

ANIMALS

UNIT OVERVIEW

This comprehensive, four-part study of animals is sure to captivate student interest. Flexibility is the key, with teachers choosing to present all four sections in sequence or simply selecting the parts that best meet the needs of each individual class.

PART I - Terms and Definitions (5 classes)

Part I is a knowledge-based presentation of twenty-six terms necessary for a proper understanding of animals. Students write the terms in their notebooks and then develop an understanding of the terms through related activities. Activities are:

- 1) **Wordsearch**
- 2) **Animal Crackers**
- 3) **Habitat Game**
- 4) **Camouflage Writing**
- 5) **Predator and Prey Game**
- 6) **Scavengers Are Us**
- 7) **Crossword Puzzle**
- 8) **Lion King Checklist**

PART II - Animal Characteristics and Classification (5 classes)

In this classification section, students learn the important characteristics of the major vertebrate families (groups) - fish, amphibians, reptiles, birds, mammals. Activities include:

- 1) **Fish - Where Did The Fish Go? (Graphing Activity)**
- 2) **Amphibians - The Life Cycle of A Frog (Colouring Activity)**
- 3) **Reptiles - Video Review (Them Be Dragons)**
- 4) **Birds - Birds By Numbers (Colouring Activity)**
- 5) **Mammals - Video Review (Lorne Green's New Wilderness)**
- 6) **Animal-What Am I? (20 Questions Game)**
- 7) **Mystery Animals (Enrichment Activity)**

PART III - Animal Adaptations (5 classes)

The third, more challenging part of the unit, investigates some of the ways that animals have adapted to suit their environments. Key activities include:

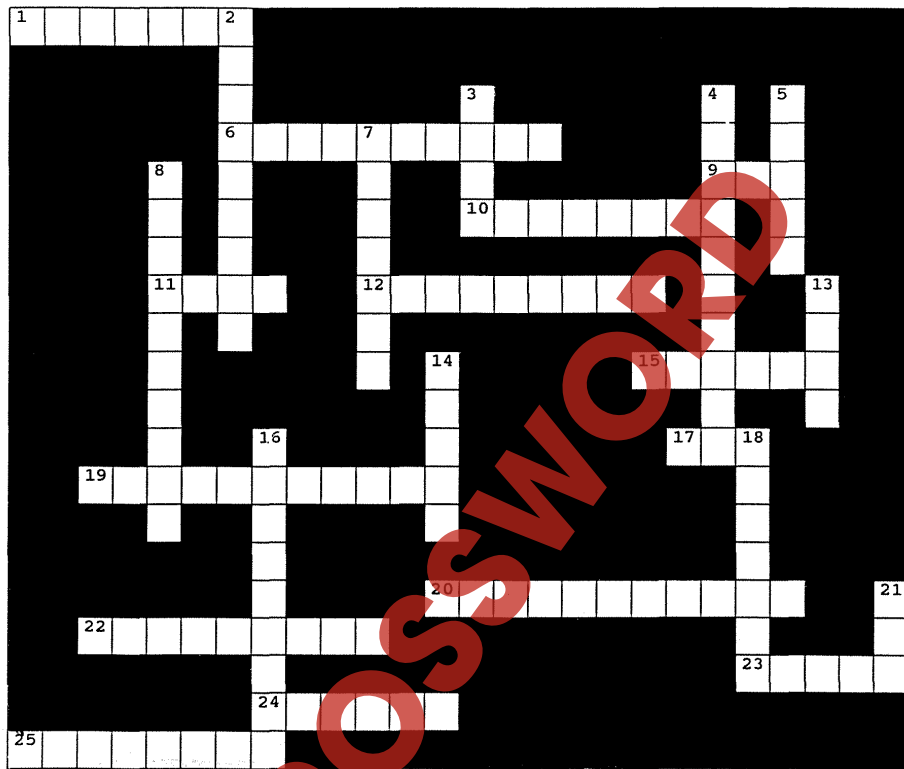
- 1) **Adapt an Animal**
- 2) **Dinosaur Adaptations In Jurassic Park**
- 3) **Animals Review**

PART IV - Major Report (5 classes)

In this section, students write a report on an animal. "Jot Notes" are used to collect useful information without copying out of encyclopedias.

