

Core Knowledge Science Program—Domain Map

Science Content

- Animals, including humans, need food, water, air, and space to live and grow
- Animals get food from eating plants or other living things
- Offspring are very much (but not exactly) like their parents
- Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young
- Pets have special needs and must be cared for by their owners
- A biography of Jane Goodall

This unit contributes to meeting or exceeding the following Next Generation Science Standards:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Rationale:

In this second unit of Kindergarten there is a particular opportunity to look for patterns, by comparing the needs of human beings studied in Unit 1 with those of other animals explored in this unit.

This unit explicitly engages students with the concept of what animals need to grow and survive ([DCI LS1.C](#)), but it also examines [LS1.B](#) parents' behaviors that help offspring to survive (see 1-LS1-2 below). K-LS1-1 will be further developed across Unit 3 *Plants & Farms*, and it may be reviewed/ applied during Unit 5 *Taking Care of the Earth* as well.

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

This standard and its core ideas (DCIs [ESS2.E](#) and [ESS3.C](#)) will be addressed as students explore the idea that animals get food from eating plants or other living things, and thus change the environment when doing so (LS2.A and LS2.B). These ideas will also be expanded in Unit 3 *Plants & Farms* when students learn about farming and in Unit 5 *Taking Care of the Earth* when the concept of conservation is introduced.

This unit offers the opportunity to foreshadow learning that will support the following Next Generation Science Standards:

<p><i>K-ESS3-1.</i> Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p>	<p>This standard, and its core idea (DCI ESS3.A) regarding natural resources, will be explicitly developed during Unit 5 <i>Taking Care of the Earth</i>, as well as in Grade 1 Unit 4 <i>Living Things & Their Environments</i>. This Kindergarten unit focuses on the needs of animals (LS1.C) first, and students will have the opportunity to apply and expand their knowledge of specific needs when making the connection to ESS3.A later in this grade and in Grade 1.</p>
<p><i>1-LS1-2.</i> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>	<p>The core idea central to this standard, DCI LS1.B, is introduced in this unit, focusing on the concept that “most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.” This idea will be reviewed and applied again in Grade 1 through Unit 1 <i>Human Body Systems & Preventing Illness</i> (e.g., taking care of your body and getting vaccinations) and through Grade 1 Unit 4 <i>Living Things & Their Environments</i>.</p>

Potential Skills & Cross-Curricular Integrations

The connections listed below are intended as ideas for possible integration across this unit. Finding connections in math, in language arts, and in works of poetry, art, and music, may help you as you create meaningful learning experiences for your students. Connections such as these can help your students make links between various disciplines and deepen their understanding of this domain.

POTENTIAL CCSS Math Connections

- [MP.2](#) Reason abstractly and quantitatively. (K-ESS2-1 and K-ESS3-1)
- [MP.4](#) Model with mathematics. (K-ESS2-1 and K-ESS3-1)
- [K.CC](#) Counting and Cardinality (K-ESS3-1)
- [K.CC.A](#) Know number names and the count sequence. (K-ESS2-1)
- [K.MD.A.1](#) Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-ESS2-1)

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-LS1-1)

K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)

POTENTIAL CCSS ELA Connections

R.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2)

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-ESS2-1 & K-LS1-1)

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1)

POTENTIAL Cross-Curricular Connections

ELA: Fiction—Stories such as “The Ugly Duckling”

Sayings & Phrases—“The early bird gets the worm,” and “A dog is a man’s best friend.”

Poetry—Mother Goose Rhymes and Other Traditional Poems, such as “Mary Had a Little Lamb” and “Ladybug, Ladybug”

Visual Arts: Sculpture—Alexander Calder, *Lobster Trap and Fish Tail* (This connection may only be meaningful for students if teachers explicitly use lobsters as an example during instruction.)

