

# ALL ABOUT ZEBRAS!

## ALL ABOUT ZEBRAS!

### LESSON PLAN

#### Week at a Glance:

Day One: Zebra Animal

Classification: Mammals

Day Two: Physical Traits

Day Three: Zebra

Habitat

Day Four: Zebra

Day Five: Zebra

and Safe

## ALL ABOUT

### LESSON PLAN

Day One: Mammals  
Objective: The students will be able to recognize what zebras mammals

### LESSON PLAN:

#### Introduction

Teacher Says: This week, we will be exploring a new unit, all about zebras! What do you already know about zebras? Where have you seen a zebra? What would you like to learn that you don't already know?

Explain that animals are separated into different groups based on their common traits, such as reptiles, birds, fish, etc. Which animal classification group do you think zebras belong to? (hint: we are in this group, too!) If you said mammals, you are correct!

## ALL ABOUT ZEBRAS!

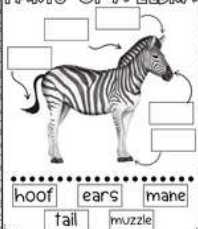
### ZEBRAS

CAN

HAVE

## ALL ABOUT ZEBRAS!

### PARTS OF A ZEBRA



ARE

ABOUT ZEBRAS!

ALPHABETICALLY

and

Def

mal

Sentence:

Picture:

## ALL ABOUT ZEBRAS!

### ZEBRA COMIC STRIP

Directions: Create a story using the comic strip of a predator a zebra might face and how they can stay safe!

## ALL ABOUT ZEBRAS!

### HABITAT UNSCRAMBLE

Directions: Unscramble each word associated with a zebra's habitat.

TEESR \_\_\_\_\_  
HRDES \_\_\_\_\_  
GRSSA \_\_\_\_\_  
WRATEHLEO \_\_\_\_\_  
SVANNAA \_\_\_\_\_  
ARICFA \_\_\_\_\_  
WDOOLINDAS \_\_\_\_\_

### ADJECTIVES

is a describing word. Fill in the blank describes the physical traits about a zebra.

RA HAS



# A COMPREHENSIVE FIVE DAY UNIT ALL ABOUT ZEBRAS!

Includes lesson plans, graphic organizers, craft ideas, projects, comprehension questions and more!

FROM YOUR FRIENDS AT

**az**  
ANIMALS

# ALL ABOUT ZEBRAS!

## LESSON PLAN

### Week at a Glance:

Day One: Zebra Animal

Classification: Mammals

Day Two: Physical Traits

Day Three: Zebra

Habitats

Day Four: Zebra Diets

Day Five: Zebra Survival  
and Safety



# ALL ABOUT ZEBRAS!

## LESSON PLAN

### Day One: Mammals

Objective: The students will be able to recognize what makes zebras mammals.



## LESSON PLAN: DAY ONE

### Introduction (5 minutes):

\*Teacher Says: This week, we will be exploring a new unit, all about zebras! What do you already know about zebras? Where have you seen a zebra? What would you like to learn that you don't already know?

\*Explain that animals are separated into different groups based on their common traits, such as reptiles, birds, fish, etc. Which animal classification group do you think zebras belong to? (hint: we are in this group, too!) If you said mammals, you are correct!

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## Lesson (15 minutes):

\*The teacher will read "Zebras" by Tristan Walters. Questions to ask after reading - What makes a zebra a mammal? What do zebras look like? Where do they live? What makes zebras unique?



\*Guide the students in completing the "Vocabulary Square" graphic organizer defining the word "mammal". Explain to the students that mammals are animals that have hair/fur, give birth to live young, are warm-blooded and are vertebrates!

\*In small groups, have the students use the "Zebras can, have, are" graphic organizer to write down one fact per category.

## Independent Work (10 minutes)

\*Now, independently, the students will write one or two more facts in each category in the graphic organizer.

## Closing (5 minutes)

\*Share with the whole group your ideas/facts from the "Zebras can, have, are" sheet.

