

ANIMALS IN THE WINTER

Description

Students will learn how the animals in their neighborhood survive the cold winter!

Curriculum Fit

Grade 1, Topic B: Seasonal Changes

Specific Learner Expectations

2. Describe seasonal changes, and interpret the effects of seasonal changes on living things.
Identify and describe examples of plant and animal changes that occur on a seasonal basis:
 - changes in form and appearance
 - changes in location of living things
 - changes in activity; e.g., students should recognize that many living things go into a dormant period during winter and survive under a blanket of snow as a seed, egg or hibernating animal
 - production of young on a seasonal basis

Key Terms

- *Hibernate*: When animals sleep through the winter
- *Adapt*: When animals change their behavior or appearance to survive the winter
- *Migrate*: When animals move somewhere warmer for the winter
- *Insulation*: Fur or hair or feathers that cover an animal and traps heat close to their body keeping them warm in cold weather

Introduction

Watch the “**Animals**” video as an introduction to this lesson.

When snowflakes start falling to the ground in the fall, have you wondered about what happens to the animals outside as it gets colder and colder? How do Canadian geese survive the winter? What about the blue jay? Or the jackrabbit hopping on the grass? In the winter, animals will either hibernate, migrate, or adapt. Let’s learn more about what the animals in our neighborhood do in the winter!

Activity One: Animals in the Winter

Goal: Learn about the animals in your neighborhood.

Instructions:

1. Look outside your window at the animals outside. Or, ask an adult to go for a walk with you, and look for animals around you. What kind of birds do you see? Do you see any jackrabbits? What about bees? Or frogs? Or mosquitos?
2. Think about the animals you saw outside. Draw pictures or write down the animals you saw. Maybe have an adult help you write a list. What do you think these animals do in the winter? Talk about your ideas with an adult.
3. With an adult's help, research the animals you saw and learn about what they do in the winter.

Activity Two: Animal Movements

Goal: Learn more about the animals in your neighborhood.

Instructions:

1. Think back to all the animals you saw outside. How did those animals move? Do they hop? Do they fly?
2. Use this poem to copy the movements of the animals you see outside:

We'll hop, hop, hop like a green frog, (hop)
And we'll run, run, run like a coyote. (run in place)
We'll walk, walk, walk like a black bear (walk in place, but bend over and swing your extended arms like front legs)
We'll swim, swim, swim like a salmon, (pretend to swim)
And fly, fly, fly like a goose. (flap arms as wings)
We'll sit right down and look around,
For animals on the ground.

TIP: You can do the actions of the poem with siblings, friends, your teacher or another adult!

Activity Three: How does fur keep animals warm?

Goal: Learn how fur can keep animals warm in the winter.

Materials:

- 1 ice pack
- Some thick cloths that will be your animal fur

Instructions:

1. Put your ice pack and cloth in front of you.
2. Rub your hands together for 10 seconds, as fast as you can. Put both hands on your cheeks. Do your hands feel the same temperature?
3. Rub your hands together again, for 10 seconds. Put one hand on the ice pack in front of you, and one hand on your knee. Hold the hand on the icepack for 10 seconds. After 10 seconds put both hands on your cheeks again. Are they the same temperature? Which hand is colder?

Results: The hand on the icepack should have been much colder. Think about how cold a polar bear would get in the winter if it had no fur to protect it from the ice!

4. Put the cloth on top of the icepack.
5. Rub your hands together for 10 seconds. Put one hand on top of the cloth on top of the icepack. Put the other hand on your knee. Hold your hands in those positions for 10 seconds. After 10 seconds, put both hands on your cheeks. Are they the same temperature?

Results: Your hands should be the same temperature. The cloth acts as insulation, protecting your hand from the cold. Fur on animals is insulation for them too, protecting them from the cold weather, snow and ice.

TIP: Find other items in your house that you think might be a good “fur” and insulate you from the cold. Repeat the experiment with your new “fur”. Did it keep your hands warm?

Discussion Questions

1. Do humans hibernate, migrate, or adapt?
2. What do humans use for insulation? (Hint: it is something you put on!)

Assessment

1. What is hibernation? Hint: A bear does this.
2. What is adaptation? Hint: A jackrabbit does this.
3. What is migration? Hint: The Canada Goose does this.