**Course Name:** Mammals are Amazing! **Grade Level:** 4/5

***This course is on loan from the Magnet Expedition box.***

**Standards:**

4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.

4.L.1.2 Explain how animals meet their needs by using behaviors in response to information received from the environment.

4.L.1.4 Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.

5.L.3.1 Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.

5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.

**NOTES:**

****The following ideas, videos, and activities are supplemental and should be used *in addition to* the lesson plans provided.**

**•••Follow the activities for Week 1 to prepare for the units that follow. Decide together with your class which mammals will be studied (in the units that follow) and follow the Mammal Course Research Expectations (Week 1:G) for these mammals.**

**Course Title: Mammals Are Amazing** **Content /Subject Area: Science**

**Grade Span:** 3-5 **Days of Instruction:** 36 days ***Time* for instruction:** 30 mins.

**Course Description:**

Would you like to become a natural-born mammalogist through your study of mammals? Did you know that there are between 5,400 and 5,500 mammal species alive today? In fact, the biggest living mammal is the blue whale. The blue whale can grow up to 98ft. in length and weigh upwards of 397,000 lbs! Did you know that elephants have the largest brain of all mammals? In this elective, students will explore various mammal species and how they adapt after human interaction.

**Prerequisite skills/knowledge, *if* any, that are helpful for optimum success in this course:**

(to be used as a guide/ideas for differentiation starting point)

1. Students should be able to apply grade level strategies to read informational text.
2. Students should be able to determine central ideas and key details in informational text.

**Learner Objective(s)-At the end of *this* elective, the student should be able to:**

1. Explain how animals meet their needs by using behaviors in response to information received from the environment.
2. Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.

3, Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands, etc.

4. Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.

5. Explain why skin is necessary for protection and for the body to remain

**NC CC and/or Essential Standards Alignment:**

- 3.L.1 - Understand human body systems and how they are essential for life: protection, movement and support.
- 4.L.1- Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to *survive* in changing habitats.
- 5.L.2- Understand the interdependence of plants and animals with their ecosystem.

**Literacy Connections within this course:**

**Reading**

- Analyze informational text to determine main idea and details.
- Compare/contrast various mammals, habitats and adaptations.
- Sort fact and opinion statements in informational text.
- Determine central idea to summarize informational text.

**Writing**

- Write informational text(s) including key ideas and supporting details.
- Conduct short research projects that build knowledge about a topic.
- Recall relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.

- Determine, paraphrase, or summarize the main idea and supporting details of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and details.

**Speaking**

- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.
- Use vocabulary acquired in class appropriately when engaging in discussions.
- Present multimedia infographic of facts gathered and learned.

**Pacing (In unit and/or week increments):**

**Week 1: Introduction/Building Background Knowledge**

**I. Mammal Overview *{1 day)***

a. Assessment of prior knowledge {Discover what students already know about mammals)

b. Discussion/Prediction

i. What Makes an Animal a Mammal?

c. Watch a video to introduce mammals to the class { Mammals- Educational Videos for Children) https://youtu.be/hGonwMTPV6g

d. Introduce the three types of mammals

e. Read ***The Three Types af Mammals*** passage (student pairs)
***Please Note:*** *this passage can only be accessed through teacher subscription* ***to edhelper.com***

i. Graphic Organizer to capture specific information about the three types of mammals

1. Marsupials *(pouched)*
2. Monotremes *(eye-laying mammals)*
3. Placental Mammals *(young develop in the womb)*

f. Determining the Course Outline

i. Share the following possible mammal units of study with students:

1. Canines
2. Felines
3. Hoofed Mammals
4. Marine/Aquatic Mammals
5. Marsupials
6. Monotremes
7. Primates
8. Rodents
9. Bears