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## VOCABULARY SQUARE

Word:

mammal

Definition:

Sentence:

Picture:



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## ZEBRAS



CAN

HAVE

ARE



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## LESSON PLAN

### Day Two: Physical Traits

Objective: The students will be able to identify physical traits of zebras.



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## LESSON PLAN: DAY TWO

### Introduction (5 minutes):

\*Teacher Says: Let's review what we learned from yesterday! Which animal group are zebras in? What makes them mammals? Today, we are going to learn more about the physical traits of zebras, or what they look like. We already know that they have hair/fur because they are mammals! What else do you notice about their physical traits?



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## Lesson (15 minutes):

- \*The teacher will play the video, "Zebras for Kids" - <https://www.youtube.com/watch?v=kWxnadQI5Qw>

- \*Guide the students in completing the "Parts of A Zebra" activity sheet. Discuss the physical characteristics of a zebra while you complete the sheet.

- \*Review adjectives with the students. Explain that adjectives are describing words. Make a list on the white board or on a poster sheet with various adjectives describing zebras.

## Independent Work (10 minutes)

- \*The students will complete the "Zebra Adjectives" activity sheet. They will fill in the blank to describe each part of a zebra (ex: a thick mane)

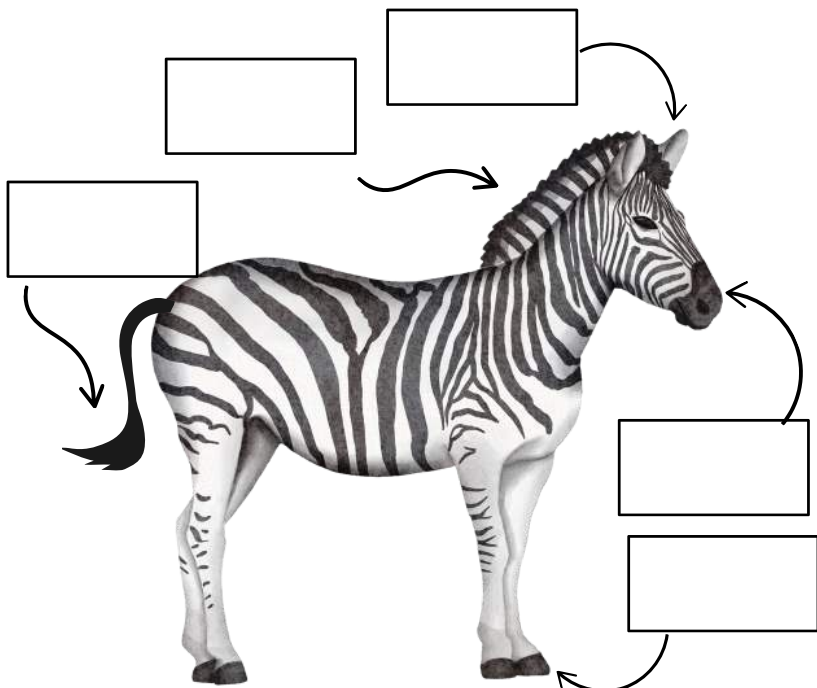
## Closing (5 minutes)

- \*Give the students a sticky note. Tell them to write down one new thing they learned today and one question they still have.



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## PARTS OF A ZEBRA



hoof

ears

mane

tail

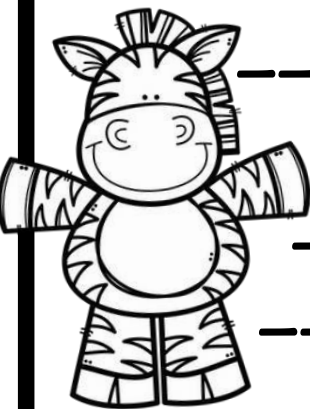
muzzle

# ALL ABOUT ZEBRAS!

## ZEBRA ADJECTIVES

Directions: An adjective is a describing word. Fill in the blank with an adjective that describes the physical traits about a zebra.