Music: Songs—such as “Eensy, Weensy Spider,” “Here Is the Beehive,” “Oh Where, Oh Where Has My Little Dog Gone?,” and “Five Little Ducks That I Once Knew”

Prior Knowledge

Core Knowledge Preschool Sequence

Scientific Reasoning and the Physical World

Goal: Demonstrate an initial understanding of the living world

- Animals are living things
- Animals live in many kinds of homes

CKLA Preschool

- Identify at least ten animals by name
- State that humans are animals
- Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)
- Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)
- Describe how animals use specific body parts (e.g., an elephant uses its trunk to get water)
- State that animals' three basic needs are water, food, and shelter
- Describe at least two ways animals protect themselves from weather
- Describe at least two ways animals protect themselves from other animals
- Pair pictures of mother and baby animals that look similar to each other
- Sort pictures of birds, fish, and insects into piles based on the animal group to which they belong
- State defining characteristics of birds, fish, insects, and mammals
- Identify plants and animals that live in ocean, woodland, desert, and farm habitats

Core Knowledge Science (Previously taught Kindergarten units)**Unit 1 The Human Body: Basic Needs & Five Senses**

- Identify the basic needs of human beings
- Describe how we can take care of our bodies

CKLA Kindergarten Objectives

The following objectives are addressed through the Core Knowledge Language Arts program (CKLA), which builds students' background knowledge in certain domains of literature, science, and history. To learn more about how and why the Listening & Learning Strand of CKLA approaches science content through read-alouds and ELA instruction, [read more about the CKLA program](#).

Domain Anthology, Plants

- Explain that the plant makes its food in its leaves

Domain Anthology, Farms

- Identify needs of farm animals: food, water, and space to live and grow
- Describe how farm animal babies need to be fed and cared for by their parents or people

What Students Will Learn in Future Grades**Core Knowledge Sequence****Grade 1 Living Things and Their Environments**

- Habitats; ocean and undersea life; and special classifications of animals

Grade 2 Cycles in Nature

- Life cycles

Grade 3

Introduction to Classification of Animals

- Scientists classify animals according to the characteristics they share.
- Different classes of vertebrates
- Basic characteristics of fish, amphibians, reptiles, birds, and mammals

Ecology

- Habitats, “balance of nature,” food web, and ecosystems
- Man-made threats to the environment and protecting the environment

Grade 5

Classifying Living Things

- Kingdom, phylum, class, order, family, genus, species, and (variety)
- Homo sapiens
- Taxonomists
- Different classes of vertebrates

Cells: Structures and Processes

- Structure of cells (both plant and animal)
- Plant cells, unlike animal cells, have cell walls and chloroplasts
- Cells are shaped differently in order to perform different functions
- Organization of cells into tissues, organs, and systems

Life Cycles and Reproduction

- Life cycles
- All living things reproduce themselves
- Sexual reproduction in animals

Core Vocabulary

The following list contains the core vocabulary words suggested for purposeful integration across this Kindergarten unit. **Boldfaced** terms could be introduced and/or reviewed with students using a Word Work activity, as modeled by the [Core Knowledge Language Arts program](#) (CKLA). The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure across the lessons, students should acquire a good understanding of most of these words and begin to use some in conversation.

Basic Needs of Animals

animal, human, needs, food, space, shelter, water, air, **basic**, **survive**, alive, health(y), protect, safe, rest, sleep, tired, grow, **nutrients**

Pets

care, pet, wild, tame, feed, **tend**, maintain, walk, dog, cat, rabbit, hamster, guinea pig, bird, fish, snake, reptile, **habits**, bathe, hygiene, disease, aware, sometimes, often

Characteristics and Behaviors

trait, characteristic, structure, feature, body, part, **system**, leg, arm, wing, tail, feather, beak, scales, trunk, claws, paws, feet, fur, fins, flippers, gills, hoof, horn, shell, fleece, inherit, **behavior**, sniff, burrow, swim, hibernate, leap, graze, peck, perch, fly, herbivore, carnivore, omnivore, mammal, **classify**

Taking Care of Offspring

offspring, litter, birth, hatch, dependent, **responsible**, action, family, pack, herd, flock, parent, father, mother, child, baby, foal, sibling, brother, sister, cry, cheep, **raise**, collect, edible, nest, egg, feeding, cuddle, fawn, pouch

Habitats

habitat, **environment**, **ecosystem**, community, region, desert, ocean, **woodland**, woods, forest, **meadow**, prairie, underground, island, cave, bat, condor, camel, lizard, sand, cactus, water, coast, tadpole, sea lion, otter, beaver, lobster, crab, eagle, seagull, dolphin, penguin, whale, duck, seal, forest, insect, deer, bear, panda, lion, elk, moose, cow, horse, goat, squirrel, raccoon, spider, adapt, **climate**, weather, **temperature**, huddle, dry, wet, danger, harm

Also consider how you might apply the vocabulary learned and used during Unit 1 The Human Body: Basic Needs & Five Senses.