g. Survey class to prioritize mammal units to study *over* the next 6 weeks

**Weeks 2 - 7: Mammals Unit of Study**

- The teacher will use student survey results to determine which 5 - 7 mammal categories are covered *over* the next 6 weeks *(dogs and other canines, cats and other felines, hoofed mammals, marine/aquatic mammals, kangaroos and marsupials, monotremes (egg-laying mammals), primates, rodents, and bears)*.
- Students will research and engage in various activities to answer the following questions each week:
    - What do they look like? Characteristics
    - Where do they live? Habitat and Environment
    - What do they eat? Carnivores, Herbivores, or Omnivore
    - What is the life expectancy?
    - How does the body function? Systems and Functions
    - How did it change to survive? Adaptations
    - What is the impact of human interactions?
- Teacher may choose to use Google Classroom to house information and videos for students to access over the course of the quarter.
- Units do not have be taught in the order that they appear in the course guide.
- Teachers should also familiarize themselves with the following digital tools prior to teaching lessons. Each unit requires students to use one of the following presentation tools:
    - Prezi- https://prezi.com
    - Animoto - https:ljanimoto.com
    - Glogster - http://edu.glogster.com
    - lnfographic - https://venngage.com
    - Blabberize - http://blabberize.com
    - Google Slides - http://www.goggle.com
    - Plickers - https:ljwww.plickers.com/
    - Ka hoot - https://kahoot.com/what-is-kahoot/
- **Please note:** each unit reference reading passages that can be found on Edhelper.com (www.edhelper.com ). In order to access all of the reading passages listed in the curriculum, the teacher will need to purchase a yearly subscription to the site at a one time cost of $19.99.

**l. Unit 1: Canines *(4 days)***

a. What is a canine? (Day 1)
    i. Assessment of prior knowledge (Discover what students already know about canines)
    *ii.* Watch a video **3 Amazing Facts About Dogs!** as class https://youtu.be/OmNYKN96rqE
        **1.** Students will write down one thing that they learned.

b. Building Background Knowledge of Various Canines (Day 2)
    i. Pose and discuss the following questions:

1. Have Your Ever Wondered ...
    a. *Are there different types of canines?*
    b. *What makes something a canine?*
    c. *Where are canines found?*

ii. Watch the following videos about different canines.
1. https://youtu.be/VYKsI5ILiaQ
2. https://youtu.be/vOvrk54ftMM
3. https://youtu.be/GBMDbldWx-c
4. https://youtu.be/T5i2TQRaqkA
5. https://youtu.be/064SGC333qA

iii. Record any notes from the different types of canines and think about which one you would like to learn more about.

c. Research one canine (Day 3)
i. Brainstorm as a class possible canines to research
ii. Distribute and explain **Classification Graphic Organizer - Canines**
iii. Student pairs will research canine using internet and trade books
*iv.* Complete **Classification Graphic Organizer - Canines** on select canine

d. Presentation (Day 4)
i. Introduce Prezi presentation tool and functions to class
https://prezi.com
ii. Review presentation requirements and grading rubric
iii. Student pairs will create Prezi presentation on their select canine
*iv.* Student presentations and peer evaluations

**Ill. Unit 2: Felines *(4 days}***

a. What is a feline? (Day 1 and 2)
i. Assessment of prior knowledge (Discover what students already know about felines)
ii. Pose and discuss the following questions:

1. Have Your Ever Wondered ...
*How big do cats get?*
    a. *What species are considered big cats?*
    b. *What makes big cats unique?*

*iii.* Watch a video to introduce felines
Roar! Meet the Big Cats! | Animal Science for Kids
*iv.* Discuss and chart characteristics of felines featured in the video
*v.* Read passages on ***Cheetahs, Tigers, Lions,Jaguars, Bengal Tiger, Snow Leopard, The Florida Panther, and Siberian Tigers***
***Please Note: passages can only be accessed through teacher subscription to edhelper.com***
1. Discuss important information in pairs
2. Share important facts with the class (pairs)

**b.** Research one feline (Day 3)
i. Brainstorm as a class possible felines to research
ii. Distribute and explain **Classification Graphic Organizer - Felines**

iii. Student pairs will research one feline using internet and trade books
iv. Complete **Classification Graphic Organizer - Felines** on select felines

c. Feline Presentation (Day4)
i. Introduce Animoto presentation tool and functions to class https://animoto.com
ii. Review presentation requirements and grading rubric
iii. Student pairs will create Animoto presentation on their select feline using student research information
iv. Student presentations and peer evaluations

