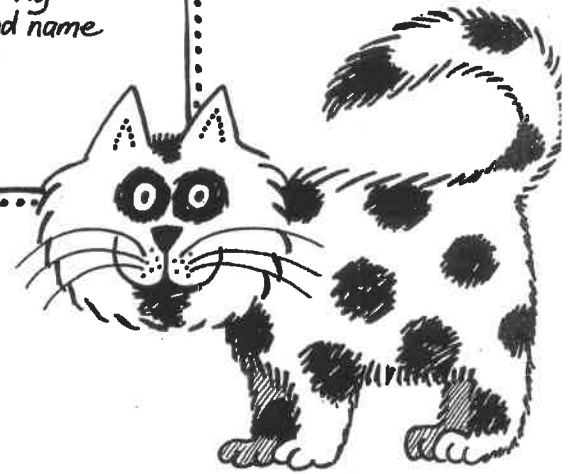
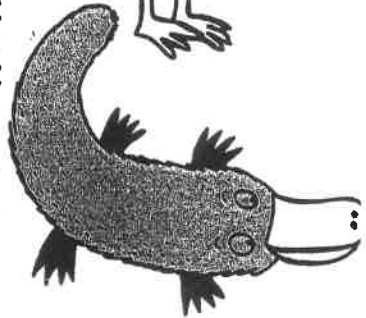
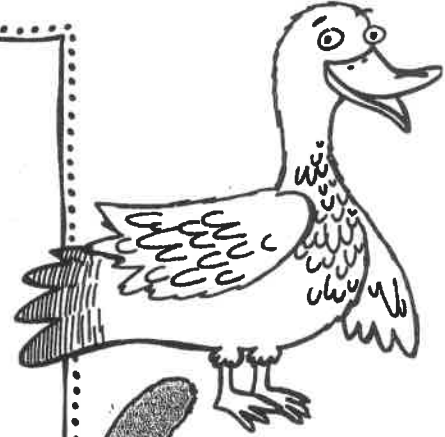
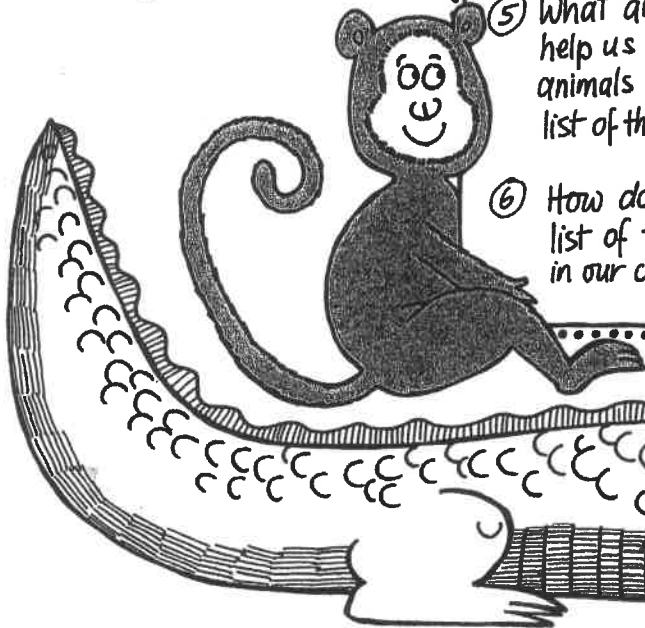
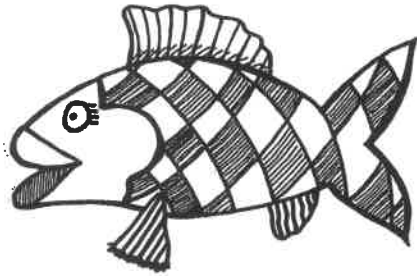
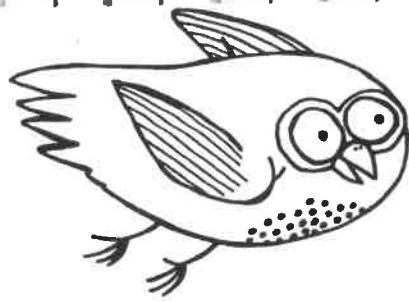
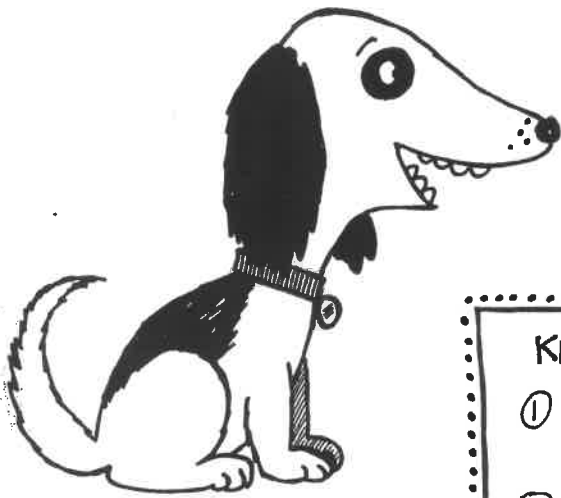