### A ZEBRA HAS...



\_\_\_\_\_ hooves

a \_\_\_\_\_ tail

\_\_\_\_\_ ears

\_\_\_\_\_ legs

\_\_\_\_\_ fur

a \_\_\_\_\_ muzzle

a \_\_\_\_\_ body

a \_\_\_\_\_ mane

# ALL ABOUT ZEBRAS!

## LESSON PLAN

### Day Three: Habitat

Objective: The students will be able to recognize various habitats of zebras.



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## LESSON PLAN: DAY THREE

### Introduction (5 minutes):

\*Teacher Says: What is a habitat? Explain that a habitat is where an animal lives. The habitat usually needs water, food and shelter for the animal. Where do you think zebras live?

\*Explain that zebras primarily live in Africa. They typically live in savannas, grasslands and open woodlands.



\*Tell the students that zebras typically need tall grass, waterholes or rivers and a few trees for shade/resting!

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## Lesson (15 minutes):

- \*The students will watch the video "Zebras" - <https://www.youtube.com/watch?v=JsyHvY0rtp4>

- \*Ask the students what they noticed about where zebras live. What other animals live in the same habitats as zebras? What do zebras need in their habitat?

- \*Guide the students in completing the "Fact or Fiction?" activity sheet attached below. They will color the facts about zebra habitats in green and the false statements in red.

## Independent Work (10 minutes)

- \*The students will independently complete the "Habitat Unscramble" activity sheet.

## Closing (5 minutes)

- \*Review the "Habitat Unscramble" sheet together as a whole group.

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## FACT OR FICTION?

Directions: Color the facts in green. Color statements that are fiction in red.

Zebras  
live in herds  
to protect  
each  
other.

Zebras  
live in  
Africa.

Zebras  
mostly live  
alone.

You can find  
zebras in  
savannas!

Savannas  
are cold  
places in the  
arctic!

Zebras  
migrate  
to find more  
food and  
water.

Zebras  
need tall  
grass in  
their habitat.

Zebras  
stay in  
one place all  
of the time.

# ALL ABOUT ZEBRAS!

## HABITAT UNSCRAMBLE

Directions: Unscramble each word associated with a zebra's habitat.

TEESR

HRDES

GRSSA

WRATEHLEO

SVANNAA

ARICFA

WDOOLNDAS



# ALL ABOUT ZEBRAS!

## LESSON PLAN

### Day Four: Zebra Diets

Objective: The students will be able to identify what zebras eat.



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## LESSON PLAN: DAY FOUR

### Introduction (5 minutes):

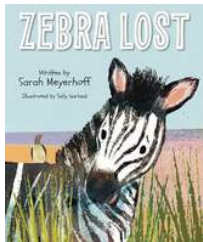
\*Teacher Says: Today we will be learning all about what zebras eat. Make a prediction - Turn to your neighbor and whisper two things you think zebras might eat. Discuss the answers together in the whole group.

\*Explain that zebras are herbivores. Herbivores are animals that only eat plants. What type of plants do you think zebras eat? Tell the students that zebras mainly eat grass, leaves, bark, twigs and water. They usually graze for hours and have large teeth to chew.

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## Lesson (15 minutes):

- \*The teacher will read "Zebra Lost" by Sarah Meyerhoff. Questions to ask during/after reading - What did you notice about the zebra's habitat? How did the zebra get lost? Why is it important for zebras to stay with their herd?



- \*Guide the students in completing the "Vocabulary Match Up" activity sheet. Students will match the word with the correct definition.

## Independent Work (10 minutes)

- \*The students will independently complete the "Zebra Quick Check" comprehension questions.

## Closing (5 minutes)

- \*Review answers to comprehension questions with the whole group.



# ALL ABOUT ZEBRAS!

## VOCABULARY MATCH UP

graze

A large open  
area covered in  
grasses

herbivore

A warm place in  
Africa with  
grass

grassland

Animals that live  
in groups  
together

savanna

Animals that  
only eat plants

herd

Eating grasses,  
shrubs or leaves

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## ZEBRA QUICK CHECK

1. What is a herbivore?

2. What do zebras eat?

3. How much food do zebras eat?

4. Why do zebras live near water?

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## LESSON PLAN



### Day Five: Zebra Predators

Objective: The students will be able to identify various predators of zebras and how they stay safe.



