

**Project FOCUS
Best Lessons
FIRST GRADE**

Title of Lesson: Mammals and Fish

Theme: Life Science

Unit Number: 6 **Unit Title:** Animal Planet

Performance Standard(s) Covered (enter code):

S1CS4

S1L1

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

Content (key terms and topics covered):

Animal classes, mammals, fish, characteristics of different animals

Learning Activity (Description in Steps)

Abstract(limit 100 characters): This is a multi-day unit on the different classes of animals.

Details: Each lesson has a lecture session and an activity to go with it. First, I read them a book about the respective animal class, then we would discuss their special traits. I would compare the mammals to the students, therefore they were then able to distinguish themselves as mammals. For the fish, after reading the book we did motions with our hands and mouth to remember the different parts of a fish (fins, tail, and gills).

Then we did an art project to go with each:

The giraffe is for mammals. First, they cut out the body and head separately and color them. I told them we were coloring their fur because mammals have fur. I had the ink pads to use fingerprints to make spots on the fur, therefore each giraffe would be different. Then they cut the giraffe out and we used the brad to connect the head and the body so the giraffe could "eat from the tallest tree or the shortest blade of grass."

For fish we made a fish out of a paper plate. First, we cut a triangle out of the paper plate for the mouth and later used that same triangle for the fish's tail. The students could color the scales however they wanted and then they used the construction paper to make the fins and glue them on their plate. The last thing we did was use a brad to connect the plate and the triangle so the "fish

can use its tail to swim through the water." After we completed the activities, I made up a worksheet for them to practice differentiating between the two classes of animals. The worksheet consists of matching individual characteristics with their respective animal class and thus is a good way to test their knowledge. This activity can be expanded with all types of animals.

Materials Needed (Type and Quantity):

Mammals:

Book

Construction paper

Black ink pad (several)

Brads (1 per student)

Crayons

Scissors

Giraffe cut out

Fish:

Book (ex. Rainbow Fish)

Paper plate (1 per student)

Construction paper

Scissors

Crayons

Brads (1 per student)

Glue

Notes and Tips (suggested changes, alternative methods, cautions):

Always be careful with the scissors and the teacher should do the brad because it is tough to stick through the paper plate.

Sources/References:

- 1)
- 2)
- 3)