ANIMALS



KNOWLEDGE

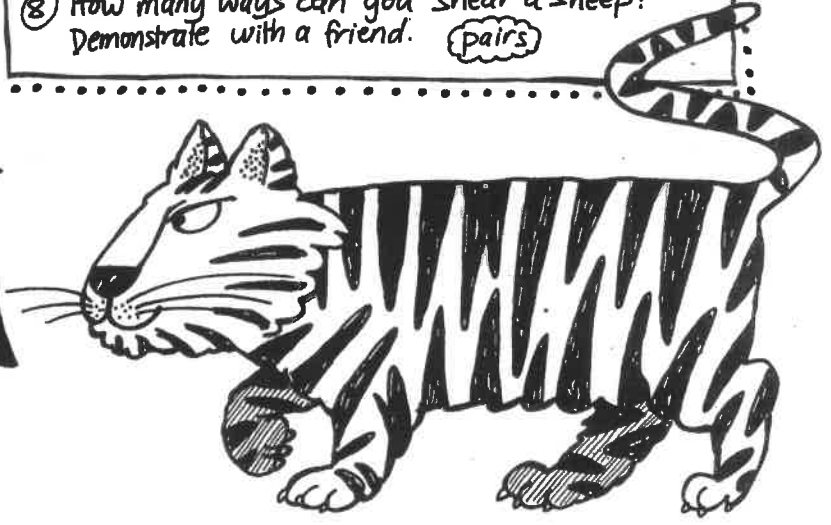
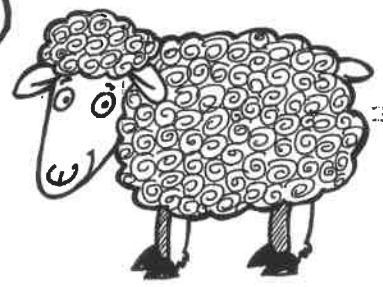
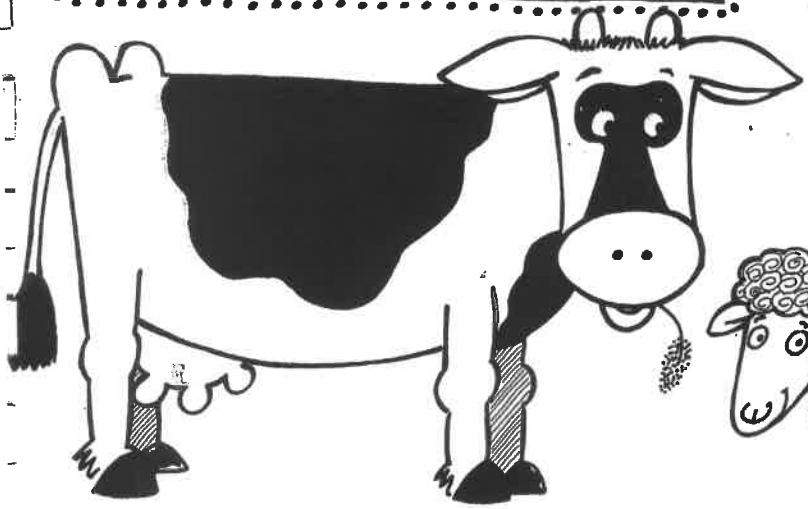
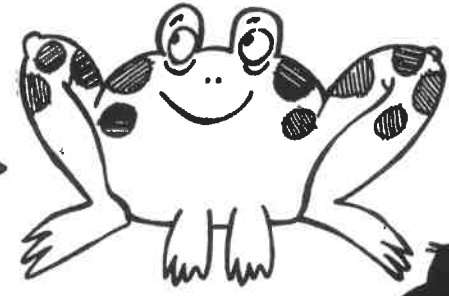
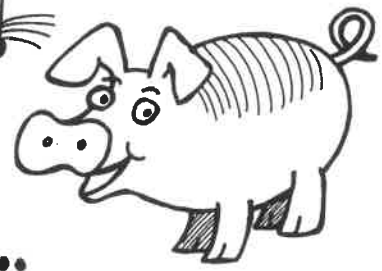
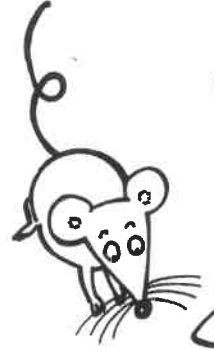
- ① List all the farm animals that you know. *self* → group → class
- ② Collect pictures of farm animals and make a display. *class*
- ③ Make a list of all the zoo animals you can. *self* → group → class
- ④ Collect pictures from magazines, or draw pictures of zoo animals and make a display. *class*
- ⑤ What are some of the animals that help us in our community? Discuss these animals with your friends and make a list of them. *group* → class
- ⑥ How do animals help us? Make a list of the ways that animals help us in our community. *group* → class
- ⑦ Illustrate an animal that helps us in our daily lives. Write a sentence about your illustration. *self*
- ⑧ Read about an animal that interests you. *self*
- ⑨ Make an animal word search from the wordbank. *self*
- ⑩ Look at some videos about zoo animals. *class*
- ⑪ Look for information about endangered animals. Talk about them with your class. *self*
- ⑫ Make a display chart of any extinct or endangered animals, and name them. *self*

