Animal Warm-Ups
7 Weeks

VERTEBRATES
These are animals that have a backbone.

- **Reptiles**
  - Have dry scaly skin.
  - Lay eggs on dry land.
  - Are cold blooded.
  - (Snake, Crocodile)

- **Fish**
  - Have scales on their bodies.
  - Have gills for breathing.
  - Are cold blooded.
  - (Shark, Tuna)

- **Amphibians**
  - Have moist slimy skin.
  - Lay eggs in water.
  - Are cold blooded.
  - (Frog, Newt)

- **Birds**
  - Have feathers and wings.
  - Have beaks and lay eggs.
  - Are warm blooded.
  - (Wren, Swan)

- **Mammals**
  - Have fur or hair.
  - Feed young on milk.
  - Are warm blooded.
  - (Cow, Human)

INVERTEBRATES
These are animals that do not have a backbone.

- **Protozoa**
  - Single cell organisms
  - All microscopic

- **Flatworms**
  - Simple and soft bodied.
  - (Tape worm, Flukes)

- **Annelid Worms**
  - Segmented bodies.
  - (Earthworm, Leech)

- **Echinoderms**
  - Spiny sea creatures.
  - (Starfish, Sea urchin)

- **Coelenterates**
  - Soft bodies, stinging cells
  - (Jellyfish, Sea anemone)

- **Arthropods**
  - Hard external skeleton and jointed limbs.

- **Molluscs**
  - Soft bodied, most have shells.
  - (Snails, Limpet)

- **Arachnids**
  - Eight legs, two body parts.
  - no antennae.
  - (Spider, Scorpion)

- **Crustaceans**
  - Mostly sea creatures.
  - Many legs and two sets of antennae.
  - (Crab, Lobster)

- **Insects**
  - Wings, six legs, three body parts.
  - one pair of antennae.
  - (Bee, Ladybird)

- **Myriapods**
  - Many legs and body segments.
  - (Centipede, Millipede)
Using your Animals Booklet Week 1 page 23, list the 10 structures animals use to obtain resources for energy.

________________________________
________________________________
________________________________
________________________________
________________________________
________________________________

Using your Animals Booklet Week 1 page 23, list the 7 structures for movement animals use to help them escape from predators.

________________________________
________________________________
________________________________
________________________________

1. Animals are classified into two main phyla called _________ and ____________.
   a. invertebrates and nonvascular
   b. invertebrates and vertebrates

2. The animal kingdom is divided into _______ phyla groups.

3. List the 4 characteristics of all living things. ________________
   ________________
   ________________
   ________________

4. What are the 7 levels of taxonomy and the trick to help you remember them?
   ____________________________
   ____________________________
   ____________________________
   ____________________________
WARM UP – Week 2

MONDAY
Label the characteristics of all animals.

M _________________________
B _________________________
M _________________________
H _________________________
R _________________________

TUESDAY Fill in the vertebrates chart below.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Characteristics</th>
<th>Characteristics</th>
<th>Characteristics</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Soft, moist skin</td>
<td>• Warm blooded (endothermic)</td>
<td>• Most lay eggs</td>
<td>• Has 2 legs</td>
<td>• Most lay eggs</td>
</tr>
<tr>
<td>• Go through metamorphosis</td>
<td>• Mothers nurse their young</td>
<td>• Cold blooded (ectothermic)</td>
<td>• Breath through lungs</td>
<td>• Most have four legs</td>
</tr>
<tr>
<td>• Lay jelly-like eggs</td>
<td>• Breath through lungs</td>
<td>• Most have bodies covered in scales</td>
<td>• Warm blooded (endothermic)</td>
<td>• Breathe with lungs</td>
</tr>
<tr>
<td>• Most can breathe in water with gills as young, and breathe on land with lungs as adults</td>
<td>• All have hair at some stage in development</td>
<td>• Obtain dissolved oxygen in water through gills</td>
<td>• Feathers</td>
<td>• Cold blooded (ectothermic)</td>
</tr>
<tr>
<td>• Cold blooded (ectothermic)</td>
<td>• Babies born from live birth</td>
<td>• Lays eggs</td>
<td>• Two wings</td>
<td>• Scales or plates for skin</td>
</tr>
</tbody>
</table>