Potential Misconceptions

Students have been shown to learn significantly more science when their teachers demonstrate strong knowledge of potential student errors, and when the teacher plans accordingly (Sadler & Sonnert, 2016). The following incorrect statements serve as a sampling of the “intuitive theories” or “alternative conceptions” that students and teachers may actively use to describe their thinking, and which might interfere with the process of learning. The details following each statement are not intended to imply the scope of instruction for this grade, but instead provide a clearer sense of what students (of all ages) often misunderstand and/or overgeneralize when investigating and describing scientific ideas.

Misconception: “People are not animals.”

Often, students use “animals” as a term to distinguish between people and animals. This understanding may be reinforced by common language use (e.g., signs that read “no animals on freeway” and statements referring to pets, such as “time to feed the animals”).

Students (and teachers) may also use a restricted meaning for the word “animal” (Mintzes et al., 1991). For example, most people list only vertebrates as animals, although invertebrate species make up a large majority of all animals. Elementary- and middle-school students often use such criteria as number of legs, body covering, and habitat to decide whether things are animals.

Key points for instruction:

Elementary students may not understand that food is a scarce resource in ecosystems, thinking that organisms can change their food at will, according to the availability of particular sources (Leach et. al., 1992). This is an important idea for teachers to keep in mind when foreshadowing future units (e.g., Unit 5 *Taking Care of the Earth*).

The connection between the needs of humans and the needs of all animals is important to emphasize, particularly in light of the misconception noted at left. Students have also been shown to classify organisms based on the scope and sequence of their previous instruction; for example, some students classify insects as non-animals because they learned about insects during a separate unit.

Potential Objectives for This Kindergarten Unit

The organization of the following objectives reflects the order in which they are expected to be addressed. The proposed timing within the unit (“beginning,” “middle,” or “end”) and aligned NGSS are also noted. In addition to daily lessons focused on each objective, days have been built into the unit for review and assessment.

Beginning

- Classify living things and nonliving things
- Compare and contrast humans and other animals
- Identify at least three basic needs of animals (K-LS1-1)
- Describe how animals use specific body parts to meet their needs
- Describe at least two ways that animals protect themselves from other animals
- Distinguish between wild animals and pets
- Describe how owners keep their pets safe and healthy
- Describe how animals’ basic needs are similar to/different from human beings’ basic needs (K-LS1-1)

Middle

- Identify two ways that animals are born
- Pair pictures of a parent and baby animals that look similar to each other
- Identify similarities and differences in the traits of parents and their young
- Describe two ways that baby animals let their parents know that they need something
- Describe how animals care for their young offspring
- Describe similar (and different) ways animals and humans take care of their young offspring (1-LS1-2)

End

- Identify how scientists can learn about animal characteristics and behaviors
- State two defining characteristics of mammals
- Describe at least one difference between fish and mammals
- State two defining characteristics of birds
- Describe at least one difference between birds and insects
- Categorize pictures of birds, fish, insects, and mammals, sorting them into piles based on the group to which they belong
- Describe animals’ characteristics or behaviors that allow them to survive in the wild
- Describe the meaning of the term “habitat”
- Identify animals that can live in ocean, woodland, desert, and savanna habitats (K-ESS3-1)
- Describe how animals can change their habitats in order to meet their needs (K-ESS2-2)
- Categorize pictures of animals into groups (herbivores, carnivores, or omnivores) based on examples of food that they eat

Potential Big Guiding Questions

Essential Questions:

- How are your needs similar to the needs of all animals?
- How do pets' needs differ from those of other animals?
- Why do animals live where they do?
- How do animals change their environments to meet their needs?

RE: Basic Needs of Animals

- How are you similar to an elephant?
- Do all animals sleep?
- How do animals protect themselves from other animals?

RE: Pets

- What is the difference between a pet and a wild animal?
- Why do some pets need a bath and others do not?

RE: Animal Characteristics and Behaviors

- What are the differences among a mammal, bird, fish, and an insect?
- How do animals use their environments to meet their needs?

RE: Habitats

- Are there mammals that live in the ocean?
- Do similar animals live in the desert *and* the forest?

RE: Taking Care of Offspring

- Why do babies cry?
- How do animal parents take care of their young?
- How are your parents similar to (and different from) the parents of a baby bird?

Potential Assessment Opportunities

The following assessment tasks serve as a sampling of how students can demonstrate mastery of lesson objectives. Each aligned objective and NGSS is noted in parentheses. In addition, the proposed timing ("beginning," "middle," or "end") is noted in order to indicate approximately when the assessment should take place.