ANIMALS

(continued)

ANALYSIS

- 1 Design a questionnaire about an animal. *self*
- 2 Plan a TV commercial to sell a new animal that you have bred. Present it to the class. *group*
- 3 Make a flow chart to show what you know about an animal of your choice. *self*
- 4 Arrange a party for a group of animals. List them. Plan a menu and write an invitation. *pairs*
- 5 Graph the types of animals members of your class have at home. *class*
Make a graph of your own animals at home. *self*



SYNTHESIS

- 1 Design a compound for an animal to live in. Consider the needs of the animal first. *pairs*
- 2 Invent a machine that would feed your animal in the compound you have designed. *pairs*
- 3 You are kidnapped and taken to another planet where human beings are kept as pets by large gorillas. Design a label for a can of pet food you are given to eat. *pairs*
- 4 How would you feel if you were kept as a pet by a cruel master? Write about your feelings. *self*
- 5 You are two animals that meet in the jungle. Plan a conversation that you could have and present it to the class. *pairs*
- 6 With your class, compose a song about animals, and perform it. *class*
- 7 You go to the bush to visit some Aboriginal caves. Suddenly you hear a strange noise. You catch a glimpse of a very strange creature never seen before. Write about or draw what you see. *self*
- 8 How many ways can you shear a sheep? Demonstrate with a friend. *pairs*

