



# INVESTIGATIVE REPORTER

Understanding different types of animals based on size, shape, and other characteristics



## GRADE 1

### KEY WORDS

- body covering
- patterns

### STANDARDS

- SCI.1.3.1

## OBJECTIVES

- Students will learn differences in characteristics based on groups of animals.

## BACKGROUND INFORMATION

- Animals are grouped into classes according to their characteristics.
- One of the main characteristics that is used to distinguish one class of animals from another is the type of skin covering. Mammals have hair or fur, birds have feathers, reptiles have dry scales, amphibians have soft, moist skin, and fish have wet, slimy scales.
- Although each skin covering is useful in many ways, the focus of this information is how various colors and patterns help an animal's chances for survival.
- Animals often find it necessary to hide in order to escape enemies or to catch something to eat. Skin that helps an animal blend into its surroundings is an obvious advantage for both predators and prey.

## PROCEDURE

- Give each student his or her own reporter worksheet.
- Have students choose an animal and three different ways they can learn about their animal.
- Allow the students to take their worksheets home and use their sources to fill out the worksheet.

## RECOMMENDED ASSESSMENT

- Check for completion of the worksheet.
- Have students share what they learned with the class.

## EXTENSIONS

- Have the children choose an animal at the zoo. When they visit the zoo, have them write down three things they learn about their chosen animal.





# INVESTIGATIVE REPORTER



Name \_\_\_\_\_

I want to find out about (name of animal) \_\_\_\_\_

From these sources:

Source #1 \_\_\_\_\_

Source #2 \_\_\_\_\_

Source #3 \_\_\_\_\_

Write three things you learned from your sources:

Three sets of primary writing lines (solid top and bottom lines with a dashed middle line) for the first three items.



Eight sets of primary writing lines (solid top and bottom lines with a dashed middle line) for the remaining items.