ANIMALS CROSSWORD

NAME: _____



Across

1. The topic of this unit.
6. An animal with a backbone.
9. What's a Cowsey?
(If you don't know, ask your teacher)
10. A jumping marsupial from Australia.
11. Predators eat these animals.
12. Owls and bats are examples.
15. These animals can be found in a pod.
(hint: use a dictionary)
17. Do you like science?
19. Insects have this kind of skeleton.
20. These are extra large on Sabretooth Tigers.
22. Meat eater.
23. The areas that an animal lives.
24. A herbivore with big front teeth.
25. Eats everything - like raccoons.

Down

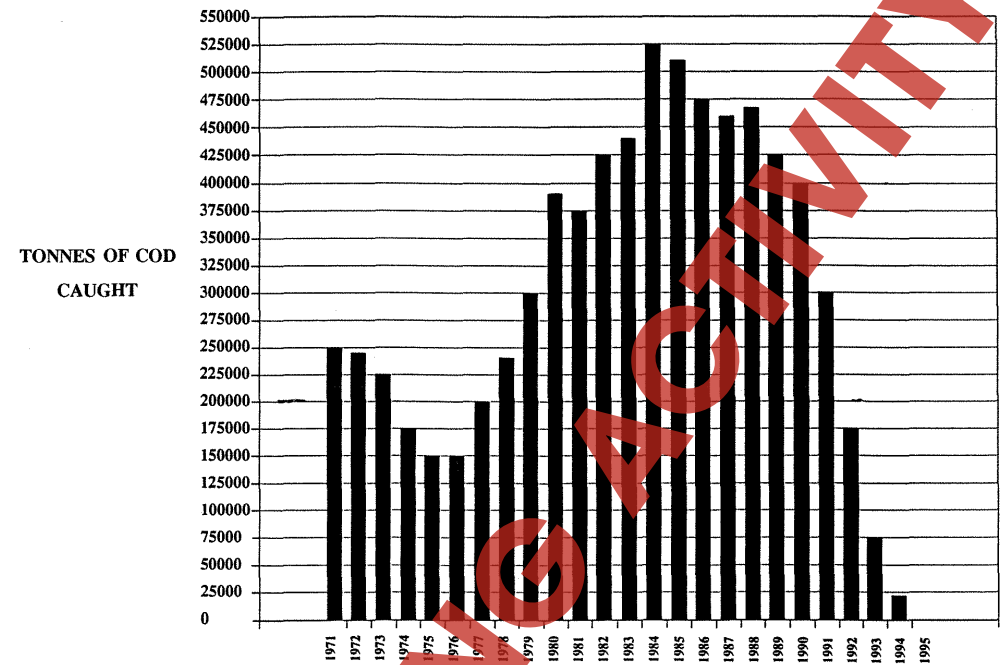
2. Animals that eat already dead things like vultures.
3. Wolves can often be found in one of these.
4. Protective colouring that animals use to help them hide.
5. These could be found in a pride.
(hint: use a dictionary)
7. Dinosaurs and Passenger Pigeons are this.
8. A method that an animal uses to live better in its environment.
13. These animals are smart because they stay in schools.
14. An animal's odour or smell.
16. A plant eater. (Herby for short)
18. Habitat is made up of food, water and this.
21. A female deer or the note after "Tee" and before "Ray"

WHERE DID THE FISH GO?

NAME: _____

Instructions

Use the graph showing how many tonnes of cod were caught each year to answer the questions.