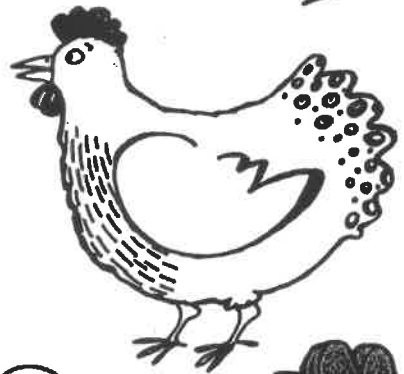
Farm Animals

Zoo Animals

Endangered Animals

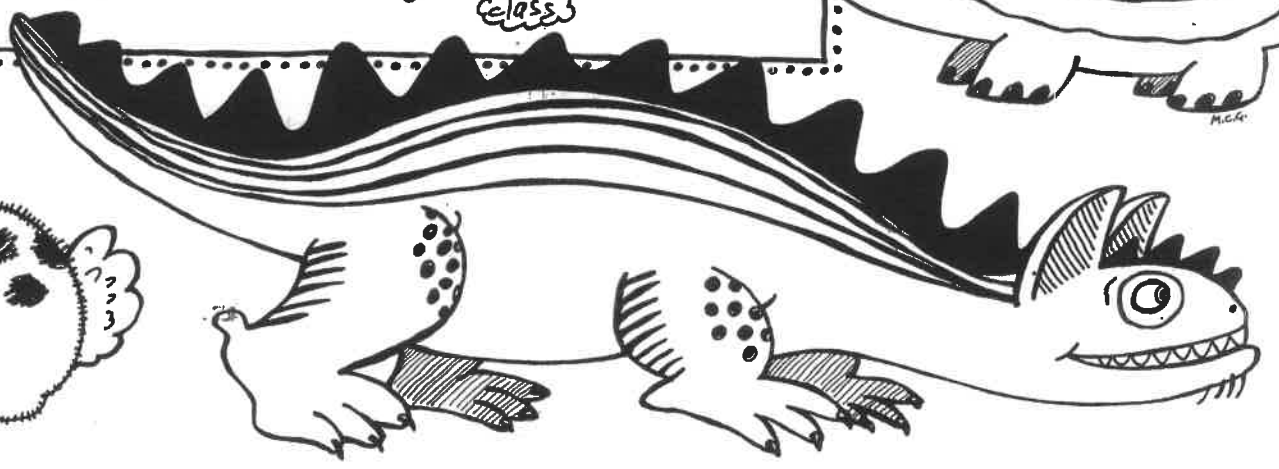
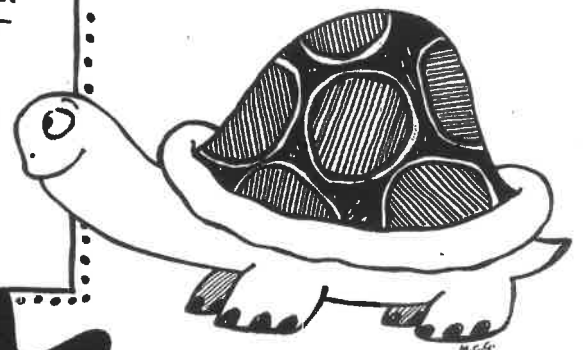
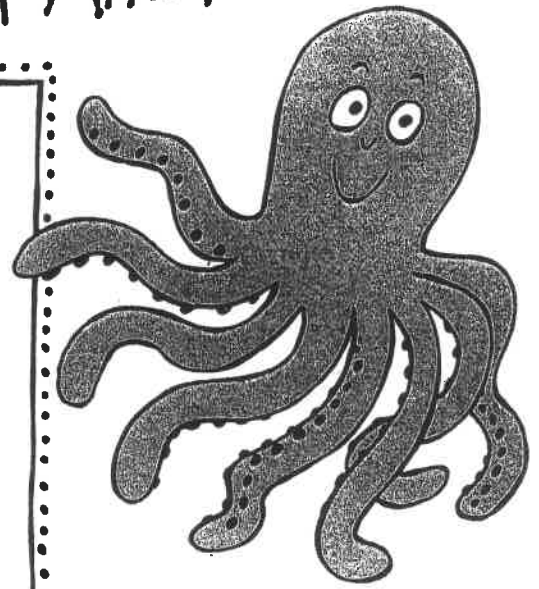
Pets

Extinct Animals



EVALUATION

- ① Make a concept map about the things you know about animals. *self*
- ② Select a team to plan a debate about "Giraffes make good pets". *class*
- ③ Make a booklet about five things you need to remember to care for an animal. Illustrate your booklet. *self*
- ④ Write a list of five events that you would have if you were running an Animal Olympics. Draw animals taking part in one of these events. *group → class*
- ⑤ You are a judge at the Animal Olympics. The hippo has entered the ring and has started the gymnastics dance routine. What skills would you be looking for to award a medal? List these skills. Draw what you see from your judging position. *self*
- ⑥ Is it a good or bad thing to have animals in a zoo? Talk about this with your friends, and write a "For and Against" chart. *group*
- ⑦ If you were Noah and you had a choice of which animals you left off the Ark, which ones would you leave behind? Why? Discuss this with the class. *self → group → class*
- ⑧ Pretend you are the teacher. Write a report about the way you have worked on this topic. Share it with your teacher. *self*
- ⑨ Do you think it is the best thing for an endangered animal to be kept in captivity? Discuss why or why not with the class. *class*