Examples | Examples | Examples | Examples | Examples

THURSDAY

Arthropods are in the:

C _________________________
A _________________________
WARM UP – Week 3

MONDAY

1. A taxonomist uses a scientific name made up of the \( G \)_________ and \( s \)_________.
2. Using your digital device, look up the genus and species names for the following animals:

<table>
<thead>
<tr>
<th>Animal</th>
<th>Genus</th>
<th>Species</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Bear</td>
<td>( U )</td>
<td>( a )</td>
</tr>
<tr>
<td>Dog</td>
<td>( C )</td>
<td>( f )</td>
</tr>
<tr>
<td>Cat</td>
<td>( F )</td>
<td>( c )</td>
</tr>
<tr>
<td>Humans</td>
<td>( H )</td>
<td>( s )</td>
</tr>
<tr>
<td>Wolf</td>
<td>( C )</td>
<td>( l )</td>
</tr>
</tbody>
</table>

WEDNESDAY

Vertebrates (13)
Invertebrates (4)
Both (6)

TUESDAY Fill in the invertebrates chart below.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Characteristics</th>
<th>Characteristics</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Most have an inner and outer shell.</td>
<td>• It has pores to absorb nutrients and oxygen.</td>
<td>• Have long tube-like bodies that are divided into segments.</td>
<td>• It has a hard outer body called an exoskeleton.</td>
</tr>
<tr>
<td>• Have soft bodies; most have a thick muscular foot for movement or to open and close their shells.</td>
<td>• Most live in salt water.</td>
<td>• They are the simplest organisms with a true nervous system and blood contained in vessels.</td>
<td>• It has jointed limbs.</td>
</tr>
<tr>
<td>• They have more developed body systems than sponges or worms.</td>
<td>• Water moves into a central cavity and out through a hole in the top</td>
<td>• A long digestive tube runs down the length of the worm’s inner body.</td>
<td>• It sheds its outer exoskeleton as it grows. This process is known as molting.</td>
</tr>
<tr>
<td>• They take in oxygen through gills or lungs, and some have shells.</td>
<td>• Examples may be slugs, snails, clams, and octopuses.</td>
<td>• They obtain oxygen from the air through gills or air tubes.</td>
<td>• Examples may be insects, arachnids, and crustaceans.</td>
</tr>
</tbody>
</table>

| Examples | Examples | Examples | Examples |

THURSDAY

What are the 4 characteristics of all animals (life)?

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
WARM UP – Week 4

Who is this Mystery Invertebrate?

1. __________ I have arms that extend out from the middle of my body outwards.
2. __________ I have jointed legs, segmented body and sometimes wings, get oxygen with gills or air tubes.
3. __________ I have pores through which water flows through a central cavity where I also eliminate waste.
4. __________ I have a soft body with a thick muscular foot for movement.
5. __________ I have a long tube-like body.

Fill in the table using the pictures each day.

<table>
<thead>
<tr>
<th>Bird</th>
<th>Type of Feet (perching, climbing, running, grasping, wading, swimming, hovering)</th>
<th>Type of Beak (short, long, stout, thin, hooked, scoop, flat)</th>
<th>Probable Diet (seeds, nectar, insects, fish, rodents, algae)</th>
<th>Probable Habitat (forest, prairie, lake)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eagle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duck</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WARM UP – Week 5

MONDAY
List the 5 vertebrate groups and the trick to help remember them.
_________________
_________________
_________________               ______________
_________________
_________________

TUESDAY
List the 5 invertebrate groups and the trick to help remember them.
_________________
_________________
_________________               ______________
_________________
_________________

THURSDAY
Which animals are an invertebrate (I), vertebrate (V), and ectothermic (EC) endothermic (EN)?