Example #1: (End of Unit 2)

{Evaluates Student Mastery of Objective: Describe how animals can change their habitats in order to meet their needs}

Advance Preparation: Create the assessment handout by dividing a paper in half (top to bottom). At the top of the page illustrate or find images depicting a deer eating leaves from a bush; a lion lying in the shade under a tree; a squirrel digging a hole in the dirt to bury nuts; a rabbit hiding in tall blades of grass; and a beaver building a dam. Leave the bottom half of the paper blank.

Task Assessment: Provide students with the assessment handout, crayons, and a pencil. Point to each image and ask students what the animal is doing. Ask students to circle an example of an animal changing its environment to meet its need. (Clarify that **not** every picture depicts an animal making a change to its habitat.) In the space at the bottom of the page, ask student to draw a representation (the evidence they saw in the picture) of how the environment was changed by that animal. Rotate around the room, asking students to describe their illustration and transcribe their ideas on the bottom of the handout. Students, who are ready and able, can write words/phrases that describe their drawings. (K-ESS2-2)

Example #2: (End of Unit 2)

{Evaluates Student Mastery of Objective: Identify animals that can live in ocean, woodland, desert, and savanna habitats}

Advance Preparation:

- Habitat Image Cards—draw or find images of the ocean, woodland, desert, and savanna habitats.
- Sentence strips with questions that students could ask to learn about the animal’s needs. (Answers to the questions would provide information needed to determine the the type of habitat an animal could live in.) Examples may include, “What food does the animal eat?” “Can the animal survive in very hot or very cold weather?” “How does the animal breathe?” “What does the animal use for shelter?” Next to each sentence, draw a visual clue—most Kindergarten students will not be able to read the text on the sentence strips independently.
- Blank sentence strips.
- Four to five Animal Image Cards—draw or find images of animals that live in either the ocean, woodland, desert, or savanna habitats. These animals may have been discussed during previous instruction, but these animals should not include a the lion, deer, whale, or camel.
- Create the assessment handout by dividing a paper into two columns. In the first column, draw or insert pictures of the animals reviewed through the assessment. These images should match the animal image cards. In the second column, draw or insert images of the four habitats. These should be copies of the same drawings or images depicted on the habitat image cards.
- **Note:** This assessment would be best administered to small groups of students, one group at a time. Consider meaningful tasks that remaining students could complete independently (and/or in small group if there is another adult in the classroom).
- **Note:** Prior to this assessment, students learned about the climate and natural resources of each of these habitats.

Task Assessment: Display images.

T- I am going to show you pictures of some animals, and you will need to figure out where each animal lives. To help determine the animal’s habitat, you can ask me questions. But, it is important that you ask questions that will give you information about whether or not the animal could adapt to living in the ocean, woodland, desert, or savanna.

T- Here are examples of questions you may want to ask. Hold up each sentence strip and review the questions. Ask students if there are other questions they feel would be important to ask. Add these to the blank sentence strips.

Holding up the first image, guide students with asking questions (referring back to the questions on the sentence strips) about the animal's characteristics and needs.

T- Are you ready to use the information you learned about this animal to determine if it lives in the ocean, woodland, desert, or savanna? Provide each student with the assessment handout.

T- On your paper, draw a line connecting this animal to where it lives.

Repeat this procedure with the remaining animals.

Potential Activities & Procedures

The following activities or procedures serve as a sampling of what instruction could look like in this unit. Each example was specifically designed to contribute to one or more of the aforementioned objectives. In addition, the proposed timing (“beginning,” “middle,” or “end”) is noted in order to indicate approximately when the activity should be conducted during this unit. Aligned NGSS are noted in parentheses.

Example #1: (Beginning of Unit 2)

{Contributes to the Objective: Identify at least three basic needs of animals}

Activity: As students examine the needs of human beings (Unit 1), animals (Unit 2), and plants (Unit 3), keep a chart of your students' ideas and examples for each group. This chart can be used as evidence during discussions of animals—including humans—during this unit. Ask your students to identify patterns across the first two domains providing appropriate support and scaffolding (e.g., all animals—including humans—eat food, some animals eat plants, some animals eat other animals, some animals eat both plants and other animals, etc.). Students will use the patterns culled from this “data” to describe what human beings, animals, and plants need to survive. [K-LS1-1]

Example #2: (End of Unit 2)

{Contributes to the Objective: Identify how scientists can learn about animal characteristics and behaviors}

Advance Preparation:

- You will need a copy of the [Core Knowledge Text Resource](#), *Biography of Jane Goodall* pages 266–268.
- Each student (or pair of students) will need an observation journal. The journals can be composition books or teacher-created handouts stapled together.
- The second component of this activity is the opportunity for students to observe animal behavior. Therefore, you will need to determine what students will be observing (e.g., a class pet, animals at the zoo through a webcam or video clips, etc.) as well as when they will make these observations during the day.