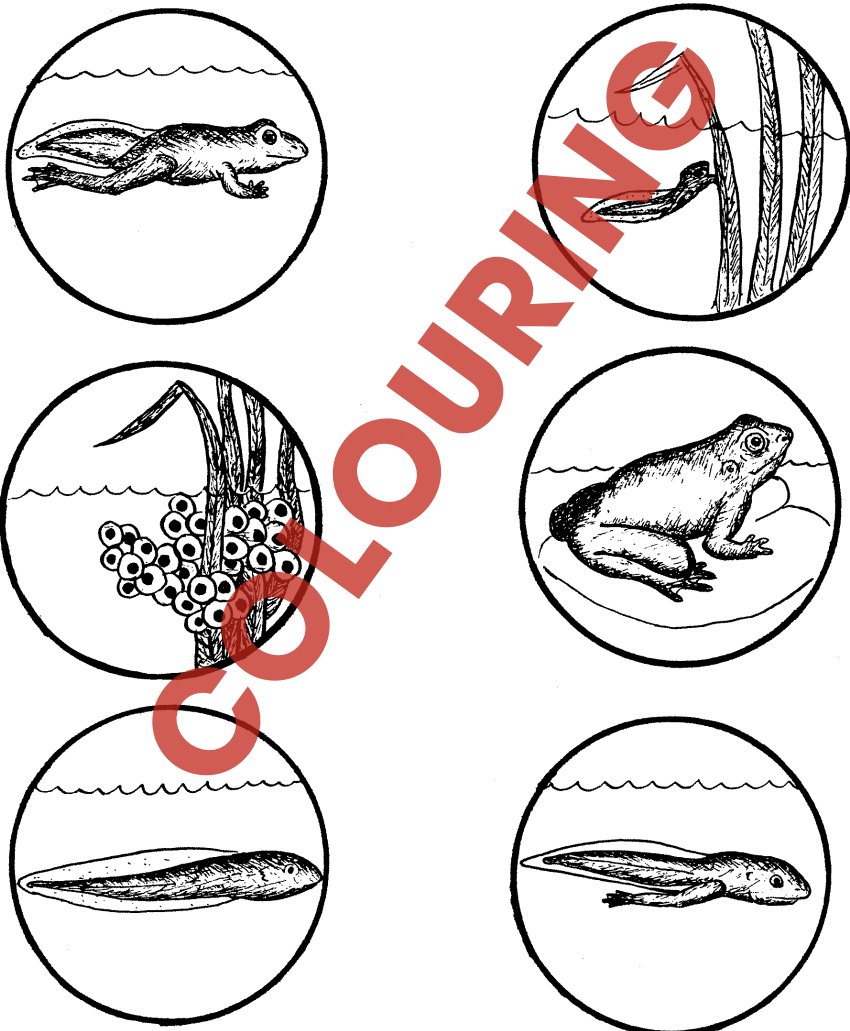
1. How many tonnes of cod were caught in 1982? _____
2. How many tonnes of cod were caught in 1993? _____
3. What year had the highest number of fish caught? _____ How many tonnes? _____
4. How many more fish were caught in 1990 than 1971? _____
5. Today, fishermen use very large factory ships, longer nets and electronic fish finders to catch fish. Use the graph to guess what years the fishermen started switching to these new and better boats? _____
6. What year had the fewest number of fish caught? _____ How many tonnes? _____
7. Each year fishermen seem to be catching less and less fish. What do you think happened to the fish? _____

THE LIFE CYCLE OF A FROG

NAME: _____

Instructions

- Step 1 - Colour the six pictures and cut them out.
- Step 2 - Read the clues on page 2 and put the pictures in order.
- Step 3 - When the teacher has checked to see that your pictures are in the right order, glue them down.



VIDEO REVIEW

NAME: _____



DATE: _____

NAME OF VIDEO: _____

THREE THINGS I LEARNED WERE:

- _____
- _____
- _____

THE MOST INTERESTING PART OF THE VIDEO WAS:

THE LEAST INTERESTING PART OF THE VIDEO WAS:

ON A SCALE OF ONE TO TEN I WOULD RATE THIS VIDEO A:

1 2 3 4 5 6 7 8 9 10

THINKING QUESTION:

ADAPT AN ANIMAL FACTSHEET

GROUP MEMBERS: _____

Name of Animal: _____

Describe the habitat of the animal: (Forest, grassland, jungle, desert, seashore, pond, lakeshore, under water, city, swamp, tundra or Arctic, mountains, streams, etc.)

Is the animal a carnivore, herbivore or omnivore? _____

List three things this animal eats.

- _____
- _____
- _____

How does this animal get its food?

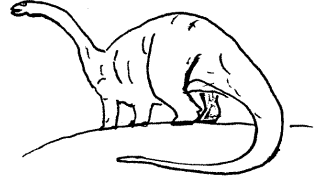
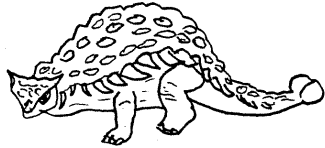


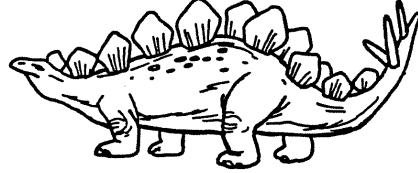
Other interesting things about this animal are:

- _____
- _____
- _____
- _____

ADAPTATIONS IN DINOSAURS

NAME: _____

Instructions: For the different kinds of dinosaurs, fill in the chart.

