poem to decide whether or not some animals shown in pictures are mammals.

Display one animal at a time from both sets of the animal pictures. Ask students to answer the following questions about each animal pictured:

- * Does the animal have hair/fur?
- * Does the animal have a backbone?
- * Is the animal warm blooded?
- * Does the animal use lungs to breathe in oxygen from the air?
- * Does the mother animal give birth to live young?
- * Does the baby animal drink milk from its mother?

Answers:

whale, fox, and zebra--The answer to the above questions should be "yes" for the whale, fox, and zebra because they are mammals.

other animals--The other animals are nonmammals. The spider, bee, fish, lobster, and lizard are all cold blooded and lay eggs, and the mothers do not provide milk for their young. The fish and lobster don't breathe air through lungs. The spider, bee, and lobster do not have a backbone.

Tape the pictures of the animals under the appropriate heading--"Mammal" or "Nonmammal."

Show students the pictures on the *Mammals and Their Babies* picture sheet. Explain that these are the three mammals that they just classified under the heading "Mammals." Ask students to name other mammals and their babies. You may wish to have students name the special words used for the babies. Examples: cat--kitten, dog--puppy, horse--foal

Tell students that Babs Bat is also a mammal. Say, "This week we will learn all about the only mammal that can fly--the bat."

Label a large piece of white butcher paper with the heading "Bat Facts." Draw a box around the heading.

On separate strips of paper, write the facts students already know about bats. Examples: Bats have fur. Bats have warm blood. Bats breathe air. Bats have a backbone. Bats give birth to live babies. Bats provide milk for their babies.

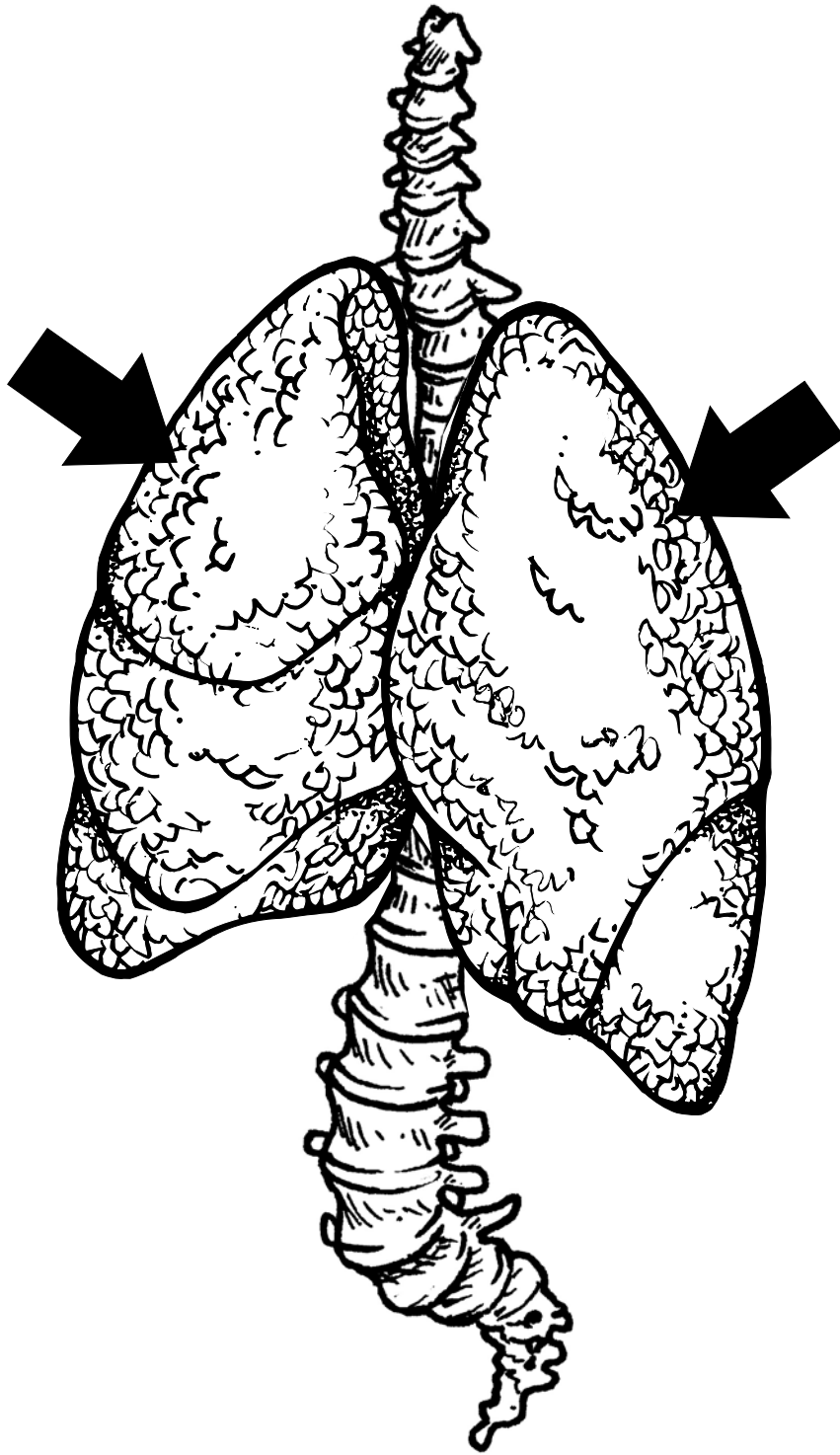
Tape or glue these facts onto the butcher paper. Use the black marker to draw lines that connect the facts to the boxed heading.