- If students observe an animal in small groups or pairs, you may wish to allow them to complete this task during natural transitions during your day (e.g., as arrival or after they are prepared to dismiss for the day) and/or as part of one of your learning centers.
- If you prefer students make observations as a whole class, then it would probably be best to have students view several short clips of prerecorded video of the same animal during the next science lesson. Pause between clips for students to discuss what they saw with a partner and record their observations in their journals.

Activity: Explain to students that they will be learning about a famous scientist named Jane Goodall, who has studied chimpanzees for many years.

T- I am going to read you a story about Dr. Goodall. As you listen to the story, I want you to think about what she did in order to learn about chimpanzees and how scientists learn about the characteristics of animals and their behaviors.

Read aloud *The Biography of Jane Goodall*. Pause periodically to ask students to share **what** Dr. Goodall learned about chimpanzees and **how** she learned that information.

T- How did Jane Goodall learn about chimpanzees? (Student responses may include, “She looked at them,” or “She watched them.”)

T- When scientists carefully watch something, they call it an observation.

Ask students if they think observations can be made in very short instances or during longer periods of time (and what they remembered from the story that makes them think that).

T- In order to find patterns in chimpanzee behaviors, Dr. Goodall had to watch them very closely and for a long time. Over the next several days, we are going to act like scientists and observe animal behavior.

Introduce students to their observation journals. During each of the next one to two days, students will spend approximately five minutes observing a class pet or animals through a webcam, such as on the following website: <https://nationalzoo.si.edu/Animals/WebCams/>. (If students watch a zoo webcam, it is important that they observe the same animal over the course of several days.) It may be best to build in time throughout the day (e.g., morning arrival, choice/center time, and during dismissal), so that small groups of students can take turns observing and recording what they see.

(During the following lesson, students will share their data, and you can model how students can look at the collected data to find patterns about the animal’s behavior.)

Example #3: (End of Unit 2)

{**Contributes to the Objective:** Describe animals’ characteristics or behaviors that allow them to survive in the wild}

Advance Preparation:

- Large images (that students can view from the carpet or their seats) of a lion in the savanna, a camel in the desert, a deer in the woodlands, and a whale in the ocean.

- One animal card per student. Each animal card displays an image of a lion, deer, camel, or whale and should be small enough that each child can hold the card up with one hand.

Activity: Display images of a lion in the savanna, a deer in the woodlands, a camel in the desert, and a whale in the ocean. Holding up the image of each animal, ask students if they can recall (from the prior day's lesson) the name of the animal and some of its characteristics and/or behaviors. As students share, records their ideas on the board or chart paper.

Pass out cards, each of which has a picture of a lion, deer, camel, or whale. Each student will have an image of one animal.

T- I am going to share a characteristic or a behavior. If it describes your animal, hold up your card.

As students engage in the activity, make statements or ask questions that call their attention to characteristics/behaviors that are unique to a specific animal or that are shared among several/all animals.

T- I want you to think about this question in your heads for a minute: what do these characteristics and behaviors (share a few examples) allow these animals to do? (Pause for thirty to sixty seconds.) Now turn to your partner and tell him or her what these special characteristics and behaviors let each of these animals do. (Allow students to talk for at least thirty seconds.) Now I would like you to raise your hand and share what you and your partner discussed.

The goal is for students to arrive at the idea that these characteristics and/or behaviors enable animals to survive in their environment. If students are off-topic, acknowledge their responses, but ask targeted questions that guide them to connect these characteristics to survival.

T- Each of these animals has unique characteristics or behaves in a certain way in order to survive in its environment...

Websites & Media

PBS Learning Video—What do animals eat? (approximately 1 minute)

<http://www.pbslearningmedia.org/resource/tdc02.sci.life.colt.eat/what-do-animals-eat/>

This short compilation includes footage of a variety of animals as they eat. You might ask your students to first name all of the animals they recognize in the video and then, after watching the clip again, to think about and share as many examples of animal food as they possibly can.

