Kristen Wright  
Life Sciences  
Grade: Kindergarten  
**What are the Different Animal Coverings?**

**Objective/Purpose:**

The purpose of this lesson is for students to be able to determine what an animal is covered in and classify them based on the covering. This includes differentiating between animals with scales, fur, feathers, and skin. The lesson reinforces how the textures differ between the coverings and briefly touches on why animals are classified by different characteristics.

**QCC:**

This lesson fulfills the Science Inquiry, Process Skills, and Problem Solving QCC standard. It requires the children to sort animals according to covering through observation and make predictions about categories to which they belong. Additionally, it touches on the importance of skin covering to animal survival which is part of the Living Things QCC standard.

**Materials/ Time Required:**

1. Approximately 20-30 index cards (depending on group size)  
2. Approximately 20-30 different pictures of animals (from computer or magazines)  
3. 4 sheets of labeled construction paper: (1) skin, (1) feathers, (1) scales, (1) fur  
4. Samples of fur like, scale, and feather objects  
5. White drawing paper  
6. Crayons

**Background Information/ Procedure:**

I found a lesson similar to this in the Kindergarten Harcourt Science book as well as an explanation of skin coverings. First we talked about the characteristics of different skin coverings and how they differed. We also talked about how the skin coverings helped animals to survive. I explained to them have it is important to understand these characteristics when a scientist is sorting (aka. classifying) animals. We also felt different objects that resembled the different types of skin coverings. I then went over how the various skin coverings were spelled and we also spelled them together. After that, I placed the construction paper with the skin covering words on the floor. Then each child was handed a note card with an animal on it. They were asked to place the animal into its proper category based on what skin covering it had. We talked about why each animal belonged in each category. Finally, I asked the children to draw a picture of any animal. When they finished, I helped them write a sentence explaining what the animal was and what type of covering it had. For example, “A tiger has fur”.
Preparations:

Before class I made print outs of various photos of a wide range of animals (mammals, reptiles, amphibians, etc.). I glued these to photos to note cards and labeled them with the type of animal. I also had to come up with objects that felt like actual skin coverings (ex. Feather boa for feather).

Safety issues:

If you bring in a living animal, be careful if you choose to allow the children to handle it.

Activity Outline/Teacher Procedures:

When the children are classifying be sure to circulate. They will have questions and may be unsure of certain animal classifications.

Challenge the class with these possible questions:

1. Why did you choose this category of skin covering?
2. How are the animals in the category alike?
3. What is the only type of animal in the feather category? (birds)

When the children are working on drawing their pictures write a sample sentence on the board, and then help them write a sentence appropriate for their animal.

Assessment/Evaluation:

The picture is the assessment of the lesson. If a child draws a picture and can properly identify its covering then the lesson was successful. Keep in mind that Kindergartners are very young and may still need your help!