Animal Part Models

Students connect body parts to jobs, then use their models to reason about new animals.

L.K.1B.1 "Develop and use models to exemplify how animals use their body parts to (a) obtain food and other resources, (b) protect themselves, and (c) move from place to place."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 MAKE MODELS

beak	**swim**
shell	**food**
fins	**safe**

2 USE MODELS

a	**beak**	**feet**	**eyes**
b	**quills**	**ears**	**paws**

ANSWER KEY

Animal Part Models

KINDERGARTEN · L.K.1B.1

HOW TO RUN THIS PAGE

Read the words and directions aloud. Students make simple models by connecting body parts to what they help animals do, then use those models to answer questions about other animals.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · MAKE MODELS

SAY "Think about a bird looking for seeds, a turtle hiding from danger, and a fish moving in water. The left side says beak, shell, and fins. The right side says food, safe, and swim. Can you draw a line from each body part to what it helps the animal do?"

- **beak** matches **food**
- **shell** matches **safe**
- **fins** matches **swim**

PART 2 · USE MODELS

SAY "Now think about two new animals. Use your line models to help you choose a body part in each row."

ROW	SAY	STUDENTS CIRCLE
a	This row says beak, feet, eyes. A duck swims in a pond. Which body part pushes it through the water? Circle it.	**feet**
b	This row says quills, ears, paws. A porcupine has sharp body parts that help keep other animals away. Which body part helps keep it safe? Circle it.	**quills**

WHAT TO ACCEPT

Match beak to food, shell to safe, and fins to swim. In the circle rows, accept feet for the swimming duck and quills for the porcupine.