PBS Learning Video—Beavers (approximately 5 minutes)

<http://www.pbslearningmedia.org/resource/tdc02.sci.life.colt.beaver/beavers/>

The beaver is an example of an animal that changes its environment to meet its needs—"nature's own engineer." This video focuses on the beaver's ability to transform its environment to suit its needs.

Virtual Tour of the Smithsonian's National Zoo: <https://nationalzoo.si.edu/Animals/WebCams/>

Treat your students to a virtual field trip to the National Zoo. Smithsonian's National Zoo offers live webcams of their Asian elephant community, lion cubs, and giant pandas.

San Diego Zoo Exhibit—Polar Bears: <http://animals.sandiegozoo.org/animals/polar-bear>

The San Diego Zoo offers live footage, captivating photos, and fun facts of/about polar bears. For example, did you know that polar bears can swim at speeds of up to six miles an hour? Have your students learn more about polar bears, as well as other species, by taking a virtual tour of the San Diego Zoo.

Habitats & Animals: <http://animals.sandiegozoo.org/habitats>

Select a habitat and scroll through images of animals that live there. This may help your students to begin learning about the diversity of life on earth and can foreshadow their continued study of habitats in Grade 1.

Do all creatures sleep? <http://animals.howstuffworks.com/animal-facts/all-creatures-sleep.htm>

If you are curious to learn more about this *seemingly* simple question, then this article is for you.

Supplemental Trade Books

- Animal Homes, by Sally Hewitt ISBN 439228743
- Animal Parade, by Jakki Wood ISBN 9781845071660
- Cactus Hotel, by Brenda Z. Guiberson, Megan Lloyd ISBN 0805029605
- Deserts, by Neil Morris ISBN 0865058393
- In the Forest, by Maurice Pledger ISBN 1571453210
- Leaping Frogs, by Melvin Berger ISBN 156784023X
- Learning About Animals, by Evan-Moor Educational Publishers ISBN 9781557997715
- Learning about Animals, by Lo Ellen Moore ISBN 1557990972
- Life in the Desert, by Melvin Berger ISBN 9781567842173
- Life in the Sea, by Melvin Berger ISBN 9781567840131
- Life on the African Savannah, by Melvin Berger ISBN 9781567842142
- Our Animal Friends at Maple Hill Farm, by Alice Provensen, Martin Provensen ISBN 9780689844997
- There's a Rumble in the Jungle, by Giles Andreae, David Wojtowycz ISBN 9781589253674
- What Animal Am I? An Animal Guessing Game, by Iza Trapani ISBN 9780439318235
- Mice Squeak, We Speak, by Arnold L. Shapiro and illustrated by Tomie DePaola (Putnam Juvenile, 1997) ISBN 0399232028

- Polar Bear Polar Bear, What Do You Hear?, by Bill Martin Jr. (Henry Holt and Co., 1992) ISBN 0805023461
- Sleep Is for Everyone (Let's-Read-and-Find-out Science Book), by Paul Showers (HarperCollins Publishers, 1997) ISBN 0064451410
- Chicks & Chickens, by Gail Gibbons (Holiday House, 2003) ISBN 0823419398
- Pigs, by Gail Gibbons (Holiday House, 2000) ISBN 0823415546
- Sheep, by Rachael Bell (Heinemann, 2003) ISBN 1403440409

Recommended by the National Science Teachers Association:

- Next Time You See a Seashell, by Emily Morgan (NSTA Press) ISBN 9781936959150
- Next Time You See a Firefly, by Emily Morgan (NSTA Press) ISBN 9781936959181
- Next Time You See a Pill Bug, by Emily Morgan (NSTA Press) ISBN 9781936959174
- Next Time You See a Spiderweb by Emily Morgan (NSTA Press) ISBN 9781938946349
- What Does an Animal Eat? I Wonder Why, by Lawrence Lowery (NSTA Press) ISBN 9781936959464
- What Can an Animal Do? I Wonder Why, by Lawrence Lowery (NSTA Press) ISBN 9781936959457
- Looking for Animals: I Wonder Why, by Lawrence Lowery (NSTA Press) ISBN 9781941316276
- Animals Two by Two: I Wonder Why, by Lawrence Lowery (NSTA Press) ISBN 9781941316283