

# Animal Coverings Scavenger Hunt



VIRGINIA  
**AQUARIUM**  
& MARINE SCIENCE CENTER

*Students will find animals with various skin coverings.*

## Duration

Preparation: 5 minutes

Activity: 45 minutes

## Supplies

- Animal Photo Cards (attached) or any other animal photos from other sources may be used
- Scavenger Hunt Form (3 options provided)
- Writing or drawing paper
- Writing utensil
- Clipboard or book to use while exploring

## Background

In this activity, students will look for animals with certain coverings that help them survive in their habitats. It is an introductory lesson to adaptations and can also be used to pre-assess student knowledge or demonstrate learning.

VA Science SOLs: K.1, K5.1, 1.1, 1.5, 1.7, 2.1, 2.5

## Instructions

1. Brainstorm different animals known with the learner.
2. Record each animal in a list so you can refer to each when reviewing different animal body coverings. Discuss what animals have on their outside. Introduce and review those relevant terms to identify body coverings such as fur, hair, feathers, scales, and shell.
3. Discuss where each animal lives and record each habitat. Discuss how those habitats are different and similar and how the different body coverings help the animal live in each habitat.  
**Instructor Notes:** Feathers help a bird fly to find food and nest up in trees, shells protect the animal, fur/hair keeps an animal warm and helps them hide or blend into their environment. Suggest animals that weren't named to introduce additional habitats as needed.
4. The next part of this activity requires scientific observations. Learning options: Take a walk in a natural area, look at attached animal photos, look online at animal photos, take a virtual field trip to any natural habitat in the world using <https://earth.google.com>, or use any other virtual or print medium available.
5. **If traveling outside please clearly explain these expectations for any explorations: Tell students that while they are outside and looking for animals, they are not to disturb animals in their environment, nor will they collect any items. They will use only their eyes to see various animals.** One suggested option is to take digital pictures for later use if doing drawings afterwards.

- Instructor and learner will then choose their hunt worksheet (there are scaffolded versions provided) and any supplemental activities/extensions of interest.
- After all selected activities are completed, please have a closing discussion that reviews what they learned and key vocabulary.

## Vocabulary

Skin Coverings: feathers, fur, hair, scales, shells

Body Parts: arms, legs, tails, wings, fins, claws

wild

domestic

shelter

habitat

## Extensions

### □ Sort

- Learners can use photo cards provided and sort animals according to the characteristics (fur, hair, scales, feathers, shell). You can use one index card/piece of paper to write each different vocabulary word. Then the learner would place the pictures or say/point at each animal with fins.
- Compare and contrast habitats by using a Venn Diagram. Learners may draw 2 overlapping circles to create a Venn Diagram to compare similar habitats (i.e.: river/stream). In this example the size and amount of water flow are the biggest differences for each separate side circle, and fresh water is the most important center fact, where the circles are joined in the middle. The Venn can also be used to compare completely different habitats where the only thing in common is it supports life.

### □ Create

- Learners will create their own imaginary animal and label the body parts and coverings. They may use any items found around the house (suggestions include socks, scraps of cloth, buttons, cotton balls, pipe cleaners, paper, recycling materials). Describe or label what was drawn.

### □ Draw

- Learners will draw a picture of different animals in their habitats (wild or domestic) and label the body coverings as well as components of their habitat.
- Learners will pick an animal card and draw its habitat. Describe or label what's in the habitat.

### □ Write

- Learners will write about what they've learned - writing and illustrating facts that they learned about the different body coverings, habitats, and/or body parts.
- Learners will write about the animal they created - what body parts and coverings does it have to survive (adapt) in its habitat?

- Learners will write about any virtual field trips taken to wild animal habitats (i.e. Google Earth trip to Africa for a photo safari).

### **Collect Data**

- Learners will sort the animal cards and collect data on how many of each body covering was shown. The learner can use tally marks or show the data collection by making a pictograph, object graph, or data chart.

### **Further Discussion or Learner Independent Research**

- How can we know what habitat an animal lives in by looking at its body covering?
- How does the survival of an animal depend on its habitat?



# Animal Coverings Scavenger Hunt Form

**Directions:** Look for animals with each kind of body covering - draw and label the animal you spotted. Try to find and draw an animal for each kind of body covering.

*For example:* If I see a bird, I draw a picture of a bird next to feathers. I circle the body parts with feathers (tail, wings).

Covering	Body Parts	Draw a picture of the animal	Draw a picture of where this animal lives - it's natural habitat
Hair	arms legs wings tail fins		
Fur	arms legs wings tail fins		
Feathers	arms legs wings tail fins		
Scales	arms legs wings tail fins		
Shell	arms legs wings tail fins		



# Animal Coverings Scavenger Hunt Form

**Directions:** Circle the answers for each animal you see! Try to find one kind of animal for each type of body covering,

Type:	Where it Lives:	Body Covering	Body Parts:	Draw or take photo of animal you saw:	Draw or write the animal's natural habitat
Wild or Domestic	Land or Water	hair fur feathers scales shell	arms legs wings tails fins		
Wild or Domestic	Land or Water	hair fur feathers scales shell	arms legs wings tails fins		
Wild or Domestic	Land or Water	hair fur feathers scales shell	arms legs wings tails fins		
Wild or Domestic	Land or Water	hair fur feathers scales shell	arms legs wings tails fins		
Wild or Domestic	Land or Water	hair fur feathers scales shell	arms legs wings tails fins		



# Animal Coverings Scavenger Hunt Form

**Directions:** Circle the answers for each animal you see! Try to find one kind of animal for each type of body covering,

Type:	Where it Lives:	Body Covering	Body Parts:	How it Moves:	Draw or take photo of animal you saw:	Draw or write the animal's natural habitat
Wild or Domestic	Land or Water	hair fur feathers scales shell	arms legs wings tails fins	walks crawls flies swims		
Wild or Domestic	Land or Water	hair fur feathers scales shell	arms legs wings tails fins	walks crawls flies swims		
Wild or Domestic	Land or Water	hair fur feathers scales shell	arms legs wings tails fins	walks crawls flies swims		
Wild or Domestic	Land or Water	hair fur feathers scales shell	arms legs wings tails fins	walks crawls flies swims		
Wild or Domestic	Land or Water	hair fur feathers scales shell	arms legs wings tails fins	walks crawls flies swims		

# ANIMAL CARDS



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