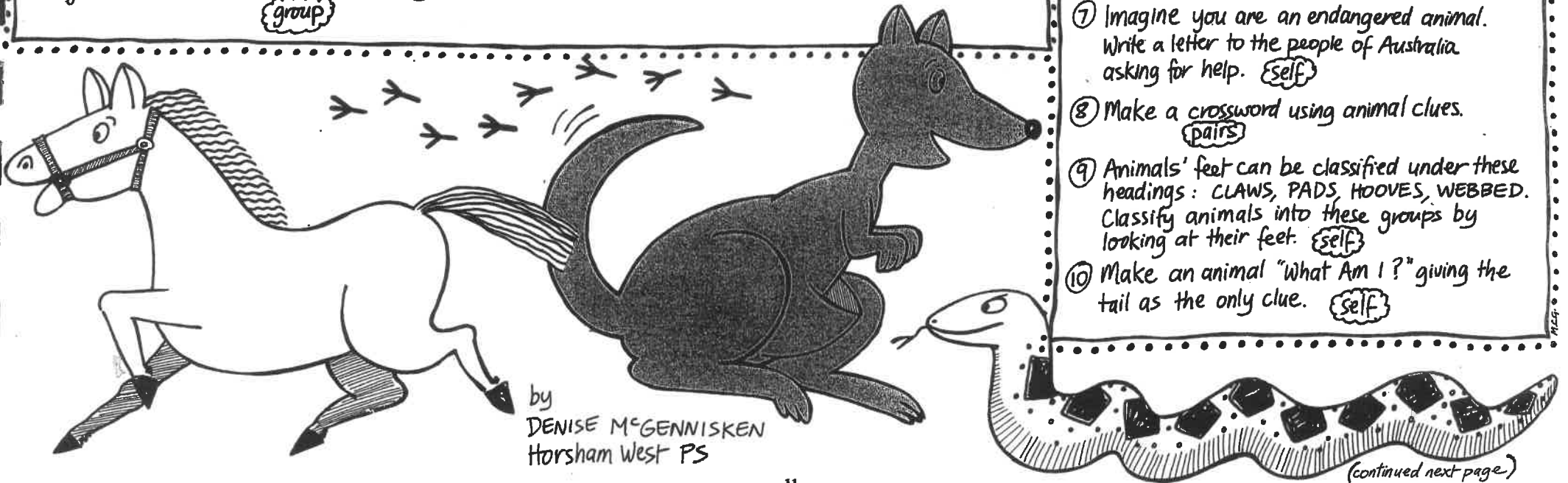
by DENISE MCGENNISKEN
Horsham West PS

COMPREHENSION

- ① Write a report about an animal you have read about. Illustrate the animal and display your work. **self**
- ② Give a talk to the class about an animal that helps people. **self**
- ③ Draw an animal at work in the community. **self**
- ④ Choose an animal you know about. Write a facts sheet about it. **self → class**
- ⑤ You are a panda visiting an Australian zoo. Explain the special things the zoo staff have to do to feed you and to keep you healthy. **self**
- ⑥ Choose a farm animal and write an outline of what use it is to the farmer. **self**
- ⑦ Draw a flow chart to show how a farm product gets from the farm to the community. **group**
- ⑧ In your own words, describe what you know about animals that live in the zoo. **self**
- ⑨ Write about how you care for your pet. What helpful things does your pet do for you? Draw your pet. **self**
- ⑩ Make a list of animals and the name that is given to their young. **self → class sheet**
- ⑪ Write a report about an animal that is extinct. **self**
- ⑫ How do we protect endangered species of animals? Tell the class what you have found out. **self**
- ⑬ From the animals you have studied, classify them into groups. **class**
- ⑭ Many animals have different footprints. Make a collection. Label and display them. **self → class sheet**

APPLICATION

- ① Imagine you are in danger. Write a story about how you were saved with the help of an animal. **self**
- ② Make a "What Am I?" chart. Write six important clues about the animal. Paste a picture of this animal on the back of the chart. **self**
- ③ Construct a Plasticene model of an animal. Name your animal and write some information about it on a card and attach it to the model. **self**
- ④ Make a quiz or board game, using animal clues, to play with your friends. **pairs**
- ⑤ What type of farmer would you like to be? Draw him/her and talk about your picture with the class. **self**
- ⑥ Make a display showing animals and their homes. **pairs**
- ⑦ Imagine you are an endangered animal. Write a letter to the people of Australia asking for help. **self**
- ⑧ Make a crossword using animal clues. **pairs**
- ⑨ Animals' feet can be classified under these headings: CLAWS, PADS, HOOVES, WEBBED. Classify animals into these groups by looking at their feet. **self**
- ⑩ Make an animal "What Am I?" giving the tail as the only clue. **self**



(continued next page.)