Display the chart in the room throughout the week, and add new facts as they are learned.

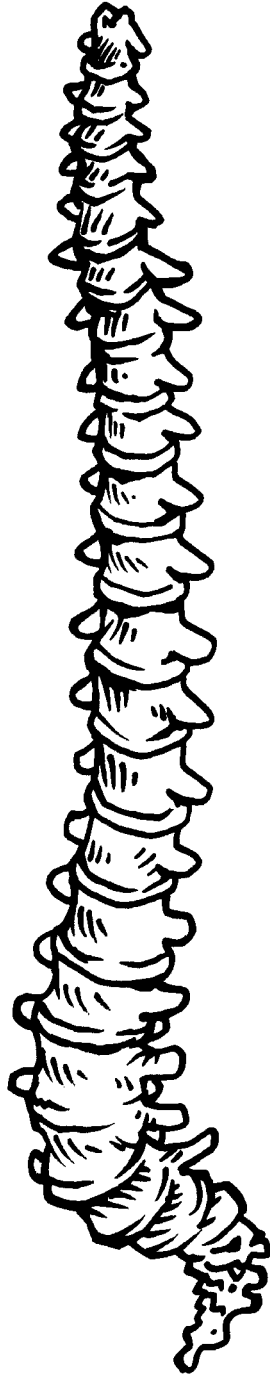
Extension

On the chalkboard, write the following sentence: *I am a mammal.* Have students copy the sentence onto the bottom of a piece of drawing paper. Then ask students to draw a self-portrait on the drawing paper.