<table>
<thead>
<tr>
<th>Animal</th>
<th>V/I</th>
<th>EC/EN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cricket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salamander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hissing Cockroach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leatherback Sea Turtle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Widow Spider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kangaroo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sea Star</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earthworm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use Week 1 Animal Booklet, page 23 to find Wednesday’s answers.

WEDNESDAY
Structures for Defense, Movement or Obtaining Resources

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>CHARACTERISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Allow an animal to hide from a predator.</td>
</tr>
<tr>
<td></td>
<td>Allow an animal to make an attack painful.</td>
</tr>
<tr>
<td></td>
<td>Allow an animal to prevent a direct attack.</td>
</tr>
<tr>
<td></td>
<td>Allow an animal to change its size.</td>
</tr>
<tr>
<td></td>
<td>Allow an animal to flee or hide from predators.</td>
</tr>
<tr>
<td></td>
<td>Allow an animal to find food and escape predators.</td>
</tr>
<tr>
<td></td>
<td>Allow an animal to chew or tear and eat or drink.</td>
</tr>
</tbody>
</table>
**WARM UP – Week 6**

<table>
<thead>
<tr>
<th>Defense Mechanism</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camouflage</td>
<td></td>
</tr>
<tr>
<td>Smells</td>
<td></td>
</tr>
<tr>
<td>Stingers</td>
<td></td>
</tr>
<tr>
<td>Ejection</td>
<td></td>
</tr>
<tr>
<td>Mimicry</td>
<td></td>
</tr>
<tr>
<td>Grouping</td>
<td></td>
</tr>
</tbody>
</table>

**TUESDAY**

1. Which below is not an example of an environmental stimuli?
   - A. Food Gathering
   - B. Shedding
   - C. Sweating
   - D. Panting

2. Which below in not an example of a behavioral stimuli?
   - A. Hibernation
   - B. Migration
   - C. Shivering
   - D. Courtship

**BIRD BEAK AND FEET MYSTERY**

**WEDNESDAY**

Using the word box below, find the advantage of each beak or foot.

**BEAK**

- ____________
- ____________
- ____________
- ____________

**FEET**

- ____________
- ____________
- ____________
- ____________

**Beak Advantages**

- cracking seeds
- straining water for food
- tearing flesh
- probing for insects

**Feet Advantages**

- climbing trees
- swimming
- grabbing onto animals
- perching

**THURSDAY**

Label each of the picture below with camouflage or mimicry.
WARM UP – Week 7

MONDAY
Use your Animal Booklet Weeks 5 & 6 page 6 vocabulary to help you write one example of each of the following terms.

Learned Behavior - __________________________
Conditioning - ____________________________
Imprinting - ________________________________
Inherited Behavior - __________________________

WEDNESDAY
Write an LB for learned behavior or IB for inherited behavior next to each behavior.

_________________     __________________
___________________     ____________________

BABY, IT’S ALL INSTINCT!

Some animal behaviors are passed from the parent to the offspring and are with the animal from birth.

• The ability to S________ in whales or fish. They do not need to be taught how to do it.
• C_______ in babies is an inherited behavior that is often a response to hunger, thirst, or sleepiness.
• When a snail digs a hole to lay its E______, a bird builds a special kind of N______, or when a fiddler crab waves its C______ to attract a F____________.

TUESDAY

<table>
<thead>
<tr>
<th>Courtship Cue/Behavior</th>
<th>Animal’s Example of This in Nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical odor</td>
<td></td>
</tr>
<tr>
<td>Sounds</td>
<td></td>
</tr>
<tr>
<td>Color</td>
<td></td>
</tr>
<tr>
<td>Body language</td>
<td></td>
</tr>
<tr>
<td>Seasonal changes</td>
<td></td>
</tr>
<tr>
<td>(environmental stimuli)</td>
<td></td>
</tr>
</tbody>
</table>