**4. Unit 3: Hoofed Mammals *{4 days)***

a. What is a hoofed mammal? (Day 1 and 2)
i. Assessment of prior knowledge (Discover what students already know about hoofed mammals}
ii. Pose and discuss the following questions:
1. Have Your Ever Wondered...
*a. Have you ever been on a safari?*
*b. How did safaris get started?*
c. *Where would you go on a safari?*
d. *What types of animals might you encounter on a safari?*
iii. Discuss and chart characteristics of hoofed mammals
iv. Watch a video to build knowledge of hoofed mammals
Savanna Safari Animal Atlas
v. Three Crazy Camels! | Kangaroo Dundee
vi. Discuss and chart characteristics of hoofed mammals featured in the video
vii. Read passages on ***American Bison, Camels, Cattle, Elephants, Giraffes, Goats and Sheep, Hippopotamuses, Horses, Llamas, Reindeer, Rhinoceros, Warthogs,*** *and* ***Zebras***
***Please Note:*** *passages can only be accessed through teacher subscription to edhelper.com*
1. Discuss important information in pairs
2. Share important facts with the class (pairs}

b. Research one hoofed mammal (Day 3)
i. Brainstorm as a class possible hoofed mammal to research
ii. Distribute and explain **Classification Graphic Organizer - Hoofed Mammals**
iii. Student pairs will research one hoofed mammal using internet and trade books
iv. Complete **Classification Graphic Organizer - Hoofed Mammals** on select hoofed mammal

c. Hoofed Mammal Presentation (Day 4)
Introduce Glogster presentation tool and functions to class http://edu.glogster.com
i. Review presentation requirements and grading rubric
ii. Student pairs will create Glogster presentation on their select hoofed mammal using student research information
iii. Student presentations and peer evaluations

**5. Unit 4: Marine/Aquatic Mammals *(4 days)***

a. What is a marine mammal? (Day 1 and 2)
i. Assessment of prior knowledge {Discover what students already know

about marine/aquatic mammals)

ii. Pose and discuss the following questions:
    1. Have Your Ever Wondered ...
        a. *What are some other mammals that are considered marine/aquatic mammals?*

iii. Watch a video to build knowledge of marine/aquatic mammals **{Animal Atlas, Aquatic Mammals)**
- Animal Atlas - Seafarers: The Amazing Water World of Marine Mammals Part 1
- Animal Atlas - Seafarers: The Amazing Water World of Marine Mammals Part 2

iv. Discuss and chart characteristics of marine/aquatic mammals featured in the video

v. Read passages on ***Belugas, Dolphins, Gray Whales, Killer Whales, Manatees, Sea Otters, Seals, Walruses,*** and ***Whales***
***Please Note:*** *passages can only be accessed through teacher subscription to edhelper.com*
    1. Discuss important information in pairs
    2. Share important facts with the class {pairs)

b. Research one marine/aquatic mammal (Day 3)
    i. Brainstorm as a class possible marine/aquatic mammal to research
    ii. Distribute and explain **Classification Graphic Organizer - Marine/Aquatic Mammals**
    iii. Student pairs will research one marine/aquatic using internet and trade books
    iv. Complete **Classification Graphic Organizer- Marine/Aquatic Mammals** on select marine/aquatic mammal

c. Marine/Aquatic Mammal Presentation (Day 4)
    i. Introduce Google Slides or PowerPoint presentation tool and functions to class http://www.google.com
    ii. Review presentation requirements and grading rubric
    *iii.* Student pairs will create Google Slides or PowerPoint presentation on their select marine/aquatic mammal using student research information
    iv. Student presentations and peer evaluation

6. **Unit 5: Marsupials *(2 days)***

a. What are marsupials? (Day 1)

i. Assessment of prior knowledge (Discover what students already know about marsupial mammals)

ii. Pose and discuss the following questions:

1. Have Your Ever Wondered...
    a. *What do kangaroos keep in their pockets?*
    b. *Are kangaroos the only marsupials?*
    c. *How big are kangaroos when they're born?*

iii. Read and discuss ***What Do Kangaroos Keep In Their Pockets?*** *(Wonderopolis Article}* http://wonderopolis.org/wonder/what-do kangaroos-keep-in-their-pockets

iv. Read passages on ***Kangaroos, Koalas, Marsupial Moles, Opossums, Tasmanian Devils,*** and ***Wombats***

