

Overview:

Students listen to a story about animal body coverings and learn how they are protected by them.

Objectives:

The student will:

- answer questions about animal body coverings; and
- explore stations and record data.

Targeted Alaska Grade Level Expectations:

Science

- [3] SB2.1 The student demonstrates and understanding of how energy can be transformed, transferred, and conserved by classifying materials as insulators or conductors (i.e., fur, metal, wood, plastic) and identifying their applications.
- [3] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.

Materials:

- *Do Frogs Have Fur? A Book About Coats and Animal Coverings* by Dahl and Michael
- 5 of the following: 6x 6 inch pieces of wax paper, plastic wrap, fur, wool, foil, fleece, mesh (like from a bag that onions are sold in or a fish net)
- ice cubes (1 per student)
- paper towel (1 per student)
- Science journal

Activity Procedure:

1. Ask students what they wore to school today that kept them protected from the weather. List responses on the board.
2. Read the book, *Do Frogs Have Fur? A Book About Coats and Animal Coverings* and learn about different coverings on animals. List the types of coverings on the board.
3. Tell students they are going to pretend to be different animals with a certain type of body covering. They will be using the materials listed above to lie on their skin and then place an ice cube on it for 1 minute. Do not let the student become too cold. Have an adult or older student be the timer at each station that has a different type of material (paper, fur, etc). They must choose 4 materials to explore.
4. In their science journal they should divide a page into four sections and write the name of the material they chose and what it felt like when the ice and materials were laying on their skin.
5. When students have all had a chance to explore the stations, gather them back as a group and ask: What did the ice feel like when it sat on the wax paper? The foil? The net? The wool? Continue to ask about all materials used. How are the materials like coverings on animals?
6. Have students write in their science journals about an animal they would like to be, what type of body covering they should have to be protected and why.