DINOSAUR	ADAPTATIONS	ADVANTAGE
APATOSAURUS (also called BRONTOSAURUS) 	1. Long neck 2. Thick legs like tree trunks	
ANKYLOSAURUS 	1. Entire body covered with plates and horns 2. Built low to the ground	
EDMONTOSAURUS (also called DUCKBILL) 	1. Large, flat bill containing hundreds of teeth. 2. Long, strong legs.	
PTERADACTYL 	1. Thin bones that were hollow 2. Holes in the skull.	
STEGOSAURUS 	1. Four long spikes on its tail 2. Thin, bony plates on its back	

ANIMALS REVIEW

NAME: _____

1. Match

- | | |
|--|----------------------|
| a) an animal that hunts for food | ___ habitat |
| b) animals that travel in packs | ___ carnivore |
| c) the smell of an animal | ___ herbivore |
| d) a plant eater | ___ omnivore |
| e) food, water and shelter | ___ predator |
| f) a meat eater | ___ prey |
| g) an animal that is awake at night and sleeps in the day | ___ scavenger |
| h) the animal's temperature stays the same even if the outside temperature changes | ___ vertebrate |
| i) eats both plants and meat | ___ canine teeth |
| j) protective colouring to help an animal hide | ___ scent |
| k) sharp teeth for tearing and ripping flesh | ___ cold-blooded |
| l) the animal's temperature is the same as outside | ___ warm-blooded |
| m) an animal that eats food other animals have already killed | ___ nocturnal |
| n) areas on a map showing where an animal lives | ___ gregarious |
| o) an animal with a backbone | ___ instinct |
| p) the time it takes for a baby to grow inside the mother | ___ camouflage |
| q) things an animal knows without being taught | ___ adaptations |
| r) ways that animals have to help them live better in their environment | ___ range |
| s) an animal hunted by predators | ___ gestation period |

RANGE MAP

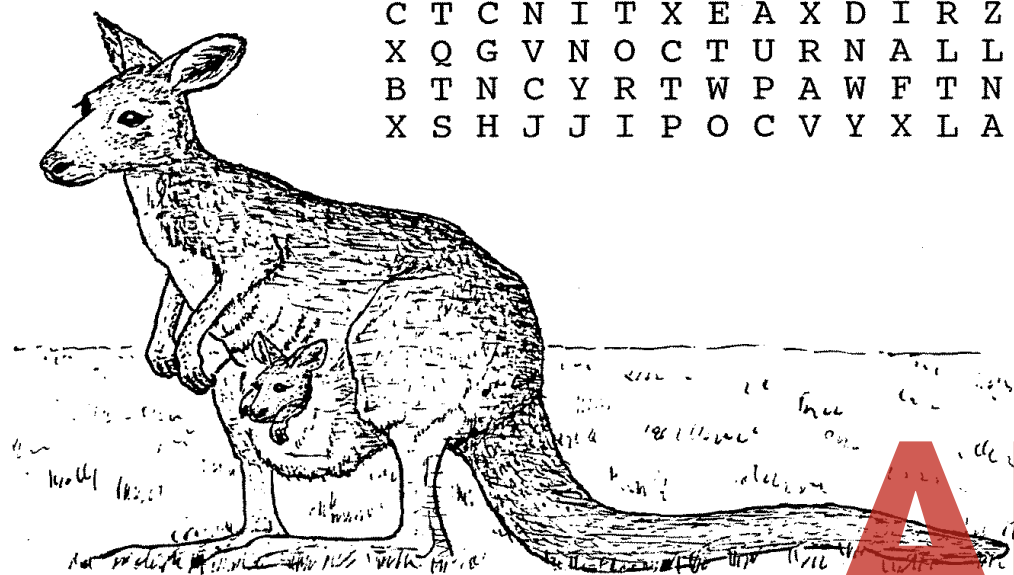


ANIMALS WORDSEARCH

NAME: _____

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D Y T D V E E E T J Q O H B Y G P T F Z V
O O F R G C T C N I T S N I W S D M W K Y
C S I X A R M A R S U P I A L Q V D T B V
W I C R I D E O R U E I Z N D U L I N F S
W K A D E E T G N B S S K O P U K E E B M
A Z M D S P T D A E E T A T I B A H D X D
I S O E A C N R T R V T H E R B I V O R E
N L U R R P A O P I I C R L R N E I R W D
Y R F O B O T V I M N O T E V F V A H E R
T T L V O G V A E T R X U K V L P T D K U
E L A I T P J I T N A I H S F G E O J L H
D E G N A R Y Q N I G T W O T E O U D U U
T D E M F E Z W Z R O E S X T L H D N H U
G C M O R D N O I T A N R E B I H O B O E
S V K P R A I L V C E C N M G T K H J K G
C T C N I T X E A X D I R Z P K G B V D C
X Q G V N O C T U R N A L L I S J J F U X
B T N C Y R T W P A W F T N I F M Z Z F W
X S H J J I P O C V Y X L A B D J X Z I F
    