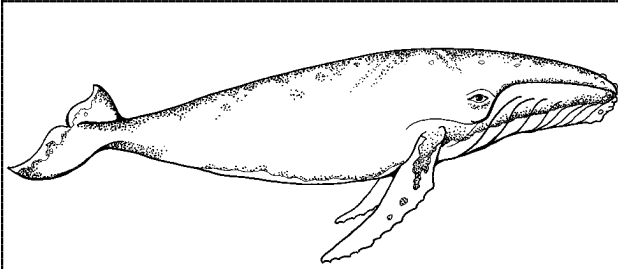
Human Lungs



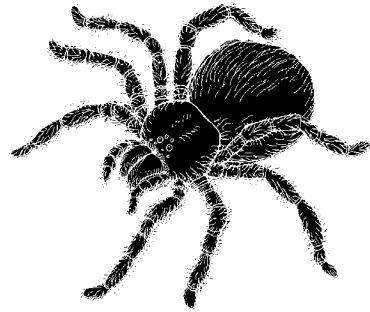
Human Backbone



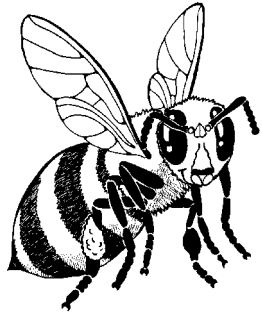
Animal Pictures #1



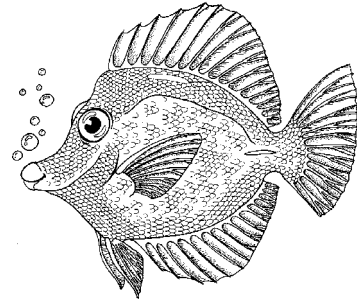
Whale



Spider

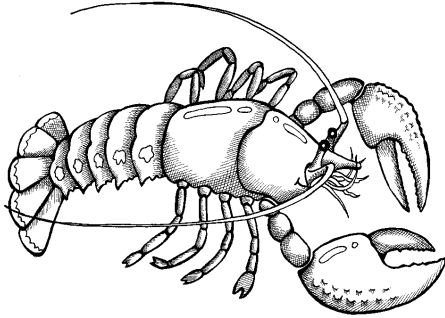


Bee



Fish

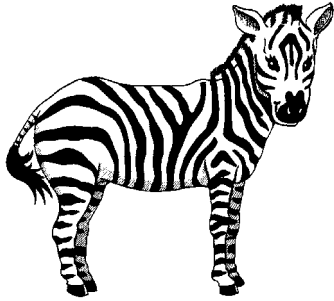
Animal Pictures #2



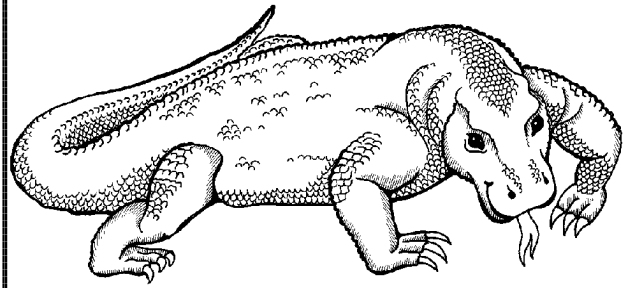
Lobster



Fox

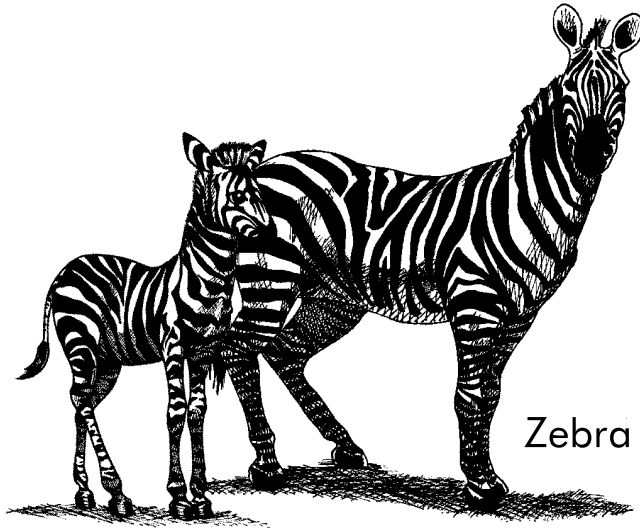


Zebra

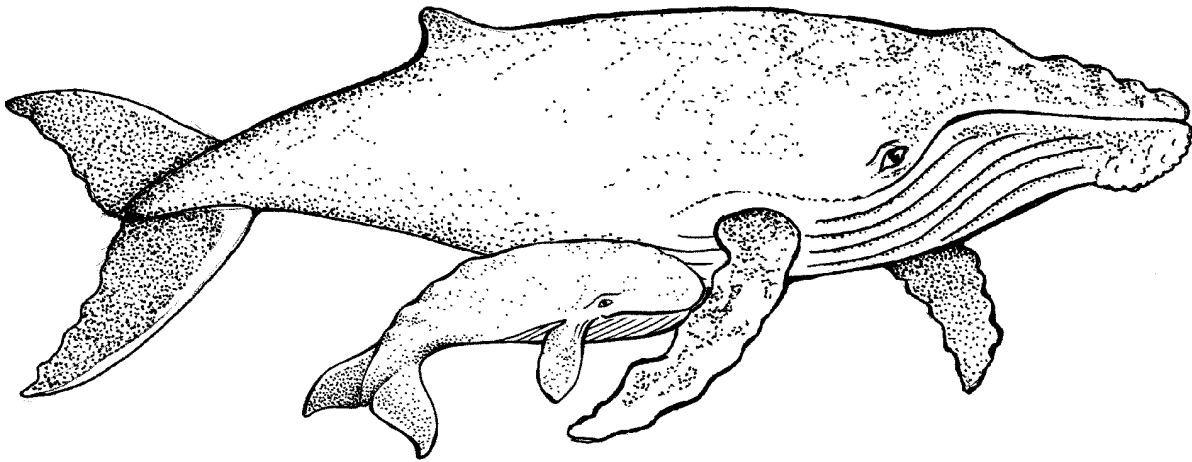


Komodo Dragon (Lizard)

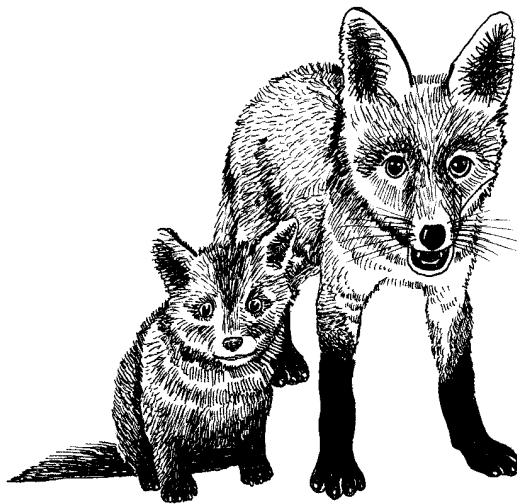
Mammals and Their Babies



Zebra Mother and Baby



Whale Mother and Baby



Fox Mother and Baby