***Please Note:*** *passages can only be accessed through teacher subscription to edhelper.cam*

1. Discuss important information in pairs
2. Share important facts with the class (pairs)
3. Complete DLIQ to summarize learning for the day

v. Read and discuss ***What Is a bandicoot?*** *(Wonderopolis Article)* (Day 2) http://wonderopolis.org/wonder/what-is-a-bandicoot as a class

vi. **Marsupials -18 Kinds of Marsupials**

1. Distribute handout
2. View video Marsupial Mammals | Science for Kids
3. Research one marsupial on the handout finding 10 fascinating facts about the marsupials

7. **Unit 6: Monotremes *(2 days)***

a. What is a monotreme? (Day 1)

i. Assessment of prior knowledge (Discover what students already know about monotreme mammals)

ii. Pose and discuss the following questions:

1. Have Your Ever Wondered...

a. *Do any mammals lay eggs?*

b. *What are some of the unique characteristics of the platypus?*

c. *What is a monotreme?*

iii. Read and discuss ***Do Any Mammals Lay Eggs?*** *(Wonderopolis Article)* http://wonderopolis.org/wonder/do-any-mammals-lay-eggs

iv. Read passages on ***Unusual Mammals: Marsupials*** & ***Monotremes, Echidnas,*** and ***Platypuses***

***Please Note:*** *passages can only be accessed through teacher* ***subscription to edhelper.com***

1. Discuss important information in pairs
2. Share important facts with the class (pairs)
3. Complete DLIQ to summarize learning for the day

b. Monotremes Research (Day 2)

i. View the following videos as a class:

1. **Platypus Parts** https://www.youtube.com/watch?v=QNoQvjlmGdk&list=PLASAD6341A2695BA6
2. **World's Weirdest Echidna**

Echidna | World's Weirdest

c. Research monotreme mammals

i. Brainstorm as a class possible monotreme mammal to research

ii. Distribute and explain **Classification Graphic Organizer - Monotreme Mammals**

iii. Student groups of three or four will research one monotreme using internet and trade books

iv. Complete **Classification Graphic Organizer- Monotreme Mammals** on select monotreme mammal

8. **Unit 7: Primates *(4 days)***

a. What is a primate? (Day 1)

i. Assessment of prior knowledge (Discover what students already know about primate mammals)
ii. Pose and discuss the following question:
    1. What do you know about primates?
iii. Watch a video to build knowledge of primate mammals **(Animal Atlas, Monkey Around)**

Getting Up To Monkey Business (Wildlife Documentary) | Amazing Ani…

iv. Complete DLIQ to summarize learning for the day

b. Research one primate mammal (Day 2 and 3)
    i. Pose and discuss the following questions:
        1. Have Your Ever Wondered...
            a. *What's the difference between apes and monkeys?*
            b. *Is a gorilla an ape or a monkey?*
            c. *Do apes have tails?*
    ii. Read and discuss ***What Is the Difference Between Apes and Monkeys?*** *(Wonderopolis Article)* http://wonderopolis.org/wonder/whats-the difference-between-apes-and-monkeys
    iii. Distribute and explain **Classification Graphic Organizer - Primate Mammals**
    iv. Brainstorm as a class possible primate mammal to research
    v. Student pairs will research one primate using internet and trade books
    vi. Complete **Classification Graphic Organizer - Primate Mammals** on select primate mammal
c. Primate Mammal Presentation (Day 4)
    i. Introduce fake Facebook Template - PowerPoint presentation tool and functions to class
    ii. Review presentation requirements and grading rubric
    iii. Student pairs will create fake Facebook PowerPoint presentation on their select primate mammal using student research information
    iv. Student presentations and peer evaluations
    v. Complete DLIQ to summarize learning for the day