## LESSON PLAN: DAY FIVE

### Introduction (5 minutes):

\*Teacher Says: Yesterday we learned about what zebras eat. We discussed that they are herbivores, which means they only eat plants. Zebras also have predators. What are predators?

\*Explain that a predator is an animal that hunts another animal. What kinds of predators do you think zebras have in their habitat? The main predators of a zebra are lions, hyenas, leopards, and crocodiles!

# ALL ABOUT ZEBRAS!

## Lesson (15 minutes):

\*Teacher Says: Yesterday we learned about what zebras eat. We discussed that they are herbivores, which means they only eat plants. Zebras also have predators. What are predators?

\*Explain that a predator is an animal that hunts another animal. What kinds of predators do you think zebras have in their habitat? The main predators of a zebra are lions, hyenas, leopards, and crocodiles!

\*Guide the students in completing the "Zebra Safety" activity sheet. Explain that zebras can stay safe by keeping with their herds, blending in with their stripes, running very quickly, kicking/biting, staying alert to their surroundings and more!

## Independent Work (10 minutes)

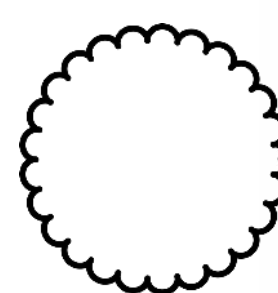
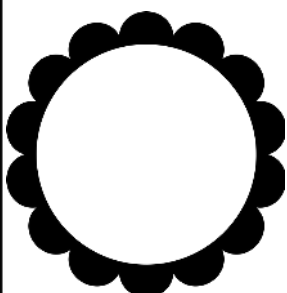
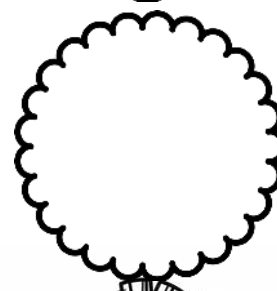
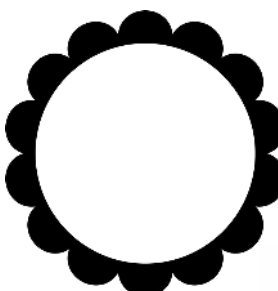
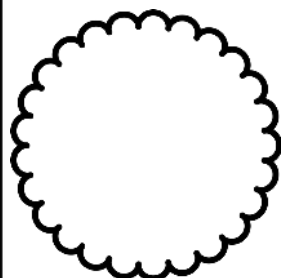
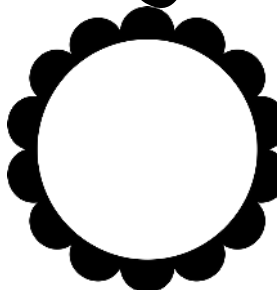
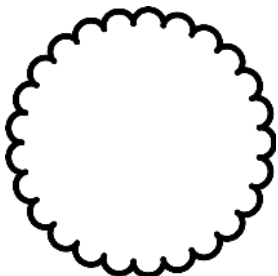
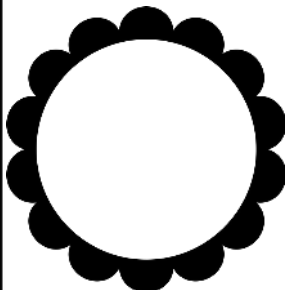
\*The students will complete the "Zebra Comic Strip" activity. They will create a story about a predator zebras may face and how they can stay safe.

## Closing (5 minutes)

\*The students will share their comic strips with the whole group!

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## Zebra Safety



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## ZEBRA COMIC STRIP

Directions: Create a story using the comic strip of a predator a zebra might face and how they can stay safe!