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Activities and Assignments

Activity 1 - Wordsearch

This simplistic activity is a fun way to begin the unit and helps to familiarize students with the terms they will be expected to understand. Students should begin work on the wordsearch individually and if they work quietly, they may be allowed to work in pairs to finish the wordsearch. An easy and hard wordsearch have been included.

(Easy)

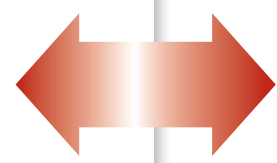
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. . . C A M O U F L A G E . . . . .
. . W A R M B L O O D E D . . . . .
. . H N . . . . . E . . . . .
. . R N I V O R E . . . . . X . . . . .
. . O M N B . . . . . H A B I T A T
. . D . . E G E S T A T I O N P E R I O D
. . E . T O X R A N G E . . . . . N . . . . .
. . E N T E M O . N . . . . . C . . . . .
. . R T . E N S . M A R S U P I A L T . . . . .
. . . . . T I K . . D T . . . . .
. . . . . H V E . . A . I . . . . .
. . . . . H O L . . P . O . . . . .
. . . . . P R E D A T O R . N . . . . .
. . . . . G A R I O U S T . . . . .
. . . . . N . . I N S T I N C T . . . . .
. . . . . N . . . . .
    
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(Hard)

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D . . . . . E . . . . .
. . O . . . . . G . . . . . T C N I T S N I . . . . .
. . . . . I . . . . . R M A R S U P I A L . . . . . T . . . . .
. . . . . C R . . . . . E O R . . . . . N . . . . . N . . . . .
. . . . . A . . . . . E . . . . . G N B . . . . . O . . . . . E . . . . .
. . . . . M D S P . . . . . A E E T A T I B A H D . . . . .
. . . . . O E A C N . . . . . R V T H E R B I V O R E
. . . . . U R R P A O . . . . . I . . . . . R L . . . . . R . . . . . D
. . . . . F O . . . . . O T V I . . . . . O . . . . . E . . . . . H E . . . . .
. . . . . L V . . . . . V A E T . . . . . U K V . . . . . T D . . . . .
. . . . . A I T P . . . . . I T N A . . . . . S . . . . . E O . . . . .
. . . . . E G N A R Y . . . . . N I G T . . . . . O . . . . . E O . . . . .
. . . . . E M . . . . . E . . . . . R O E S X T L . . . . .
. . . . . C . . . . . O R D N O I T A N R E B I H . . . . .
. . . . . S . . . . . P . . . . . A . . . . . C N M G . . . . .
. . . . . T C N T X E . . . . . I R . . . . .
. . . . . . . . . . . O C T U R N A L . . . . .
. . . . . . . . . . . R . . . . . A W . . . . .
. . . . . . . . . . . C . . . . .
    
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ANSWER KEY

Activity 2 - Animal Crackers

This challenging pictogram assignment forces students to solve tricky puzzles related to the terms and definitions. Students may work individually or in small groups.

Find These Words:

HABITAT
CARNIVORE
HERBIVORE
OMNIVORE
PREDATOR
PREY
RODENT
GESTATION PERIOD

SCAVENGER
VERTEBRATE
EXOSKELETON
WARM BLOODED
CANINE TEETH
VENOM
SCENT
RANGE

NOCTURNAL
HIBERNATION
GREGARIOUS
INSTINCT
EXTINCT
CAMOUFLAGE
ADAPTATION
MARSUPIAL

(Answers)

- | | | |
|---------------|-----------------|----------------|
| 1) vertebrate | 2) prey | 3) exoskeleton |
| 4) scent | 5) gregarious | 6) carnivore |
| 7) nocturnal | 8) canine teeth | 9) scavenger |
| 10) range | 11) instinct | 12) extinct |
| 13) habitat | 14) marsupial | 15) rodent |