**9. Unit 8: Rodents *(4 days)***

a. What is a rodent? (Day 1)
    i. Assessment of prior knowledge (Discover what students already know about rodent mammals)
    ii. Pose and discuss the following question:
    What do you know about rodents?
    iii. Read and discuss ***Do Prairie Dogs Bark?*** *(Wonderopolis Article}* http://wonderopolis.org/wonder/do-prairie-dogs-bark

iv. Watch a video to build knowledge of prairie dogs
The Prairie Dog Life | Destination WILD

v. Read the passage **Prairie Dogs**
***Please Note:*** *this passage can only be accessed through teacher subscription ta edhelper.cam*

vi. Discuss information found prairie dogs passage as well as the video v111. Complete DLIQ to summarize learning for the day

b. Research one rodent mammal (Day 2 and 3)
   i. Show the video **The Capybaras**
   The Biggest Rodent!
   ii. Brainstorm as a class possible rodent mammal to research
   iii. Distribute and explain **Classification Graphic Organizer- Rodent Mammals**
   iv. Read passages on ***Beavers, Capybaras, Chipmunks, Flying Squirrels, Groundhogs, Meerkats, Mice, Naked Mole-Rats, Prairie Dogs, Prevost's Squirrels, Rabbits and Hares, Raccoons, Squirrels, Tree*** *Squirrels Please Note: passages can only be accessed through teacher subscription to edhelper.com*
   v. Student pairs will research one rodent using internet, passages, and trade books
   vi. Complete **Classification Graphic Organizer - Rodent Mammals** on select rodent mammal

c. Rodent Mammal Presentation (Day 4)
   i. Introduce infographic presentation tool and functions to class https://venngage.com/
   ii. Review presentation requirements and grading rubric
   iii. Student pairs will create infographic presentation on their select rodent mammal using student research information
   iv. Student presentations and peer evaluations

**10. Unit 9: Other Mammals - Bears *(2 days)***

a. What is a bear? (Day 1)
   i. Assessment of prior knowledge (Discover what students already know about bear mammals)
   ii. Pose and discuss the following questions:
      1. Have Your Ever Wondered...
         a. *Where do spirit bears live?*
         b. *What type of bear is the spirit bear?*
         c. *Why are spirit bears unique?*
   iii. Read and discuss ***Where Do Spirit Bears Live?*** *{Wonderopolis Article)* http://wonderopolis.org/wonder/where-do-spirit-bears-live
   iv. Read passages on ***Bears, Brown Bears, Giant Pandas, Polar Bears,*** *and* ***Sun Bears*** in groups of three or four
   ***Please Note: passages can only be accessed through teacher subscription to edhelper.com***
      1. Discuss important information in pairs
      2. Complete comprehension questions that accompany the passage

3. Complete DLIQ to summarize learning for the day

b. Bears Research (Day 2 and 3)
   i. Brainstorm as a class possible bear to research
   ii. Distribute and explain **Classification Graphic Organizer - Bears**
   iii. Student pairs will research one bear using internet and trade books
   iv. Complete **Classification Graphic Organizer - Bears** on select bear

c. Bear Presentation (Day 4)
   i. Review Blabberize requirements and grading rubric
   ii. Student pairs will create a Blabberize presentation on their select bear using student research information
   iii. Student presentations and peer evaluations

11. Final Projects *(6 days)*

a. Teacher will introduce final project to class *(4 days)*
   i. Task: Create a new mammal species using what you learned over the last 7 weeks about mammals. Be prepared to answer the following questions for your new mammals species:
      - *What are some characteristics of the mammal?*
      - *Why type of mammal is it?*
      - *Where does the mammal live? Where is the mammal's habitat? What does the environment look like?*
      - *What does the mammal eat? Is the mammal a carnivore, herbivore, ar omnivore?*
      - *What is the life expectancy of the mammal?*
      - *How does the body function?*
      - *How does the mammal adapt to survive?*
      - *What type of predator is the mammal?*
      - *What animals are prey for the mammal?*
      - *What is the impact of human interactions?*
   ii. Students will present their final project using one of the methods below or a method learned in a previous unit:
      1. PowerPoint Presentation
      2. infographic
      3. Animoto
      4. Prezi
      5. Blabberize
      6. Fake Facebook Page
      7. Glogster
      8. Model of the mammal in its habitat

b. Student presentation showcase *(2 days)*

**Essential Questions/Relevancy-WHY do students need to know or be able to do this/how can they apply it in their lives?**

1. What is the relationship between mammals and their environment?
2. How are humans and other mammals connected to each other and to their natural environment?
3. How does the environment influence a mammal's structure and behaviors?
4. How can the way we interact with animals influence our interactions with each other.

**Types of Benchmarks of Learning and/or Assessments:**

**Teacher Assessment Opportunities**

- Evaluate focus question responses, predictions, and data acquired during investigations as well as conclusion in mammal notebook
- Observation (student's use of critical vocabulary in their writing and citing evidence to clarify ideas)
- Quick write opportunities (student's understanding or misunderstanding of concepts)
- Informal notes (collected during collaborative group and class discussions)
- Student examples and justification for mammal categories
- Final project (presentation rubric to assess learning)

**Peer Assessment Opportunities**

- Analysis of student drawing or response to focus question
- Draw a diagram and write an explanation of the drawing to a partner
- Presentation rubric to assess peer's learning

**Self-Assessment Opportunities**

- Use DLIQ *(What did I do? What did I learn? What did I find interesting? What questions do I still have?)* strategy to summarize individual learning
- Create a Venn diagram to compare and contrast key ideas and details.
- Begin a glossary in their notebook definitions of content words are in their own words and/or pictures.
- Use presentation rubric to assess learning

**Anticipated Materials and Resources:**

- iPads
- Computers/Laptops
- Wonderopolis http://wonderopolis.org/
- Discovery Education http://discoveryeducation.com
- Teacher access to **edhelper.com** for reading passages *($19.99 per year far full access)*
- Chart Paper
- Spiral Notebooks/Journals
- Folders

***Note to teachers: due to the required use within the units, instructors should familiarize themselves with the following presentation tools prior to the lessons.***

- Plickers- htt12s://www.plickers.com/
- Kahoot- https://kahoot.com/what-is-kahoot/
- Animoto-https://animoto.com
- Prezi-https://prezi.com
- Glogster- http://edu.glogster.com
- lnfographic (Venngage)- https://venngage.com
- Blabberize- http://blabberize.com
- Google Slides - http://www.google.com

***Please Note: The following passages are sited in daily lesson plans* and *can only be accessed through teacher subscription to Edhelper.com www.edhelper.com.***

**Mammals Introduction:**

- Three Types of Mammals Passage

**Felines Unit:**

- Bengal Tigers Passage
- Cheetahs Passage
- Hyenas Passage
- Lions Passage
- Siberian Tigers Passage
- Snow Leopard Passage
- The Florida Panther Passage
- Tigers Passage

**Hoofed Mammals Unit:**

- American Bison Passage
- Camels Passage
- Cattle Passage
- Elephants Passage
- Giraffes Passage
- Goats and Sheep Passage
- Hippopotamuses Passage
- Horse Passage
- Llamas Passage
- Reindeer Passage
- Rhinoceros Passage
- Warthogs Passage
- Zebra Passage

**Marine/Aquatic Mammals Unit:**

- Belugas Passage
- Dolphins Passage
- Gray Whales Passage
- Killer Whales Passage
- Manatees Passage
- Sea Otters Passage
- Seals Passage
- Walruses Passage
- Whales Passage

**Marsupials Unit:**

- Kangaroos Passage
- Koalas Passage
- Marsupial Moles Passage
- Opossums Passage
- Tasmanian Devils Passage
- Wombats Passage

**Monotremes Unit:**

- Unusual Mammals: Marsupials & Monotremes
- Echidnas and Platypuses Passage

**Primates Unit:**

- Aye-Aye Passage
- Chimpanzees Passage
- Gorillas Passage
- Orangutans Passage
- Sloths Passage
- Snow Monkeys Passage

**Rodents Unit:**

- Beavers Passage
- Capybaras Passage
- Chipmunks Passage
- Flying Squirrels Passage
- Groundhogs Passage
- Meerkats Passage
- Mice Passage
- Naked Mole-Rats Passage
- Prairie Dogs Passage
- Prevost's Squirrels Passage
- Groundhogs Passage
- Rabbits and Hares Passage
- Raccoons Passage
- Squirrels Passage
- Tree Squirrels Passage

**Bears Unit:**

- Bears Passage
- Brown Bears Passage
- Giant Pandas Passage
- Polar Bears Passage
- Sun Bears Passage